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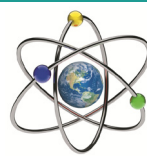
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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LEADING SCHOOLS FOR GIFTED STUDENTS: CONTEXTUAL DEMANDS ON THE PRINCIPAL AND THE CASE FOR CREATIVE COMPETENCE

Zarina I. Ganiyeva

Agency of Specialized Educational Institutions,
Chief Specialist, Department for Work with Creativity and Sports Schools
Tashkent, Republic of Uzbekistan

Abstract: Research on school leadership has largely treated the principalship as a generic role, with contextual variation examined mainly in terms of school size, socio-economic setting or performance level. This article argues that schools specialising in the education of gifted students constitute a distinct leadership context that has received limited theoretical attention. Four contextual features of such institutions are identified - a student body selected for high ability and creative potential, deepened and frequently individualised curricula, a highly qualified and professionally autonomous teaching staff, and outcomes measured through competition and project results. Each feature is shown to generate a corresponding demand on the principal, and the four demands are argued to converge on a single professional capacity: creative competence, understood as the capacity to generate and implement original managerial solutions. The article further identifies a structural tension characteristic of these institutions, in which creativity is expected of students while the principal operates within predominantly routine administrative procedures, and considers the implications of this tension for leadership preparation.

Key words: school leadership, gifted education, specialised schools, creative competence, educational context, principal preparation, distributed leadership, professional autonomy.

Annotatsiya: Maktab rahbarligiga oid tadqiqotlarda direktorlik faoliyati ko'pincha umumiy rol sifatida talqin qilinib, kontekstual farqlar asosan maktab hajmi, ijtimoiy-iqtisodiy muhit yoki faoliyat samaradorligi darajasi nuqtai nazaridan o'rganilgan. Ushbu maqolada iqtidorli o'quvchilar ta'limiga ixtisoslashgan maktablar nazariy jihatdan yetarlicha e'tibor qaratilmagan o'ziga xos rahbarlik kontekstini tashkil etishi asoslanadi. Bunday muassasalarning to'rtta kontekstual xususiyati aniqlangan: yuqori qobiliyat va ijodiy salohiyat asosida tanlab olingan o'quvchilar kontingenti, chuqurlashtirilgan va ko'pincha individuallashtirilgan o'quv dasturlari, yuqori malakali hamda kasbiy jihatdan mustaqil pedagogik jamoa, shuningdek, tanlov va loyiha natijalari orqali baholanadigan faoliyat samaradorligi. Har bir xususiyat direktor oldiga muayyan talabni qo'yishi ko'rsatilib, mazkur to'rtta talab yagona kasbiy salohiyat - original boshqaruv yechimlarini yaratish va amaliyotga joriy etish qobiliyati sifatida tushuniladigan kreativ kompetensiyada birlashishi asoslanadi. Maqolada, shuningdek, ushbu muassasalarga xos bo'lgan tarkibiy ziddiyat aniqlanadi: o'quvchilardan kreativlik talab etiladi, biroq direktor asosan odatiy ma'muriy tartib-taomillar doirasida faoliyat yuritadi. Mazkur ziddiyatning rahbarlarni tayyorlash jarayoniga ta'siri ham ko'rib chiqiladi.

Kalit so'zlar: maktab rahbarligi, iqtidorlilar ta'limi, ixtisoslashtirilgan maktablar, kreativ kompetensiya, ta'lim konteksti, direktorlarni tayyorlash, taqsimlangan rahbarlik, kasbiy avtonomiya.

Аннотация: В статье обосновано, что школы, специализирующиеся на образовании одарённых учащихся, представляют собой особый контекст лидерства. Выделены четыре контекстные характеристики таких учреждений: контингент, отобранный по высоким способностям и креативному потенциалу; углублённое и часто индивидуализированное содержание образования; высококвалифицированный и профессионально автономный педагогический коллектив; результативность, измеряемая через итоги конкурсов и проектов. Показано, что каждая характеристика порождает соответствующее требование к директору, и все четыре требования сходятся в едином профессиональном качестве - креативной компетентности. Выявлено структурное противоречие: креативность ожидается от учащихся, тогда как директор действует преимущественно в рамках рутинных административных процедур.

Ключевые слова: образовательное лидерство, образование одарённых, специализированные школы, креативная компетентность, педагогический контекст, подготовка руководящих кадров, распределённое лидерство, профессиональная автономия.

INTRODUCTION

School leadership research has established the principal as a significant influence on student outcomes, operating largely through effects on teaching conditions and school climate ^[1]. Comparative policy work has examined how national systems define, prepare and support the role ^[2]. Within this literature, context is generally treated as a moderating variable: leadership practice is understood to vary with school size, socio-economic composition, or prior performance level.

One category of institution has received comparatively little attention as a leadership context in its own right: schools whose declared purpose is the education of gifted and talented students. These institutions are numerous in many systems and are frequently assigned a role in national talent policy, yet the leadership literature has rarely asked whether their organisational characteristics generate demands distinct from those of mainstream schooling.

This article addresses that question. It examines the organisational features characteristic of schools for gifted students, derives the demands these features place on the principal, and considers what professional capacity those demands imply. It further identifies a structural tension internal to such institutions that has practical consequences for leadership preparation.

LITERATURE REVIEW

The conception of giftedness underlying the institutional design of such schools is important for the argument. J. Renzulli's influential formulation treats giftedness as arising from the interaction of above-average ability, task commitment and creativity, rather than from measured ability alone ^[3]. Later syntheses have reinforced the view that giftedness is developmental and domain-specific, and that educational provision should be organised to convert potential into demonstrated achievement rather than merely to identify high scorers ^[4]. Both positions imply that institutions serving gifted students are, by design, expected to cultivate creativity as an outcome.

The conditions under which creativity emerges have been analysed by T. Amabile, whose componential model treats domain knowledge, creativity-relevant processes and intrinsic motivation as jointly necessary, and identifies the social environment as a decisive influence on the third component [5]. Applied to an institutional setting, this places responsibility for the creative environment on those who shape it - which in a school is primarily the principal.

Two further strands are relevant. J. Spillane's account of distributed leadership holds that leadership is best understood as an activity stretched across multiple actors rather than as the property of a single office ^[6]; this has particular force where the teaching staff is highly qualified and professionally autonomous. A. Edmondson's work on psychological safety demonstrates that teams whose members do not fear negative consequences for interpersonal risk display markedly higher learning behaviour ^[7], a finding that bears directly on whether teachers in such schools will in practice attempt untried approaches.

What these literatures do not supply is an account of how the specific organisational configuration of schools for gifted students shapes the leadership role. The following section develops such an account.

RESEARCH METHODOLOGY

This study employs a theoretical and conceptual research approach. Relevant literature on gifted education, creativity, school leadership, distributed leadership, and psychological safety was analysed and synthesised. The organisational features of schools for gifted students were examined to identify the specific demands placed on principals and to conceptualise creative competence as an integrative professional capacity. The study is based on theoretical interpretation and conceptual modelling rather than new empirical data.

ANALYSIS AND RESULTS

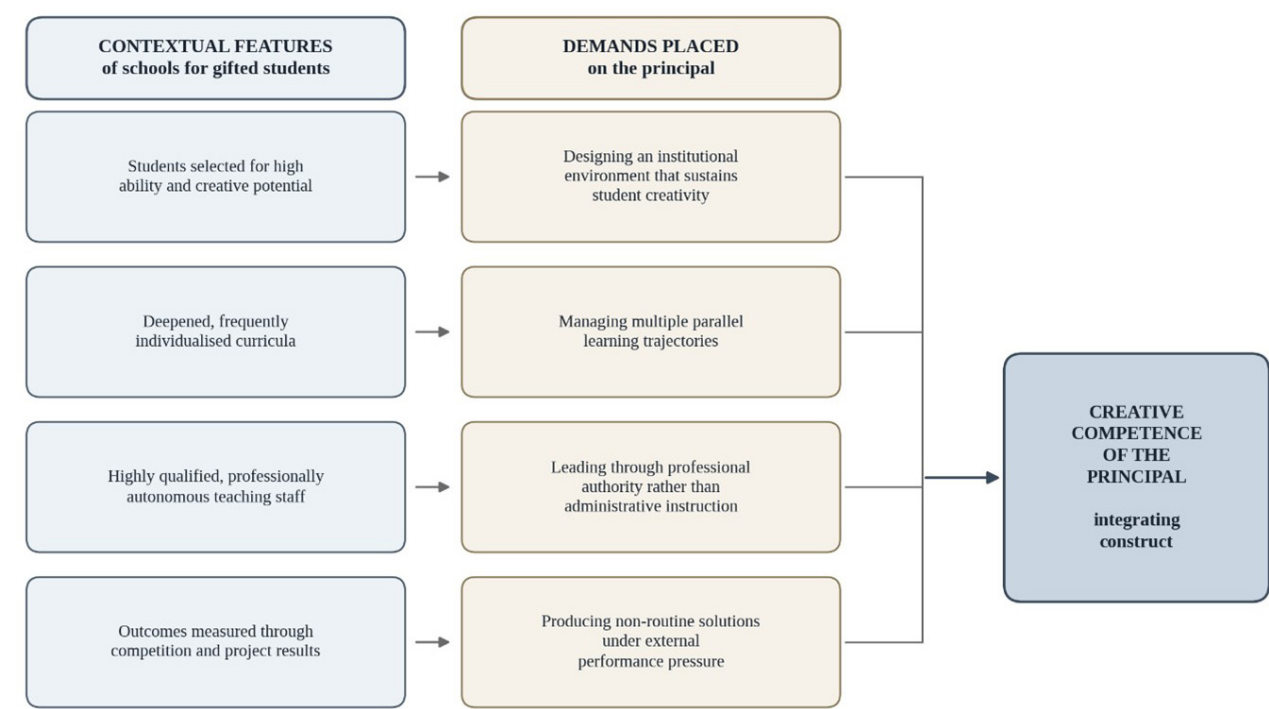
Selective student body. Admission is based on demonstrated ability and, in many systems, on creative potential. This has a consequence often left implicit: the institution's declared output is not merely academic attainment but creative productivity. The principal is accordingly responsible not only for instructional quality but for an institutional environment in which student creativity is sustained - a design task rather than a supervisory one.

Deepened and individualised curricula. Provision typically extends beyond the standard curriculum and frequently branches into individual trajectories reflecting particular talents. The managerial consequence is that standard scheduling, staffing and resource-allocation procedures do not straightforwardly apply. The principal must operate multiple parallel arrangements simultaneously, often with resources calibrated for a single standard model.

Highly qualified, professionally autonomous staff. Teaching staff in such institutions are frequently subject specialists of considerable standing, in some systems holding research degrees. Such staff do not respond well to directive administration; influence depends on professional credibility. This is the condition under which distributed leadership ceases to be a normative preference and becomes a practical necessity^[6].

Outcomes measured through competition and project results. Institutional performance is commonly judged by olympiad placements, competition results and project outputs. These indicators are visible, externally validated and frequently reported. They generate performance pressure of a particular kind: the results depend on non-routine work - identifying and developing individual talent - while the accountability framework surrounding them tends to be conventional.

The four demands generated by these features are set out in Figure 1.



The four demands are not independent: they converge on a single professional capacity

Figure 1: Contextual features of schools for gifted students and the demands they place on the principal

The four demands are not independent. Designing an environment that sustains student creativity, operating parallel learning trajectories, leading through professional authority, and producing solutions under performance pressure all require the same underlying capacity: the ability to generate managerial solutions that are not supplied by existing procedure, and to implement them within an institution. This capacity is here termed creative competence.

The term is used deliberately in preference to creativity in the psychological sense. What is at issue is not divergent thinking as a cognitive attribute, but a professional capacity with four constituent elements: motivation to seek non-standard solutions; the cognitive resources to generate them; the managerial technique to implement them; and the reflective capacity to evaluate and correct them. These four elements parallel the componential logic of Amabile’s model of creativity^[5], transposed from the individual to the managerial level, and are summarised in Table 1.

Table 1: Constituent elements of the principal’s creative competence

Element	Function	Manifestation in the leadership role
Motivational	Initiating creative activity	Willingness to seek alternatives to established procedure
Cognitive	Generating solutions	Capacity to produce and evaluate multiple options
Technological	Implementing solutions	Conversion of an idea into an institutional change
Reflective	Evaluating and correcting	Analysis of outcomes and revision of subsequent decisions



The preceding analysis exposes a tension internal to these institutions. Their declared purpose requires creativity of students; their staffing model requires professional autonomy of teachers; yet the principal, on whom both depend, typically operates within an accountability framework designed for standardised provision. Where reporting requirements, resource allocation and performance evaluation are all calibrated to routine operation, the incentive structure facing the principal favours procedural compliance over innovation.

The consequence is not that creative leadership is impossible in such settings - evidently it occurs - but that it occurs as an individual achievement rather than as a systemic property. Principals who lead creatively in these conditions do so despite, rather than because of, the institutional arrangements surrounding them. This has an implication for leadership preparation that is easily overlooked: programmes designed to develop creative competence will produce limited effect where the subsequent operating environment provides no scope for its exercise.

This observation is consistent with comparative evidence. Systems in which leadership preparation has produced sustained effects are generally those in which principals hold substantial decision-making authority^[2]. Preparation and autonomy appear to function as complements rather than as alternatives.

Three implications follow for research and policy. First, schools for gifted students merit treatment as a distinct leadership context rather than as a variant of mainstream schooling; the demands identified here do not arise, or arise with markedly less force, in general-provision schools.

Second, leadership preparation for these institutions should be organised around the four demands rather than around generic administrative competence. This favours practice-based formats - institutional projects, case analysis, mentored problem-solving - over transmission of procedural knowledge, a conclusion that also follows from adult learning theory^[8].

Third, and least commonly addressed, preparation should be accompanied by attention to the decision-making scope available to principals after preparation. Where this is not addressed, investment in leadership development is partially dissipated.

CONCLUSION AND SUGGESTIONS

Schools specialising in the education of gifted students constitute a distinct leadership context defined by four organisational features: a selective student body, deepened and individualised curricula, a professionally autonomous teaching staff, and outcomes measured through competition and project results. Each feature generates a corresponding demand on the principal, and the four demands converge on a single professional capacity - creative competence - comprising motivational, cognitive, technological and reflective elements.

A structural tension characterises these institutions: creativity is required of students and professional autonomy of teachers, while the principal frequently operates within an accountability framework calibrated for standardised provision. Leadership preparation that addresses the development of creative competence without addressing the scope for its exercise will therefore produce limited effect.

Further research should examine empirically whether the four demands identified here are recognised as such by practising principals of these institutions, and how the balance between accountability and decision-making scope varies across systems.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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