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COMMUNICATIONS MANAGEMENT IN SCHOOL

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ABSTRACT: The report presents the results of multifactorial analysis of problems of communication management in school in the modern world and the role of the School principal as their manager. The paper brings out the specifics, events and trends and the analysis is done through the prism of school management and communication management. Some regulations are analyzed and techniques and tools to improve the quality of communication processes are proposed.

In the XXI century we recognize the school: as a mediator between the individual and his/her own future (not as a special closed environment designed just for itself and only in the abstract future for something else); as a mediator in an attempt to reconcile the interests of its various users (children, parents, society) and to organize the dialogue between them; as an intermediary who tries to organize the transitions between school and non-school periods (family, school, profession) as organic moments of age and social maturation of the individual. School is an institution that has its historical and national circumstances, but now must be reformed very quickly in order to adapt to new realities and to meet the expectations of students and their parents. We considered various communication channels from the perspective of communication management and the influence of cultural factors on their effective use. Special emphasis is put on the use of new information and communication technologies and the opportunities they provide to enrich the communication. Finally we give recommendations for improving communications management in school, working definitions are given in an attempt to update the conceptual apparatus.

Key words: communication management, school

INTRODUCTION

The theme of the management of communication in school nowadays is interesting but difficult to analyze in terms of different theories, disciplines and practices, including school management or communication theory. To observe the problem in its entirety, it is necessary to use an interdisciplinary approach. On one hand, the school should be seen from the perspective of educational management, but on the other hand we must take into account the specificities of communication processes in which the school is involved.

We accept that the school is a childcare institution that has its historical and national circumstances, but in this it must quickly be reformed in order to adapt to new realities and to meet the expectations of students and their parents. School in the XXI century is increasingly acknowledged as a mediator:

- Between the individual and its own future (not as a special closed environment designed just for itself and only in the abstract future for something else);
- In an attempt to reconcile the interests of its various users (children, parents, society) and to facilitate the dialogue between them;
- Which is trying to realize the transitions between school and non-school periods (family, school, profession) as organic moments of age and social maturation of the individual.

The communication in school occurs through the exchange of information from the outside in and the inside out. The dynamics of the times in which we live inevitably affect the intensity of the communication processes. The school as a public institution has opened its doors to ensure transparency and enable the public to know what is happening with the younger generation being trained in its framework. Requirements to the school increased in relation to the needs of acquiring not only new knowledge, skills and competencies ensuring success on the labor

market, but also new civic responsibilities and competencies to deal with the rapid dynamics of change in the XXI century.

The objectives of the study are to analyze the nature of the process of managing communications in school and to make recommendations for its improvement.
Main tasks:
- To examine the legal basis in terms of requirements to principals related to communications management of the school;
- To analyze the current state of communication processes in Bulgarian schools;
- To identify the main factors that determines the success of the internal and external communications in the school;
- To identify trends and make recommendations for improving the management of communication in school and between the school and its partners.
Research methods: theoretical analysis of the legislation prescribing the professional activities of the principal as educational management; interdisciplinary approach towards the description of the process of managing internal and external communications of the school.

THE PRINCIPAL AS A MANAGER OF COMMUNICATIONS

The principal as a manager bears the main responsibility for ensuring the effective communication policy of the school. The principal is the one who sets the style and tone of communication in school. His management style determines his communicative style. The more flexible the management style is, the more likely is for the principal to carry out effective and satisfactory communication with representatives of the school community and external institutions.

The principal is the one who sets and monitors compliance with the principles of good communication: democracy, tolerance, trust, control, humanity, responsibility, legality, propriety.

According to the job description among the special skills and competencies that a principal must have there are three especially important to us to point out:
- Ability to work in a team;
- Ability to analyze, synthesize and make decisions;
- Communication skills and ability to solve non-standard problems and situations. (Framework, 2003: 4)
In the project for creating a Standardized description for the position of a principal, the section describing the personal competencies defines "communication" as skills and attitudes that refer to:
"- Ability to present ideas and to listen carefully to the ideas of others;
- Ability to understanding the dynamics of communication and to track its content;
- Ability to construct a sustainable relationship with the participants in the communication process;
- Ability to assess the specific context in connection with other, more comprehensive conditions and causes (formal and informal norms and expectations);
- Ability to identify the direct and indirect consequences of his/her actions and to manage the possible response / actions to them;
- Ability clearly and reasonably to defend opinions and positions;
- Ability to negotiate;
- Ability to define goals in the communication process, to perform self-monitoring and self-correction. "(Standard, 2012: 9)
The principal must work in a team and must be able to:
"- Encourage each team member to participate in activities according to their abilities and skills;
- Make decisions that synthesize different viewpoints. "(Standard, 2012: 9)
Some of the other personal qualities that a principal should have are "a competence to adopt criticism and conflict resolution", which is described by the following skills and attitudes:
- Ability to analyze the causes of the different positions;
- Ability to identify the aspects of agreement and disagreement;
- Ability to reformulate the problem prioritizing needs and objectives;
- Ability to accept criticism and deal constructively with it;
- Ability to effectively manage emotions - has self-reflection as a basis for understanding of "the other". (Standard, 2012: 9-10)

These are above all skills related to the implementation of effective interpersonal and business communication – ability to present and justify theses and also to perform active listening followed by analysis, assessment and response to the statements of the partners in the communicative act. The professional responsibilities and commitments of the school principal, who is above all manager of the connections between all the participants in

the educational process on the one hand and manager of all external communications on the other can be successfully implemented only with a good knowledge of these communication skills.

According to Art. 147. (amend. and suppl. - SG. 53 of 2001, in force from 15.09.2001; SG. 33 of 2003; amend. SG. 48 of 2003 .; No. 7 2009)

Para. (1) (amend. - SG. 7 of 2009) of the Rules for the implementation of the Education Act "the principal, as managing body of the kindergarten and the school:

1. organizes, controls and is responsible for the overall activities;
3. ensures safe conditions for education, training and labor;
4. represents the institution before the authorities, organizations and persons and enters contracts with legal entities and individuals on the subject of business in accordance with its powers;
......
6. employs and terminates the employment contracts of the assistant principals, teachers, educators, employees in state and municipal kindergartens and schools under the Labor Code;
7. (amend. - SG. 7 of 2009) announces vacancies at labor offices and regional education inspectorates within 3 days of the vacancy - or their state and municipal kindergartens, schools;
8. rewards and sanctions students, teachers and staff in accordance with the Labor Code, the Education Act and these Rules;
9. organizes the admittance of children and students and their training and education in accordance with the state educational requirements;
10. (amend. - SG. 53 of 2001, in force from 09.15.2001) signs and stamps the documents for moving of students, the certificates of class completion, the degrees of education and vocational training and keeps safe the seal school with the state coat of arms;
11. assists the competent authorities in investigating infringements of Art. 47 and 48 of the Education Act;
12. controls and is responsible for the proper keeping and storage of mandatory documentation and keeps the academic records;
13. provides conditions for health prevention in the kindergarten or school;
14. (new - SG. 53 of 2001, in force from 09.15.2001) prepares the official staff schedule and approves the list of the positions and salaries;
15. (new - SG. 33 of 2003, corr., No. 48 of 2003) prepares and approves the official staff schedule.
(2) The principal of the kindergarten or school is also a chairman of the Pedagogical Council and ensures the implementation of its decisions. "(Rules, 2014: 55)

The spectrum of rights and obligations of the principal shows that he or she uses and control channels for business communication – both within the school and between the school and other state bodies and institutions with which it has contacts, and also with parents, guardians and other interested members of the public.

During the implementation of the main part of his duties, he or she performs a wide range of communications – oral and written, interpersonal and business, official and unofficial.

MANAGEMENT OF INTERNAL COMMUNICATIONS AT SCHOOL

Every principal enters daily internal communication with the teaching staff, students, assistant directors and non-teaching staff – written (preparation and signing of orders, reports, decisions, etc.) and oral (interpersonal and business). Exchange of information and feelings is rich and intense. Without constant communication the school could not function normally.

The job description of the principal states that:

'1. The principal implements internal organizational relations with:
1.1. Assistant directors;
1.2. Teaching and non-teaching staff;
1.3. Students;
1.4. Trade unions in the school. "(Framework, 2003: 3)

These four groups are practically more.

Assistant directors need to work as a team and to assist the principal, but each of them has his/her personal characteristics and professional experience, which define his/her communicative style, and hence the nature of the communications that occur within the group and between the group and the principal.

Following the basic principles of management, delegation is supported by the grant of rights, the principal favors the development of the abilities of subordinates and multiplies their knowledge, which in turn has a positive impact on their direct manager activity, and also on the communicative climate of the school as a whole. The delegation of powers allows the distribution of tasks according to the capacities of the participants in the team. It is also essential for things to be done systematically to achieve the objectives, to solve motivational problems, to create trust, to promote positive thinking, not running away from problems and also to draw attention to the possibilities of achieving excellent results.

Ability to delegate powers is a management skill, but it is combined with the communication skills to offer, discuss, defend and justify different theses. The delegation of powers is based upon good knowledge of the strengths of the team members, and it could not happen if people do not maintain an open and confidential communication.

Teaching and non-teaching staff, which is referred to as the second group are also different and in fact they are two different occupational groups, which have different objectives and motives for participation or non-participation in the communication process. They usually belong to one, two or more trade unions, making this group variable.

Teaching staff includes teachers, educators, school counselors, school psychologists, accompanists, choreographers, speech therapists, resource teachers.

Non-teaching staff are: administrative assistants, accountant, cashiers, maintenance workers, security officers, cleaners and others.

The main topics in the internal communication between the principal and teaching staff are directly related to the process of training and education on one hand and the relationship with the students who are participating in this process on the other. The principal draws the attention of teachers to achievable learning objectives and creates opportunities for them to feel satisfied with the results of their work and communication with students.

Official channels of communication include both pedagogical advice and workshops to discuss current issues as well as personal communication between the teacher and the principal.

Teachers in larger schools have their methodical groups around the subjects they teach and within them their internal communication is carried out according to their methodological qualification. These associations have their own leaders who can put issues to the principal for discussion and decision. This is another level of internal communication. These subject departments can carry out external communications with similar ones from other schools to exchange experiences or joint appearances and work on projects.

Pedagogical staff in turn is in constant communication with students. Oral communication usually prevails in the intensive verbal and nonverbal channel, but also they carry out written communication. Every teacher examines and evaluates homework and tests, essays, papers, reports on the implementation of projects and others. The teacher is a role model with its communicative style and teaches students how to communicate effectively and efficiently. Rules of verbal communication are set by the teacher, and those for writing are taught in a separate subject. The teacher is a specific speaker who has a regular audience - students, who he/she teaches for one or more school years. These features largely determine the success of pedagogical communication. The teacher as a speaker is limited by the time in which communicating with their students (one lesson is 40-45 minutes), the number of hours a week, which is meeting with them, educational content taught, the age of the students.

These variables influence the management of communication between the teacher and the students. Primary school teachers who teach their students every day have the most time to understand one another and comply with individual characteristics influencing the communication process. Teachers who teach individual subjects in junior high and high school enter one or two times a week in contact with students and sometimes the number of classes and students in their hampers attempts to achieve effective communication. The more frequent the meetings, the greater the time in which teachers and students are together, the more likely it is for the communication to be mutually rewarding.

Teachers carry out business communication within the lessons when they teach, test, evaluate, organize independent work of students, ask for or check homework, provide guidance, fix errors, support or criticize the students in connection with their school work. Along with this formal or business communication, teachers carry out on their own initiative or on the initiative of students an informal interpersonal communication during breaks, consultation time or during extracurricular activities. The teacher is a sought after adviser, assistant, consultant, not only on issues related to training and learning, but also topics related to personal development, development of special skills, gifts, talents, hobbies, career guidance, personal and / or family problems, health problems, difficulties in communicating with classmates, teachers or other non-teaching staff in schools. The teacher is a responsible adult who is important to the students and they are therefore looking for advice and help in individual meetings and conversations.

The group of students is heterogeneous as age, as well as and a socio-cultural characteristics. The type of school (elementary, secondary or high school) and the number of students are factors that significantly affect the intensity and efficiency of communication. The presence of one or more buildings, studying of one or two shifts are other factors having an impact on the internal communication at school.

Between students, in turn, there is also a variety of communication processes – group and interpersonal. At group level we can distinguish communication between students from the same class and between students from different classes. In the first case they are of the same age, and the groups are conventional, while in the second there are differences in age, affecting communication, depending on whether it is communicating with larger or smaller.

Interpersonal communication is most intense between the students in the same class because of the length of time that they spend together. This, however, is valid only for official communication within the hours during breaks everyone has the freedom to choose their partners.

As in the course of business, but often in informal interpersonal communication between students misunderstandings and conflicts can arise. The reasons may be various, but from the perspective of managing communication they can be connected with insufficient knowledge of the active listening skills, reasoning, negotiating, reading non-verbal signals, recognize and properly respond to cultural differences in communication process, etc.

Non-teaching staff communicate primarily with the management team, from where they receives guidelines for work, but they are also in direct contact with the teaching staff and the students. In the course of formal and informal communication in bad climate and mismanagement conflicts and negative consequences can occur. Control of this internal communication is carried out by the principal and his/her assistants, as well as teaching staff.

MANAGEMENT OF EXTERNAL COMMUNICATIONS OF SCHOOL

According to the job description the principal should "carry out external organizational links with: the Ministry of Education and Science; Regional Inspectorate of Education; bodies of state and local government; parents of students and the public; legal non-profit organizations, companies and others; with the media; alliances of employers in the public education system; with trade unions; and universities. "(Framework, 2003: 4)

In this list we can find several ways of communication. Fist come the management bodies of education - Regional Inspectorate and the Ministry of Education and Science. Any principal is appointed by the Head of the Regional Inspectorate of Education, which acts as a representative of the Ministry of Education and Science at local level. Logically, this is the first and most significant external organizational link which takes place by means of oral and written business communication.

Communication is two-way. From the Ministry of Education and Science and the Regional Inspectorate to the school and back. The school is informed of decisions of the governing bodies, receives recommendations, guidelines, information on opportunities for training and participation in projects. It provides back reports, fact sheets, statements, and opinions, evaluations and recommendations on discussed regulations, suggestions on ideas coming from the Ministry of Education and Science. In Bulgaria the written communication prevails in electronic or physical way. The official communication is supported with formal documentation and is always signed and stamped.

Second come the bodies of state and local government - regional government and the municipality. In the current system the schools in Bulgaria are either state or municipal. Their budgets are determined by the Ministry of Education and Science, but are redistributed in the municipalities (for municipal schools) and the relevant ministries (for the state schools). The principal also acts as a financial manager, because he/she has the right to allocate the budget of the school, and is accountable to higher authorities on it. Each municipality has a directorate or department, which deals with municipal schools and municipal advisory boards - education committee.

The principal is the official figure, which represents the interests of the school and maintains contacts with these units in the municipality. The communication is written (letters, reports, orders, recommendations, complaints, etc.) and oral - participation in meetings and by phone. Written communication involves the use of paper and electronic media or both. Electronic communication with local and state authorities is still not fully implemented and this allows for choice, but sometimes creates difficulties and misunderstandings.

The third group consists of the pupils' parents and the public. We think they are different stakeholder groups and will therefore analyze them together and separately.

The school has a public responsibility to parents and taxpayers, who want to know how the money is spent on education. The public has a right to know what is happening in school. This requires for information to be

transmitted, so that there is clarity about how the school works to achieve the educational goals. The school should have clear PR strategy and program so it can benefit from positive public attitudes and to identify and assist the process of creating policies and procedures. Through them, the school can successfully manage its external communications with external audiences, which include practically the entire society, because everyone is a student and learned the system from the inside, which then gives him reason to be considered as an interested parent and / or member of the civil society .

The following audiences are important to the school as a social organization:
- Students (former and potential);
- Parents (former, current and potential);
- Teachers - (former and potential);
- Suppliers of resources (including direct funding organizations, representatives of the executive);
- Foundations, agencies, centers, donors providing grants for projects;
- Publishing houses, advertising agencies and resource centers;
- Very closely related to the school management structures or substructures (trustees, founders, boards, community councils);
- Competitor schools;
- Non-governmental organizations, associations of citizens;
- National and local bodies which combat hooliganism and child crime; Child Counselling Services, homes for temporary accommodation of minors; orphanages, homes for temporary accommodation, sheltered housing, socio-educational boarding schools, educators boarding schools, etc.
- Various social groups.
Each of these groups has its own interests and attitudes toward school. Former students and former teachers were part of the school community and are involved in internal communications. Prospective students and teachers in the future will be joining them. Other groups have economic or moral interest in the work of the school.
Most important among them are parents, because they are directly involved in the process of personal growth of their children.
To inform parents and the local community the school can use the following tools:
- Newsletter for parents;
- Exhibitions, open days, solemn meetings with alumni and / or parents;
- Days or presentation of programs and activities that are specific to the school;
- Pedagogical councils with representatives of different audiences;
- Creation of lobbies at different levels - assistance in the implementation of projects, advising how to achieve support.
- Contacts with potential donors.
Several major approaches help the school to build positive public opinion, social attitudes and desired image: focused information; supporting communication; reaction to unfavorable opinion; design and maintenance of the environment. They all have more favorable impact on the desired mechanisms of behavior and attitude.

Through its communication policy the school may:
- Create its image in front of the other structures of society, especially in front of the public, which is interested in the school;
- Inform about the school activities on request from the interested audiences or senior management bodies;
- Provoke and interest in new types of services (programs, projects, complete transformation of the way we work, etc.)
- Preserve the popularity of services that exist and are popular in the market of educational services (centers, preparatory groups, specialties, summer schools, laboratories);
- Amend its image, which was formed as a result of a specific situation from previous ineffective communication or previous bad management and actions within the organization itself;
- Provide assistance to users, informing them of rational courses of action for participation in competitions, subscription to various programs, participation in events and more.
- Answer questions from internal and external audiences (students directly through a system of internal feedback and potential students by type connections "Forum", open doors, etc.).
- Enhance the organizational culture as a whole;
- Not only inform but also persuade, argue and justify views on various trends of change in the education system and legislation;
- Conduct lobbying in political parties, trade unions, government institutions, government organizations via links with members of parliament, government officials, representatives of specific organizations, etc. .;
- Appear not only as a professional structure, but also as part of civil society and contribute to the fight against antisocial behavior such as drug dealing, tying minors with criminal groups, discrimination on various grounds, as well as natural disasters, etc.
Prospective functions of the school PR program may include:

- Ensuring good relations with the public, distributing accurate and timely information about school policies, programs, procedures, performance, decisions and critical issues;
- Disclosure of the achievements of students and teachers;
- Interpretation of decisions and actions of school management;
- Removal of rumors and misinformation;
- Development of programs and promotion of practices which aim to ensure a climate that will bring ideas, suggestions, and reactions from the school community and external audiences.

Other actions and techniques that can be used in the school PR are:

- Press conferences by which the school informs the media about its activities. Success and fair coverage is important preparation related to the choice of location, time, theme selection and visualization.
- Press releases, which are used in the preparation of the conference and, if necessary, are submitted to the media before the event.
- Pseudo-events are initiated to cause the interest of the audience. They are created exclusively to be communicated. (Stoykov, Pacheva, 2001: 81). What pseudo-events may be included in the PR program depends on the specifics of the work in school, the available financial resources and the number of situational factors, but among them are: special days, weeks, months, themed evenings; exhibitions and fairs; presentations; dinners; seminars, "round table" discussions, conferences, symposiums, congresses; anniversaries, celebrations of important dates; Awards and honor school holidays; open days; competitions, quizzes, games; events organized for specific audiences; awarding scholarships, awards or special grants from donors and sponsors; establishment of charitable funds; receptions, parties, cocktails; performances, concerts, theater tours; opening ceremonies of something new - reconstructed building, new playgrounds, environmental actions, etc.; demonstration of new educational products, mobile exhibitions; visits of prominent personalities - special guests or former students; meetings with celebrities committed to the work of the school; progress reports; opening ceremonies of festivals, competitions; public statements of the director or the teachers; school celebrations, concerts, competitions; hiking, picnics, sports events; collective visits to museums, exhibitions, concerts, theater productions; participation in public events - share cleaning, environmental campaigns; charity events for children and adults; public lectures; Special education campaigns.

Within the external communications the school maintains relationships with its suppliers of resources – electricity, water, materials, stationary supplies, etc. With them the school performs business communication and the relations are based on the principle of mutual financial benefit.

Another type is the communication with various foundations, agencies, centers, donors providing grants for projects. The prosperity of a school today is judged also by the number of implemented national and international projects, which is why the principal assumes the management of this type of activity, and hence communications.

A third group is formed by publishers, advertising agencies and resource centers, which supply the school with textbooks and manuals, promotional materials and other resources. As with the first group of suppliers of resources there are also contractual relations which are economically justified.

Communication with the school board deserves special attention because it is on one hand "independent voluntary association for development, assistance and financial support of the school," according to Article 46a of the Education Act, and on the other a legal public non-profit entity, which organizes its activities under the terms and procedure of the non-profit purpose and in accordance with the provisions of the Education Act and its statute. It must be registered under the Law for non-profit entities but also it is regulated in the Education Act. Members of the school board may be all parents who have students in school or only those who are interested. Experience shows that the principal and teachers are usually members of the school board as well. In Article 46c of the Education Act stipulates that "To achieve its objectives the school board should:

1. Discuss and make proposals to the relevant authorities for the development and resolution of current problems of the school, kindergarten or servicing unit;
2. Assist in providing additional financial and material resources for the school, kindergarten or servicing unit and control their spending;
3. Support the development and maintenance of the equipment of the school, kindergarten or servicing unit;
4. Participate in the selection of textbooks by the Staff Council, which will train students from the school and, where possible provide their purchasing;
5. Assist in the organization of student nutrition, providing transport and solving other social problems of children, students, teachers, school, kindergarten or servicing unit;
6. Support the development and implementation of educational programs related to the problems of children and students;
7. Support school and municipal authorities for the implementation of compulsory schooling;

8. Contribute to the implementation of extracurricular forms of organized recreation, tourism and sports with children and students;

9. Promote the involvement of parents in the organization of leisure of children and students;

10. Propose measures to improve the operation of the school, kindergarten or servicing unit;

11. Organize public support of the school, kindergarten or servicing unit;

12. Alert the competent authorities for violations in the public education system;

13. Organize and support the training of parents on the upbringing and development of their children;

14. Support the work of the school in its campaigns against drugs and other harmful substances and their effects on children and students;

15. Assist disadvantaged children and students;

16. Assist the Commission for Combating Juvenile Delinquency. "(Education Act, 2014: 19-20)

The school board, which in the XIX century played an extremely important role in the management of Bulgarian school, in the XXI century unfortunately seems highly formalized and fails to establish itself as an effective form of citizen interest and control. Boyan Zahariev and Ilko Yordanov based on the results of empirical research conducted in 2010, claim that: "According to surveyed principals in 29% of schools there are no functioning school boards. Activities of the boards were defined as "pro forma" by another 7% of the principals. Principals admit that in schools where boards act, only 34% of the places designated for parents the Rules are occupied at the time of the survey respondents ... principals and parents identify lack of time as one of the leading factors for non-participation. Almost 42% of principals recognize the importance of factors like the lack of parental time, but still put it in third place - behind disinterest (62%) and lack of skills to interact with teachers (49%). The largest share of parents (38%) say they lack the time to communicate with teachers. 35% admit that they themselves - the parents are not interested and about ¼ reported that both teachers and parents do not have the skills to maintain interaction with one another. "(Zahariev, Yordanov, 2010: 15-16). Although this study included only 30 schools in medium and small cities with ethnically mixed population, the results for the whole country would hardly be much different.

Communication with other schools, which can be a partner or competitor relations is also part of the external communications of the school, which can be made by the principal or authorized representative of the school community.

Competitive relationships are caused mostly by the demographic crisis and the pursuit of any schools to attract more students. During the campaign for recruiting students good image and good PR are the key factors that affect the decisions of parents and their children.

Peer relations are established on the basis of common interests, goals and activities. Bulgaria's accession to the European Union has created new opportunities for the exchange of good pedagogical practices between schools in Member States. The new Erasmus + program continues this trend and allows schools to set up networks within the country and the European Union.

This is also the direction of the communication with NGOs and associations of citizens, which jointly work on projects, activities and campaigns.

Next are communications with the institutions that have the care of children and students with deviant behavior and/or special educational needs: national and municipal committees to combat child crime; Child Counselling Services, homes for temporary accommodation of minors; orphanages, homes for temporary accommodation, sheltered housing, socio-educational boarding schools, educators, boarding schools, etc. This communication principals often delegate to the pedagogical advisors and/or school psychologists.

Principals of schools in Bulgaria can be members of two unions - the Union of Employers in the public education system in Bulgaria and the Association of Directors of secondary education in Bulgaria.

Teachers may be members of three unions: Syndicate of Bulgarian Teachers part of the Confederation of Independent Trade Unions in Bulgaria, Syndicate "Education" part of the Confederation of Labor "Podkrepa" and Independent teachers' union to the Confederation of Independent Trade Unions in Bulgaria.

The collective agreement with the Ministry of Education and Science is signed by two unions representing employers and three trade unions of teachers. In practice, each principal has the need to communicate with various trade union organizations and their leaders.

All graduates of secondary schools in Bulgaria can continue to study in higher education. This implies new group communication partners of the school, namely universities. Within its candidate student campaigns they visit schools or invite students to fairs, exhibitions, festivals, visits, presentations and other public appearances.

The principal decides on the admission of representatives of universities and colleges on the school or for a guided tour or other activities.

All presented here are direct external communications and therefore can be controlled by the principal and his assistants. Nowadays an increasing role in creating the image of an institution, however is played by the media, including press, magazines, cable and other TV stations.
To strengthen relations with the media, schools may use different techniques:
- Create a list of the names and numbers of working in the media who write in the field of education;
- When there are national news concerning the school or the region, the principal can always contact the media and present the position of the school and share how the events affect the school, because journalists are always looking for ways to put local flavor in a story with a national importance;
- When there are results of studies related to areas relating to your school, send them to journalists from the list and include examples of how this is happening in your school.

INFLUENCE OF CULTURAL FACTORS FOR EFFECTIVE MANAGEMENT OF INTERNAL AND EXTERNAL COMMUNICATIONS IN SCHOOL

Bulgarian school can be defined as a multi-ethnic and multicultural in its composition, because, on one hand, it trains and educates children and students from different ethnic and cultural backgrounds, and on the other - the management, teaching and non-teaching staff also has its diversity. The three largest ethnic groups in the country - Bulgarians, Turks and Roma are represented at school and in all of the groups mentioned above. Teachers and principals of Turkish origin dominate the regions with compact masses of population of this ethnic group. There are an even smaller and statistically insignificant number of Roma teachers, and even less of principals of schools in this ethnic group. Among the non-teaching staff ethnic picture is often similar to that in the settlement, but in some schools of ethnic minorities have a greater share or majority.

The school is an institution that not only can, but must contribute to the formation of positive attitudes for intercultural understanding between students and teachers from different ethnic groups. School management (the principal and his assistants) with its model of intercultural sensitivity can create favorable conditions for the formation of ethnic tolerance and mutually enriching i.e. intercultural communication. To achieve positive results, it should focus its work on the study of the principles of:
- Formation of multicultural classes as the basis for daily mutual influence of children and students with different ethnic and cultural backgrounds;
- Formation of understanding that society is composed of different ethnic groups and cultures, each of which is valuable in itself, but all together represent the national culture;
- Developing a dialogue between different cultures without underestimating or assimilation, establishing cultural understanding and acceptance of the differences based on mutual understanding and enrichment.

The strategic management decisions are related to the development and application of a philosophy of adoption of the values of intercultural education, understood as movement in school to obtain information about the merger of cultures, formation of respect and harmony in order to create an environment in which all students feel patronized, valued, respected and at the same time identified with its own identity and culture. Thus teachers and students from the majority form positive attitudes, tolerance and respect for otherness, and students, teachers and non-teaching staff from minorities gain confidence and strengthen their identity.

COMMUNICATION MANAGEMENT IN SCHOOL AND USE OF NEW TECHNOLOGIES

Communication through the use of new information and communication technologies can be implemented within internal or external communications.
In internal communications school the electronic platform - intranet would allow:
- Teachers to record class attendance / absence and keep a diary automatically a smartphone/tablet or a computer with special software on it;
- Lessons or presentations of students to be recorded with a touch of a button;
- Principal to send a message to all teachers at the same time;
- Principals or his authorized assistant-principal to monitor who is on time or late (which is registered in the system and when);
- The broadcasting of messages to everyone in the system as a communication channel or in case of emergency.
- Sending SMS to a particular group or all students;
- Using the voice mail to schedule a consultation for a group of students or a message to be sent to the whole class at once;

The utilization of these opportunities would allow students to feel more comfortable in an environment similar to that in real life, where networks, communications and technology associated with them, occupy a significant part of their lives.

For management of external communications the Internet could be used for:

- Communication and cooperation between teachers of different schools and sharing best practices;
- Conference calls between students and their peers from other schools on projects and learning activities;
- Communication with parents - for example, a teacher can leave a message to a parent or to be sent a message to the parents of the entire class simultaneously using voice mail;
- Automatically send SMS to parents with information about absences, infractions, success or assessments;
- Inform parents when a test is due the next day;
- Automatically send information about parent meetings, events and shares;
- Implementation of virtual meetings between the schools for the exchange of information, teachers can invite an expert in hours on telephone or videoconference, to conduct a brief consultation, or to answer questions of students.

An example of good practice is the "Bell program" (Nikolova, Kalapish, 2014: 57) - a system that informs parents via SMS about pupil's absence from school, parent meetings and meetings with teachers. The principal can use the system to quickly inform teachers in all subjects about the operational work of the school. The program was implemented in Secondary school number 144 in Sofia.

And last but not least the creation of the website allows the school to be represented by means of multimedia, to be easily and quickly discovered and to deliver timely updates on the school activities. In the system of education, access to this type of information enjoys great popularity among the young, as well as among the more experienced. The benefits of controlled means of information and communication are undeniable and they are used in the present, and probably will enrich with new opportunities in the future. Among the most significant is the ability to promote the educational institution to build relationships of trust and openness. Good web design requires the content, along with basic information to include sections like News, Press releases, Contacts that would facilitate the user experience. The contact with students and parents can be made via special forums in which they can share their opinions and attitudes.

CONCLUSION

Before delivering some recommendations, we would like to give a working definition for school communications management without a pretense for exhaustiveness. Under *school communication management* we will understand the management of communications with internal and external audiences by the principal and the teaching staff with educational, communication and management techniques, tools and instruments to achieve the educational goals of the school, high quality of communication and personal satisfaction of the participants.

The main *factors that determine the success of internal communication* in school are:
- The existence of a communication strategy and program of the school;
- Flexible and democratic management style of the principal;
- Positive style of communication of the teachers;
- Optimal number of students in a class and the whole school;
- Training in a school building, allowing daily direct contacts;
- The use of more communication channels;
- The use of electronic means of communication;
Following are some basic principles such as:
• Clear planning of internal communication.
• Professional attitude and prevention of ineffective communication.
• Implementation of control.
• Use of positive approach in communication.
• Finding balance in volume between the oral and written form in order to minimize the possibility of false interpretation of messages.
• Timeliness, honesty and confidence in the relationship between the participants in communication.
The main *factors that determine the success of external communications* of school are:
- The presence of PR strategy and program for its implementation;
- Maintenance of a constant positive communication with parents as the primary external public;
- Attracting public opinion through good media coverage;
- The use of pseudo-events, promotion of the activities of the school and improving of the image;
- Implementation of regular business communication with the management bodies of education and those of local and state authorities;
- Active participation in public affairs;

- Promotion of work with partners in national and international projects;
- Intensification of the school board as an ally and assistant in communication activities.

RECOMMENDATIONS

Trends and recommendations for improving the management of communication in school and between the school and its partners:
- The principal to bring new meaning to their responsibilities as manager of communications at school;
- Schools to develop communication strategies and annual plans and programs for their implementation;
- To enhance the qualifications of teaching staff in the field of communication management;
- To increase the knowledge and skills of teachers to work in terms of socio-cultural diversity;
- To optimize the communication with parents and the school board;
- To increase the share of electronic communication in working with students;
- To plan and implement systematic training of staff to enrich the technological tools for the implementation of internal and external communications.

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