HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

MECHANISMS FOR DEVELOPING THE CONTINUOUS PROFESSIONAL CAPACITY OF DIRECTORS OF PRESCHOOL EDUCATION ORGANIZATIONS

Sayfitdinov Nodir Bektoshovich

Independent Researcher at the Institute for Advanced Training and Retraining of Managers and Teaching Staff of Preschool Education Institutions

Doi: https://doi.org/10.5281/zenodo.23489673

Abstract: This article examines ways to improve educational quality management mechanisms by developing the continuous professional capacity of directors of preschool education organizations. The main objective of the study is to provide a theoretical justification for the relationship between directors' professional development, pedagogical leadership, strategic management competencies, and educational quality, and to propose an integrated management model. The study employs systematic analysis of the scientific literature, comparative analysis, conceptual modelling, and content analysis. Research published by the Organisation for Economic Co-operation and Development (OECD) highlights important links between leadership quality, staff professional development, collaborative management, and the quality of pedagogical processes in early childhood education and care.

On this basis, the article proposes a management mechanism integrating the assessment of directors' professional development needs, the preparation of individual development plans, mentoring, professional communities, digital monitoring, and outcome evaluation. This approach may help transform quality management in preschool education organizations from a process based on one-time inspections into a continuous improvement process.

Keywords: Preschool education, direktor, continuous professional development, pedagogical leadership, management competence, educational quality, strategic management, monitoring, professional community.

Introduction. Preschool education is one of the important stages in human capital development, providing the conditions necessary for children's cognitive, socio-emotional, communicative, and physical development. Ensuring the quality of education in preschool education organizations depends not only on teachers' professional competence or material and technical resources. The management decisions made by the head of an organization, the coordination of pedagogical processes, support for staff professional growth, and the development of an organizational environment oriented towards improvement are also of considerable importance.

Douglass (2019) analysed the influence of leadership on process quality in early childhood education and care, considering leadership structures, professional development, working conditions, and relationships among staff as interconnected factors [1]. This approach demonstrates the need to examine the director's role not merely in terms of administrative responsibilities, but also from the perspectives of pedagogical leadership and organizational development.

An analysis published in 2025 by the OECD within the framework of TALIS Starting Strong 2024 gives particular attention to the continuous professional development of early childhood

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

education leaders, mentoring, the exchange of experience, support for staff learning, and the distribution of leadership responsibilities.

From this perspective, it is insufficient to limit the development of directors' professional capacity to individual training courses. Professional learning should be closely connected with an organization's strategic objectives, the needs of its pedagogical team, information about children's development, and internal quality monitoring.

The research problem arises from the need to integrate the relationship between directors' professional development and educational quality management into a unified mechanism. In particular, it is important to ensure that the outcomes of professional development are applied in directors' daily management practices, that teachers' professional growth is supported, and that changes in educational quality are assessed systematically.

The aim of the study is to develop a conceptual model of an educational quality management mechanism based on the continuous development of the professional capacity of directors of preschool education organizations and to provide a theoretical justification for its constituent elements.

Literature Review and Research Methodology. Scientific literature on leadership in preschool education explains directors' activities through several interconnected areas, including administrative management, pedagogical leadership, staff development, and cooperation with parents and local communities.

Douglass (2019) developed a conceptual model to explain the influence of leadership on quality in early childhood education. This approach considers leadership structures and leaders' professional development in relation to staff working conditions, organizational culture, and the quality of pedagogical processes [1].

The OECD report published in 2020 analysed aspects of leadership and management in early childhood education and care organizations associated with staff professional growth, job satisfaction, and practices involving work with children. The report treats leaders' pedagogical and administrative responsibilities as complementary functions [2].

The TALIS Starting Strong 2024 analysis presented by the OECD in 2025 focuses on mentoring, peer learning, support for pedagogical learning, and strategic planning in leaders' professional development. The analysis highlights the relevance of targeted professional development and mentoring to the development of effective leadership practices [3, 4, 5].

These sources make it possible to understand directors' professional capacity not simply as a collection of knowledge and skills, but as the ability to apply knowledge in management practice, collaborate with teams, and improve educational quality consistently.

In their 2026 study, Russian researchers T. A. Svatalova, K. P. Zayseva, and A. A. Tolmachyova examined the continuous professional development of leaders and teachers in preschool education organizations in connection with internal educational quality assessment. In particular, they argued that "the development of the human resource capacity of preschool education organizations is effective when continuous professional development processes are systematically linked to actual indicators of the quality of the educational environment" [6].

This perspective suggests that the continuous professional development of preschool education directors should be organized not as a collection of separate professional training activities, but as an integral component of the educational quality management system. Identifying professional development needs, preparing individual development plans, and comparing achieved outcomes with educational quality indicators are particularly important in this process.

Similarly, A. Ye. Jbannikova and T. N. Mikhailova (2024) investigated the assessment of management competence levels among directors of preschool education organizations. They argued

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

that "the levels of teachers' professional competence and directors' management competence should be examined as a basis for subsequent developmental activities" [7].

The development of directors' professional capacity should therefore begin with an assessment of their existing management competencies. Such assessment makes it possible to identify development needs in strategic planning, pedagogical team management, decision-making, and educational quality monitoring.

Research Methodology. At the conceptual stage, the study employs the following research methods:

- Scientific literature review: examining international research on leadership in preschool education, professional development, and educational quality.
- Comparative analysis: comparing administrative management, pedagogical leadership, and distributed leadership approaches.
- Content analysis: identifying and grouping recurring competencies, professional development practices, and quality indicators in the scientific literature.
- Conceptual modelling: developing a model that integrates the relationships between professional development, management practices, and educational quality.

The proposed model represents the outcome of a theoretical synthesis. Its effectiveness is not claimed to have been empirically established at this stage. Further research should test the model in preschool education organizations through surveys of directors and teachers, observations, and analyses of quality indicators.

Results. Based on the analysis of scientific sources, this article proposes representing the professional capacity of preschool education directors through five interconnected competency areas. This classification is the author's conceptual proposal and requires further refinement through empirical testing.

1. Strategic management competence. The ability to develop an organizational development strategy, establish performance targets, plan resources, and make evidence-informed management decisions.

2. Pedagogical leadership competence. The ability to improve educational and developmental processes, conduct pedagogical observations, provide feedback, and support children's development.

3. Human resource development competence. The ability to motivate teachers, organize mentoring, promote collaborative learning, and foster a healthy organizational climate.

4. Quality assessment and data management competence. The ability to analyse educational quality indicators, conduct internal monitoring, identify the causes of problems, and determine improvement measures.

5. Digital and innovation management competence. The ability to use digital tools, ensure data security, introduce innovative practices, and monitor their outcomes.

This classification is consistent with the OECD's examination of pedagogical and administrative leadership, staff professional growth, and the use of data to improve quality.

When directors' professional development is not linked to organizational needs, opportunities to apply newly acquired knowledge in practice may be limited. Therefore, the following six-stage mechanism is proposed.

Six-Stage Mechanism for Continuous Professional Development.

Stage 1. Diagnosis

Identifying directors' competencies and the needs of their organizations.

Stage 2. Individual Development Plan

Establishing clear objectives, timelines, and expected outcomes.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Stage 3. Targeted Professional Learning
Organizing courses, mentoring, training sessions, and experience-sharing activities.
Stage 4. Practical Implementation
Improving management processes through the application of newly acquired knowledge.
Stage 5. Monitoring and Feedback
Regularly analysing process indicators and educational quality outcomes.
Stage 6. Reflection and Improvement
Evaluating results and updating the professional development plan.
The process is repeated in the subsequent development cycle.

The first stage is diagnosis. Directors' strengths and areas requiring improvement are identified through self-assessment, analysis of professional activities, feedback from teachers, and the organization's quality indicators.

The second stage involves preparing an individual development plan. Objectives are established for each director according to the organization's existing challenges and the director's professional development needs. Examples include improving pedagogical observation, reducing staff turnover, or strengthening cooperation with parents.

The third stage is targeted professional learning. Professional development courses are complemented by mentoring, peer learning, practical seminars, and professional communities. The OECD's 2025 analysis highlights the relevance of mentoring and targeted professional development to effective leadership practices.

The fourth stage involves practical implementation. Directors apply their newly acquired knowledge to the organization's development plan, staff management system, and internal quality monitoring processes.

The fifth stage is monitoring. Changes are assessed not only through the number of completed courses or certificates obtained, but also through improvements in management practices and pedagogical processes.

The sixth stage is reflection. Monitoring results are used to identify subsequent professional development needs. In this way, professional development becomes a continuous component of management rather than an isolated activity.

An important feature of the proposed mechanism is the integration of directors' professional development with organizational performance outcomes. The following indicators may be used for this purpose.

Recommended Indicators for Assessing Professional Development and Educational Quality

Area	Recommended indicator	Assessment method
Professional development	Implementation of the individual development plan	Review of the plan and supporting evidence
Pedagogical leadership	Quality of pedagogical observation and feedback	Observation forms and teacher feedback
Collaborative development	Mentoring and professional collaboration activities	Activity records and participation analysis
Educational process	Compliance of educational and developmental processes with established criteria	Internal monitoring
Family engagement	Regular and meaningful cooperation with	Surveys and analysis of

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

	parents	enquiries
Organizational management	Implementation of corrective measures addressing identified problems	Action plans and evidence of implementation

These indicators are proposed assessment tools rather than officially approved national standards or findings from empirical research. Before they are introduced in practice, their clarity, reliability, and suitability for different organizational contexts should be evaluated.

Discussion. The theoretical significance of the proposed model lies in examining directors' professional development and educational quality management within a unified conceptual framework, rather than treating professional development as separate from the quality management system.

First, directors' professional development should not be limited to updating administrative knowledge. In preschool education, pedagogical leadership also involves working with staff, analysing pedagogical processes, and creating conditions for collaborative learning. OECD analyses of leadership in early childhood education and care similarly highlight the importance of considering administrative and pedagogical functions together.

Second, the effectiveness of professional development should not be equated with participation in training activities. Attending a course or obtaining a certificate does not, in itself, demonstrate that a director's management practices have changed. It is therefore appropriate to assess professional development outcomes through practical assignments, mentoring, observation, and feedback.

Third, educational quality is a multidimensional phenomenon. Although directors' competencies are important, outcomes are also influenced by teachers' qualifications, staffing levels, material resources, group composition, cooperation with families, and the organizational conditions of the management system. OECD analyses also indicate that leadership may influence educational quality through working conditions and the organizational environment.

Fourth, regional and organizational differences should be considered when applying the proposed mechanism in Uzbekistan. Digital infrastructure, staffing levels, directors' workloads, and access to professional development opportunities may vary. Rather than imposing an identical development plan on every organization, it is more appropriate to establish individual development priorities based on common competency criteria.

Fifth, further empirical research is required to strengthen the scientific value of the model. Such research could examine the relationships between directors' professional competencies, teachers' professional growth, and internal quality indicators. Selecting preschool education organizations from different regions and comparing baseline and follow-up indicators would be useful.

This article is a conceptual research study and does not include survey data collected from local directors, observational findings, or experimental results. Consequently, the practical effectiveness of the proposed model, the reliability of its indicators, and the causal relationships involved have not yet been established. Future research should test the model, assess the reliability of the data, and compare the findings with international experience.

Conclusion. This study has theoretically examined the relationship between the continuous development of the professional capacity of directors of preschool education organizations and educational quality management. The analysis of scientific literature supports the need to consider leadership in conjunction with pedagogical processes, staff professional development, and the organizational environment.

The principal scientific and practical contribution of the article is a six-stage conceptual mechanism integrating directors' professional development with educational quality management. The

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

mechanism comprises diagnosis, preparation of an individual development plan, targeted professional learning, practical implementation of new knowledge, monitoring, and reflection.

An important feature of the proposed approach is that directors' professional development is assessed not only through participation in training activities or the number of certificates obtained, but also through its contribution to pedagogical leadership, collaborative learning, evidence-informed management decisions, and improvements in the quality of educational and developmental processes.

In practical terms, preschool education organizations are advised to introduce individual development plans for directors, strengthen mentoring systems, establish professional communities, and improve internal quality monitoring. Organizational resources, regional conditions, and the needs of pedagogical teams should be taken into account.

The main priority for future research is to empirically test the proposed model in preschool education organizations in Uzbekistan, validate the instruments used to assess directors' competencies, and statistically examine the relationships between professional development and educational quality indicators.

References

1. Douglass, A. L. (2019). Leadership for Quality Early Childhood Education and Care. OECD Education Working Papers, No. 211. OECD Publishing, Paris. https://doi.org/10.1787/6e563bae-en
2. OECD. (2020). Building a High-Quality Early Childhood Education and Care Workforce: Further Results from the Starting Strong Survey 2018. OECD Publishing, Paris. https://doi.org/10.1787/b90bba3d-en
3. OECD. (2025). TALIS Starting Strong 2024 Conceptual Framework. OECD Publishing, Paris. https://doi.org/10.1787/f49228be-en
4. OECD. (2025). Results from TALIS Starting Strong 2024: Strengthening Early Childhood Education and Care. OECD Publishing, Paris. https://doi.org/10.1787/20af08c0-en
5. OECD. (2025). "Developing leadership in early childhood education and care settings." In Results from TALIS Starting Strong 2024: Strengthening Early Childhood Education and Care. https://www.oecd.org/en/publications/results-from-talis-starting-strong-2024_20af08c0-en/full-report/developing-leadership-in-early-childhood-education-and-care-settings_27bca823.html
6. Сваталова Т. А., Зайцева К. П., Толмачева А. А. Моделирование системы непрерывного профессионального развития руководителей и педагогических кадров дошкольных образовательных организаций на основе внутренней системы оценки качества образования. 2026. DOI: https://doi.org/10.24412/2076-8907-2026-267-55-67
7. Жбанникова А. Е., Михайлова Т. Н. Определение уровней профессиональной и управленческой компетентности руководителей дошкольных образовательных организаций. Ребёнок и общество. 2024. № 2. С. 52–56.