

# MASTERS' DEGREE IN EDUCATIONAL MANAGERS IN THE REPUBLIC OF CYPRUS: PROGRAM ANALYSIS

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## ABSTRACT

*The article analyzes the content of curricula for the training of education managers in the Republic of Cyprus. The peculiarities of the formation of the master's degree programs at the Open University of Cyprus, the University of Frederic Cyprus, the European University of Cyprus, the University of Nicosia, the University of Naples, the International Institute of Management of Cyprus are considered.*

*It has been found out that the programs include graduates of the baccalaureate of pedagogical specialties, as well as educators who already work at the positions of teachers, school directors, school counselors, education managers, heads of institutions providing educational services in vocational and continuing education institutions. The credit dimension of the programs is determined, which corresponds to 90 or 120 ECTS, where the content of compulsory and selective disciplines is formed in relation to 1/2. Obligatory disciplines have identified those that provide the ability to administer and explore education and provide a clear understanding of organizational theories, their ability to implement at schools and any other educational institutions; the ability to analyze current educational issues, to offer decisions and discuss the consequences of their making, to understand the dynamic environment in which the educational institutions and the education system operate in general, to investigate and analyze various models of document circulation in each educational institution and in the educational system on the whole. The content of selective disciplines forms the special knowledge of future managers, explains phenomena such as change design, leadership and innovative educational programs, theoretical models of effective education, and the study of strategic planning, accountability and responsibility issues.*

**Key words:** *educational managers; masters' degree; Republic of Cyprus; training content.*

## INTRODUCTION

The content of education managers' professional training is conditioned by the requirements of society, the continuous nature of management and educational activities, the integration of future managers' personal professional experience, and the need for constant self-improvement (Zhyhir, 2014).

The content of education managers' training is fixed in the knowledge and skills that the future managers should master through acquiring the experience of evaluation activities and effective decision-making, which are the main achievements of the education goal. Consequently, the future education managers' content formation, which simultaneously satisfies both modern society and personal needs, is an actual subject of the research.

## BACKGROUND

Researchers such as V. Zhyhir, L. Zhuravliova, L. Zadorozhna-Kniahnytska, L. Karashchuk, L. Kravchenko, M. Kryvko, V. Maslov, I. Sokolova, T. Sorochan, M. Tovstiyak, A. Shevchenko and others oversee the problem of preparing education managers. They determined the regularities and principles of the education content formation, the essence of the theoretical and practical future education managers' training, offered a structure for their professional education. We are impressed by the opinion of M. Connolly, C. James and M. Fertig, who believe that educational management entails carrying the responsibility for the proper functioning of a system in an educational institution in which others participate. Carrying a responsibility of this kind is a state of mind and does not necessitate actions, though it typically and frequently does (Connolly, James, & Fertig, 2017).

Investigating the problem of content formation, M. Tovstiyak reveals the peculiarities of the professional training content formation for future managers of educational institutions in the magistracy conditions analyzing professional functions of educational institution leaders and modern requirements for their activities. She believes that management in education involves tense public activities that are variegated in their content and essence. It provides a significant component of improvisation through the everyday creative entry into the situation of the institution at all its levels (management team, teaching staff, students, parents and the public) and, as a consequence, the existence of an extensive set of assessments of its professional and personal qualities, which is important for ensuring the effectiveness of its managerial influence.

The researcher emphasizes that the personality-developing aspect of vocational training should become the basis for professional and personal self-improvement of the future manager, which, in turn, is an indispensable condition for effective management (Tovstiyak, 2014).

V. Zhyhir (2014) analyzes the theoretical bases of the content of the education manager professional training in the conditions of the of higher education master degree institutions and interprets the content of the education managers' professional training as a specially selected and recognized by a society (state) system of objective mankind experience elements, the assimilation of which is necessary for the successful management of an educational institution, as the end result, level and achievements, expressed in the categories of knowledge, skills, personal qualities, the mastery of which provides an effective professional activity.

The scientific intelligence has also been carried out. It reveals the content of foreign education managers' training: in Canada (S. Kormiltsina), USA (L. Vorotnyak, L. Sihayeva, T. Bilobrovko), in such European countries as Great Britain, Austria, France, Greece (O. Protsenko), Germany (O. Kravchuk), etc. At the same time, the Republic of Cyprus experience, which may be useful for developers of education managers' training content of master's degree, deserves the attention of the Ukrainian education community.

*The purpose of the article* is to analyze the content of curricula for the education managers' training of master's degree in the Republic of Cyprus.

## **PRESENTING THE MAIN CONTENT OF THE STUDY**

Higher education in the Republic of Cyprus is represented by public and private universities, as well as public and private institutions of higher education (Το Εκπαιδευτικό Σύστημα της Κύπρου, 2018). Higher pedagogical education is offered by all universities and individual institutions of higher education. Among the three state universities – the University of Cyprus, the Technological University of Cyprus and the Open University of Cyprus – only the last one offers the education managers' training for masters. As of September 2018, all private universities – the Frederick University of Cyprus, the European University of Cyprus, the University of Nicosia, and the University of Naples – are preparing education managers, except for the University of Central Lancashire, which is currently licensed for this program. Among non-university higher education institutions only at the private International Institute of Management of Cyprus one can graduate as an education manager. Let us analyze the content of the master's programs in the training of education managers.

## **OPEN UNIVERSITY OF CYPRUS**

At the Open University of Cyprus (Ανοικτό Πανεπιστήμιο Κύπρου), education managers prepare for the master's program "Pedagogical Sciences" at the Faculty of Economics and Management. The direction "Educational management and politics" is presented together with such areas as "Education for Social Justice", "Special Education", "Continuing Education", "Educational and Communication Technologies" (Ανοικτό Πανεπιστήμιο Κύπρου, 2018). After mastering the program, graduates receive a master's degree diploma "Pedagogical Sciences. Educational Management and Policy", which allows to carry out pedagogical researches in the field of organization, management and evaluation of educational programs, as well as in the field of continuing education; to provide special pedagogical knowledge to educators of all levels; Cooperate in similar programs with European and other universities and research institutions; to train highly skilled administrators and researchers; to provide services to a wide range of educators on pedagogical issues. Teachers of all levels, from a teacher in a kindergarten to an instructor of HEI, as well as researchers, participants of educational programs, working in state, semi-public and private organizations, can become participants of the program.

The study program corresponds to 120 ECTS and takes place distantly for two years. During this time students have to master four thematic modules

(TM), two compulsory and two optional. Training can be carried out in one of two schemes: 1) 3 TM + protection of qualification work; 2) 4 TM.

Mandatory TM is “School Management” and “Applied Educational Research”. Selective – “Educational Policy and Training Programs”, “Change Management, School Performance and Strategic Planning”, “Assessment in Education: Assessment of Programs and Teaching Staff”. Note that each thematic module corresponds to 30 ECTS.

The main purpose of the Thematic Management module “School Management” is to provide a clear understanding of organizational theories and the ability to analyze them, as well as an understanding of how they can be implemented at school and any other educational institution. Students will learn about the Gnostic structure of education management and will have the opportunity to study and analyze current educational issues, to offer decisions and discuss the implications of their making. It is expected that in this area students will be able to understand the educational system as an important element of the social system; to understand the dynamic environment in which the educational institution and the education system function on the whole; to study and analyze various models of workflow in educational institutions and in the educational system in general; to be able to determine the role of a scientist / professional in the workflow in the educational institution and in all education system; to gain knowledge of leadership, communication, organizational climate and decision making in educational institutions.

The content of the compulsory thematic module “Applied Educational Research” contains questions on the definition of philosophy, methodology, approaches, techniques for the implementation of educational research, their types, ways of working out bibliography, collecting and processing facts, as well as writing and presenting a research article.

Within the framework of the selective TM “Educational policy and educational programs” philosophical, social and cultural aspects of educational policy and their influence on the formation of educational programs are investigated. This module covers key issues of policy and ethics in education, the effects of globalization and the modern understanding of cosmopolitanism in education, as well as the main components of the theory of the curricula formation.

The content of the selective thematic module “Change Management, School Performance and Strategic Planning” includes issues related to the nature of changes in modern organizations, reveals the need for change and describes the factors that determine them; explains such phenomena as design change, person and change, school as organization and change, leadership, change and innovation programs related to education, including at the international level. The module also examines the issues of theoretical models of effective education and research of strategic planning, accountability and responsibility issues.

TM “Assessment in Education: Assessment of Programs and Pedagogical Personnel” includes the definition of terms and concepts in the field of evaluation of curricula, describes the differences between scientific research and appraisal programs, as well as the theoretical basis for the formation of curricula through historical retrospection, alternative approaches-models that can be used in their evaluation. Issues related to the organization of the evaluation of the

teaching staff activities, the role of the inspector, the strategies for assessing the curriculum, teaching and learning, the effectiveness of training, self-assessment of the school teacher (Ανοικτό Πανεπιστήμιο Κύπρου, 2018) are also studied.

## **FREDERICK UNIVERSITY**

To study the education management, the private Frederick University (Πανεπιστήμιο Frederick) is offered within the framework of the program “Management of Educational Institution”, which operates in two forms – full-time and distance learning.

The structure of the program is as follows: 3 compulsory subjects (30 ECTS) + 6 selective (60 ECTS), which together corresponds to 90 credits. Mandatory are: theories and principles of educational management, assessment and quality assurance in education, educational research. Elective disciplines are combined into three modules: 1) Management, Education and Policy: Educational Management Technologies, Effective Leadership and Training, Education Policy Issues, Management and Combined Learning; 2) Management and Decision Making, Management and Human Resources Development, Organizational Behavior, Leadership in Education Groups; 3) Master’s Study: Master’s Study-1, Master’s Study-2 (Πανεπιστήμιο Frederick, 2018).

The main objective of the discipline “Theories and Principles of Educational Management” is to inform students about the theory of management and leadership in the field of education. Its content covers the most important managerial and leadership theories developed in the field of organization and management of education defines their place in the modern educational reality. The discipline is intended to help students gain a functional repertory of skills and knowledge based on these theories, in order to provide an effective role as a leader in a modern, challenging social and educational context.

The content of the discipline “Assessment and Quality Assurance in Education” consists of two content modules: assessment of teaching and assessment of the teaching staff in an educational institution. It provides an analysis of key concepts for effective learning evaluation and principles. The subject of the second content module focuses on issues such as teachers’ assessment, teachers’ assessment problems, multiple sources of data in teachers’ assessment, aspects of teachers’ assessment at the international level, assessment of leadership and staff. Students acquire the relevant skills, as well as gaining knowledge of current and future trends in education.

The content of the discipline “Educational Research” covers the following issues: main methods of planning and conducting research, critical analysis of information sources, in particular, pedagogical research on the management of educational institutions. Students will be able to apply the research methodology, compile a bibliography of the problem, collect research tools, process and analyze the data obtained, apply statistical analysis of data (for example, SPSS) and interpret its results, draw conclusions, carry out both qualitative and quantitative educational studies.

We will analyze selective disciplines. The content of the discipline “Technologies of Educational Management” is aimed at forming the students' ability to understand the important and stimulating role of the educational leader in the integration of technologies at schools and during educational practice in

general. Students will have a strong academic and educational experience in the role, actions, characteristics that the 21st century educational leader must and should develop; they will also learn to design a school environment in the light of educational management technologies.

The course “Effective Leadership and Learning” is devoted to studying the influence of school leaders on the students’ results and the general results of the school; identifying the role of the school leader in the success of the school, in innovation, in the creation and support of culture and in managing change in education. This is an important issue, because an effective school principal is the second positive factor after an effective teacher. As part of the course, the student will get acquainted with the practices of effective managers, models of the school leader’s influence on students’ studying and their outcomes. An important part of the course is also the issue of research in the field of educational management and leadership. Therefore, the course aims to familiarizing students with the concept of effective leadership, ways of influencing the leader on the results of schoolchildren, teachers and the institution of school education; to understanding how an effective school leader behaves and demonstrates catalytic activity (change, school, culture, effective teaching).

The content of the discipline “Educational Policy Issues” is aimed at the transfer of knowledge and the development of students’ critical thinking about: history and orientation of state education systems from the 19th century to the present; factors (political, economic, cultural, etc.), which today affect the formation of education systems; the influences that today come across various supranational institutions, including the ideology of neo-conservatism and neo-liberalism in education; changes aimed at transforming education from public goods into a consumer product; changes that intensify the technocratic nature of education to meet the needs of the “labor market”, while at the same time leveling humanistic anthropo-plastic goal-setting.

The course “Management and Decision Making” focuses on the analysis of key management principles, as well as decision-making processes focused on educational institutions. The course consists of three main modules, where the first focuses on the presentation of the basic principles of management and their application in school; the second focuses on the analysis of decision-making processes on problems that the school can meet; the third module is devoted to the analysis of decisions, projects, laws of the government on the education system. The main goal of the course is to equip students with a scientific foundation on the principles of management and decision-making, to develop critical abilities that will allow them to evaluate and analyze the activities of the educational institution.

The discipline “Human Resources Management and Development” provides students with a deep understanding of the key aspects of human resource development and management, its content is subordinated. It includes: defining and analyzing the content of the human resources concept, as well as describing effective and successful planning and evaluation processes, methods, techniques, forms and programs of development and human resources management; analysis of the ways of applying the theory of human resources development and management in real situations in the school environment; training in disputes or specific incidents and problems, as well as development

scenarios and human resources management at school. The content of the discipline is intended to emphasize efforts for the development and management of personnel as a process of transforming the educational institution into a collaborative work, where the participants interact, freely discussing the issues of curricula, teaching and learning, developing professionally and personally, planning and solving problems together. Because the results of these efforts are characterized by improved productivity of training, professionalism, stimulated working environment, and a positive culture of learning.

The content of the discipline “Organizational Behavior” focuses on the analysis of behavior in schools. It consists of three modules: the basic notions of organizational behavior, the daily school work, specific questions and case studies. Philosophy of discipline: schools are the formative structures in each state and are directly related to the needs and perspectives of society. This feature makes their functioning an important and decisive element of the success or failure of entire societies. Thus, the course aims at, firstly, equipping students with scientific knowledge of organizational behavior and, secondly, developing these critical abilities that will enable them to make appropriate decisions in the process of school administration.

Discipline “Leadership of Groups in Education” covers issues of nature, functioning, peculiarities of joint work in the field of education. In particular, they discuss the need for effective working conditions, the creation, development and support of teachers’ communities, where they are able to overcome conflicts professionally and in a timely manner. It also analyzes the implementation and management of change as a solution to the inevitable conflicts that arise in schools (Πανεπιστήμιο Frederick, 2018).

## NAPLES UNIVERSITY

We will analyze the master’s program “Educational Management”, which is offered in the Republic of Cyprus by the University of Naples (Πανεπιστήμιο Νεάπολις) for the distant form. It should be noted that this program functions as a specialization in the direction of “Management”, together with the specializations “Management of Organizations”, “Management in Health Care” (Πανεπιστήμιο Νεάπολις Πάφου, 2018).

The purpose of the program is training and specialization of educators who are already working on the positions of teachers, school principals, school counselors, education managers, heads of institutions providing educational services in vocational and continuing education institutions. The program is aimed at developing students’ research and analytical skills, understanding the exceptional importance of information and technological development, as well as raising awareness of ethical, educational, social, environmental and international issues that affect the functioning of educational institutions, educational organizations and services.

To receive a diploma, the student must accumulate 90 credits and master six content modules, each of which is measured at 15 ECTS, and each content module consists of two disciplines:

1) Economics and Management: economics of public sector management – prosperity economics; management of financial resources in the public sector – implementation in public policy;

- 2) Leadership and Human Resources: leadership and organizational behavior; human resources management;
- 3) Management of the Educational Institution and the Formation of Educational Programs: administration and management of the educational institution; formation of educational programs;
- 4) Communication and Quality Management: communication and cooperation at the educational institution; general quality management;
- 5) Counseling and Development: counseling and school community; cognitive, emotional and social development;
- 6) Methodology of Research: methodology of research in social sciences; independent study.

It should be noted that for each content module there is one meeting during three hours, as well as 4-6 distant classes two hours each. Each module provides a weekly training for fourteen hours and each provides two written assignments. A student is considered successful if he has mastered 70% of the content.

## **EUROPEAN UNIVERSITY OF CYPRUS**

At the European University of Cyprus (Ευρωπαϊκό Πανεπιστήμιο Κύπρου), the specialty of the second level (master's) degree is obtained through the program "Educational Management and Leadership" in the distance learning form (Ευρωπαϊκό Πανεπιστήμιο Κύπρου, 2018).

The purpose and objectives of the program are defined as follows: preparation of students for the further effective organization and management of schools and education; training of educational administrators who work creatively and productively; raising students' knowledge and skills to conduct study and critically evaluate research projects and research models of education management; to actively play the role of head in education, researcher of education at the international level; arming students with knowledge and skills to provide services to a wider educational community.

The structure and credit dimension of the program are built next way: 1 discipline of general knowledge (10 ECTS) + 4 compulsory disciplines (40 ECTS) + 2 electives (20 ECTS) + qualification study (20 ECTS) or 2 disciplines from the cycle of scientific research (20 ECTS) = 90 ECTS.

The discipline of general knowledge is determined by the methodology of scientific research. The compulsory disciplines include the following: education management and school management, human resources management, educational leadership, school improvement. Elective disciplines include: assessment of work in education, educational policy and entry into innovation in education, any two disciplines of the general direction "Management".

The content of the training is constructed in such a way as to help students to be able to conduct educational research; analyze and evaluate quantitative and qualitative educational research; to explain the relationship between philosophy and education, to understand contemporary educational processes and educational systems from a sociological point of view, and to apply different psychological theories in educational practice; to carry out the pedagogical communication necessary for an adequate response to cultural diversity; understand the characteristics of leadership, understand the aspects of the phenomenon of educational leadership in the microcosm of the school and the

combination of leadership with the efficiency of the institution of education; to understand the necessity of introducing innovations in an educational organization; to understand the basic principles of educational policy, the difference between its theoretical and practical application; to recognize the “pressure group” that affects the education policy in Cyprus; to isolate and critically understand the main features of international educational discourse; to apply in practice knowledge of conflict management, successful communication, organizational climate / culture and management of human and material and technical resources.

## UNIVERSITY OF NICOSIA

Analyze the content of masters’ training at the University of Nicosia (Πανεπιστήμιο Λευκωσίας) under the program “Educational Leadership and Management”, which is subordinated to the main goal of the program – to help the student become a teacher of the researcher in the chosen direction. Its content is aimed at developing skills for conducting qualitative and quantitative educational research, mini-studies, as well as preparing and defending a master’s thesis. By mastering the content of the study, students will have a bibliography in the direction, understand the basic concepts, principles and models of educational management, critically examine the research results and plan their own research on the selected topics, will be able to lead management positions and improve existing practices in the management of the educational institution, use human capital in the implementation innovation practices and processes, act as agents of change and innovation, support efforts to improve the educational system (Πανεπιστήμιο Λευκωσίας, 2018).

The content of the program is presented in such a structure:

Module 1 “Research and Evaluation”, where the student must choose two disciplines ( $2 \times 9$  ECTS) from the following list: educational research: principles and methods of qualitative and quantitative research; principles and methods of qualitative research; quantitative studies and educational statistics; measurement and evaluation in education; progressive methods of qualitative research; progressive forms of statistical analysis.

Module 2 “Theoretical Foundations of Education”, where the student selects one (9 ECTS) from the list of disciplines: the philosophical dimension in education, the psychological dimension in education, the sociological dimension in education, educational trends and innovations, comparative pedagogy, learning and cognition.

Module 3 “Educational Leadership and Management” consists of three compulsory disciplines ( $3 \times 9$  ECTS): concepts, principles and models of educational management, organization and management of educational institutions, observation and assessment of teaching.

Module 4 “Educational Leadership and Management: Selective Disciplines” ( $3 \times 9$  ECTS), Variable to Modules 1.2: educational management and technology, education efficiency model, efficiency and improvement of educational institutions, principles and models of improvement of staff skills, innovation in education self-assessment in the institution of education, planning and decision-making in education, politics, democracy and management

education, organizational behavior and leadership, educational policy, individual research.

Module 5 “Seminars” required for attendance ( $3 \times 9$  ECTS): thematic areas of the direction, organization and analysis of qualitative data, organization and analysis of quantitative data.

Module 6 “Qualifying Work” (18 ECTS), varied to modules 1,2.

## **CYPRUS INTERNATIONAL INSTITUTE OF MANAGEMENT**

Analyze the content of the master’s program in the training of education managers at the International Institute of Management of Cyprus (Cyprus International Institute of Management). This is the only higher education institution of the non-university level in the Republic of Cyprus, where you can get education in the manager education.

Within the framework of the program, the institute offers training on both education and its management and administration. The content of the program involves mastering the following skills: analysis and interpretation of empirical data and scientific research using qualitative and quantitative methods; formation and development of analytical skills and planning skills useful for managing change in educational reality; application of theories and models of leadership in different learning environments; development, promotion and evaluation of educational innovations; assessment of pupils, teachers, schools and programs; Theoretical and practical skills to improve the activities of the teacher and the functioning of the school; mastering strategies for making ethical decisions; critical purpose-setting in its own management activities; personal and professional life-long learning (Cyprus International Institute of Management, 2018).

The credit dimension of the program corresponds to 90 ECTS, where 66 ECTS are subject to compulsory discipline and 24 ECTS – on a selective basis. Obligatory are: Fundamentals of Educational Management and Administration, Educational Policy and Strategic Planning, Organizational Efficiency and Improvement, Leadership and Strategies for Human Resource Management, Appraisal of Programs and Staff of Educational Organizations and Institutions, Ethics, Values and Social Responsibility of Educators, Educational Management: comparative approach, research methodology: quantitative and qualitative analysis of research data.

Selected disciplines include the following: Philosophy and Sociology of Education, Innovation and Entrepreneurship in Education, Information and Communication Technologies in Education and Management, Program Development.

## **CONCLUSIONS**

In the Republic of Cyprus, the professional training of future master’s degree administrators is carried out at university and non-university levels in the traditional (full-time) and distance learning forms. As a rule, future managers of education are studying at pedagogical faculties, but this direction is also implemented at the Faculty of Economics and Management. It should also be noted that the absolute majority of programs are implemented in a private

ownership form, which allows them to be diversified. Bachelor graduates of pedagogical specialties, as well as educators who are already working as teachers, school directors, school counselors, education managers, heads of institutions providing educational services in vocational and continuing education institutions study programs. The credit measurement program corresponds to 90 or 120 ECTS. The content of compulsory and selective disciplines is formed in relation to 1/2, that is, 30/60 ECTS. Qualifying study is not compulsory, but students must master the content of 2 additional disciplines from the list of selective. Obligatory disciplines include those that provide the skills of administrators and educators such as school management, the theory and principles of educational management, observation and evaluation of teaching, assessment and quality assurance in education, applied educational research, etc. Elective disciplines form special knowledge of future managers: change management; management and decision making; politics, democracy and education management; school performance and strategic planning; effective leadership and learning; leadership of groups in education, technology of educational management; organizational behavior; counseling and school community; innovation and entrepreneurship in education, etc.

We believe that the experience of the Republic of Cyprus in training education managers may be useful to study in Ukrainian educational space.

Prospects for future studies we see in the light of the peculiarities of the managerial potential formation in managers' education within the personality-developing training block.

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## ПІДГОТОВКА МАГІСТРІВ З ОСВІТНЬОГО МЕНЕДЖМЕНТУ У РЕСПУБЛІЦІ КІПР: АНАЛІЗ ЗМІСТУ ОСВІТНІХ ПРОГРАМ

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*У статті проаналізовано зміст освітніх програм підготовки майбутніх менеджерів освіти у Республіці Кіпр. Розглянуто особливості формування освітніх програм магістерського ступеня Відкритого університету Кіпру, Університету Фредеріка Кіпру, Європейського університету Кіпру, Університету Лефкосії, Університету Неаполя, Міжнародного інституту менеджменту Кіпру.*

*З'ясовано, що професійна підготовка майбутніх управлінців освіти магістерського ступеня здійснюється на університетському та неуніверситетському рівнях за традиційною (очною) та дистанційною формами навчання. Визначено, що за освітніми програмами навчаються випускники освітнього ступеня «бакалавр» спеціальностей педагогічного профілю, а також освітяни, які вже працюють на посадах вчителів, директорів шкіл, шкільних консультантів, менеджерів освіти, керівників установ, що надають освітні послуги у закладах професійної та неперервної освіти. Визначено кредитний вимір програм, що відповідає 90 або 120 ECTS, де зміст обов'язкових та вибіркових дисциплін сформовано у відношенні 1:2. Обов'язковими дисциплінами визначено такі, що сприяють розвитку вміння здійснювати адміністративні та дослідницькі функції менеджера освіти; аналізувати сучасні проблеми освітньої галузі, пропонувати рішення та обговорювати наслідки їх прийняття, розуміти особливості розвитку динамічного освітнього середовища закладу освіти та системи освіти загалом, досліджувати та аналізувати особливості документообігу в закладі освіти. Зміст вибіркових дисциплін формує спеціальні знання майбутніх управлінців, а саме: дизайн змін, лідерство та інноваційні освітні програми, теоретичні моделі ефективної освіти та дослідження проблем стратегічного планування, підвітності і відповідальності.*

**Ключові слова:** менеджери освіти; ступінь магістра; Республіка Кіпр; зміст підготовки.

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