MECHANISMS FOR DEVELOPING COOPERATION AMONG SCHOOL LEADERS, TEACHERS, AND PARENTS IN THE MANAGEMENT OF GENERAL SECONDARY EDUCATION INSTITUTIONS

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Abstract. Effective school management requires coordinated efforts among school leaders, teachers, and parents to improve educational quality, strengthen accountability, and support students' comprehensive development. This thesis examines organizational, pedagogical, communicative, and participatory mechanisms for developing cooperation among these stakeholders in general secondary education institutions. Particular attention is given to the legal framework of the Republic of Uzbekistan, including the Constitution and the Law "On Education." The proposed approach combines participatory decision-making, systematic communication, joint educational planning, parental engagement, and continuous monitoring of student progress. The study argues that sustainable cooperation depends on clearly defined responsibilities, mutual trust, transparent information exchange, and shared accountability. Establishing school-based cooperation councils, introducing regular consultations, and developing digital communication channels can strengthen the relationship between educational institutions and families. The proposed mechanisms may contribute to a more inclusive, responsive, and student-centered school management system.

Keywords: school management, educational leadership, teacher–parent cooperation, participatory governance, general secondary education, parental engagement, educational quality, legal framework.

Introduction

The effective management of general secondary education institutions depends not only on administrative decisions but also on the quality of relationships among school leaders, teachers, parents, and other educational stakeholders. In contemporary education, schools are increasingly expected to create environments in which decision-making, responsibility, and educational support are shared among participants in the learning process. However, cooperation may remain formal when communication is irregular, parental involvement is limited to meetings, and teachers and administrators make decisions without sufficiently considering family perspectives. Such circumstances demonstrate the need to develop practical mechanisms that transform cooperation from an occasional activity into a continuous management process. School leaders play a central role in establishing an organizational culture based on openness, trust, professional responsibility, and shared educational objectives. Teachers contribute professional knowledge about students' learning progress, behavioral development, and individual educational needs, while parents provide essential information about children's home environments, interests, and difficulties. Combining these perspectives makes it possible to identify educational problems earlier and develop more appropriate solutions.

Legal and Regulatory Framework

The development of cooperation among school leaders, teachers, and parents in Uzbekistan should be grounded in national legislation. Article 50 of the Constitution of the Republic of Uzbekistan, adopted

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in its new edition on 30 April 2023, establishes the right to education and guarantees free general secondary education, which is compulsory. Article 52 recognizes the importance of teachers' work and provides for the protection of their honour, dignity, and professional development. These constitutional provisions establish an important foundation for ensuring educational quality and strengthening the professional role of teachers. Another important legal instrument is the Law of the Republic of Uzbekistan "On Education," No. ZRU-637, dated 23 September 2020. Article 51 specifically addresses the rights and responsibilities of parents and other legal representatives of underage students. It establishes parental responsibility for children's education, upbringing, and physical, spiritual, and intellectual development. This provision demonstrates that educational outcomes depend on cooperation between families and educational institutions rather than on the school alone. The law therefore provides a legal basis for strengthening communication between parents and schools, protecting children's educational interests, and coordinating educational responsibilities. Furthermore, Article 77 of the Constitution establishes parents' and guardians' responsibilities for their children's upbringing, education, and healthy, full, and harmonious development. Taken together, these legal provisions support the development of a partnership-oriented approach to school management in which the responsibilities of educational institutions and families are coordinated in the interests of the child.

Main Discussion

The first mechanism is organizational cooperation, which involves establishing clear procedures for interaction among school administrators, teachers, and parents. Schools can develop cooperation councils or strengthen existing parent committees, ensuring that their activities are connected to clearly defined educational objectives. Such structures should provide opportunities to discuss attendance, academic achievement, student well-being, school safety, and the implementation of educational initiatives. The effectiveness of these bodies depends on transparent procedures, representative participation, and documented follow-up actions rather than merely holding formal meetings.

The second mechanism is continuous and transparent communication. Regular parent–teacher consultations, scheduled progress reports, electronic communication platforms, and individual meetings can improve the exchange of information about students. Digital communication should complement rather than completely replace direct interaction, particularly when discussing sensitive educational or behavioral concerns. Schools should also protect students' personal information and ensure that digital communication remains accessible to families with different levels of technological access.

The third mechanism is participatory decision-making. School leaders should create appropriate opportunities for teachers and parents to contribute to the development of school improvement plans, extracurricular activities, and student-support initiatives. Participatory governance does not mean transferring all administrative responsibilities to parents; rather, it involves considering stakeholder perspectives within the limits of applicable legislation, professional responsibilities, and school authority. This approach can increase trust, strengthen collective responsibility, and improve the practical relevance of management decisions.

The fourth mechanism is pedagogical partnership. Teachers and parents should coordinate their efforts to encourage independent learning, reading habits, discipline, digital literacy, and responsible behavior. Schools can organize parental education sessions, workshops on supporting learning at home, and consultations concerning students who experience academic or social difficulties. These activities should focus on constructive guidance instead of blaming families or comparing children publicly. Individualized cooperation is particularly important for students who require additional educational support.

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The fifth mechanism is monitoring and evaluation. Cooperation should be assessed through measurable indicators, including parental participation rates, the regularity of teacher–parent communication, student attendance, changes in academic progress, the resolution of reported concerns, and stakeholder satisfaction. School leaders can review these indicators periodically and use the findings to improve cooperation strategies. Such monitoring should be developmental rather than punitive and should account for socioeconomic circumstances that may influence family participation.

The proposed mechanisms can be integrated into a continuous management cycle: identifying educational needs, jointly planning interventions, implementing agreed activities, evaluating outcomes, and revising decisions. This cycle connects legal responsibilities with practical school management and helps prevent cooperation from becoming a purely administrative requirement.

Conclusion

Developing cooperation among school leaders, teachers, and parents is an essential condition for improving the management of general secondary education institutions. The proposed mechanisms include organizational coordination, transparent communication, participatory decision-making, pedagogical partnership, and systematic monitoring. Their implementation should be consistent with the Constitution of the Republic of Uzbekistan and the Law "On Education," particularly the provisions establishing the right to education and parental responsibilities. School leaders should create institutional conditions for meaningful participation, while teachers and parents should maintain regular communication and coordinate their support for students. Digital tools can improve the speed and accessibility of communication, provided that confidentiality and equal access are respected. The effectiveness of cooperation should be evaluated using clear indicators and adjusted to the needs of each school community. Ultimately, a sustainable partnership among school leaders, teachers, and parents can contribute to a more accountable, inclusive, and student-centered educational environment.

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