School management and impacts on teaching learning in education
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School management and the impacts on learning education in early childhood education

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Summary

The consolidation of a teaching-learning model within early childhood education requires attention and care from the entire school team, aimed especially at building an approach that is actually effective and that is carried forward throughout the entire school experience of the child. child. It is important to say and remember in this case, that this structuring process has as its main scope the understanding that the educational approach does not occur on an isolated plane, without interactions with other factors that make up the educational environment. On the contrary, teaching activity is closely linked to other actions that occur in this environment and is largely affected by the interference and carelessness of educational agents who work at the school. In this context, this article seeks to discuss the impacts of school management on the teaching-learning process present in early childhood education, specifically observing how school management can function as a reference in the actions that will be practiced within the classroom, by teachers that are present in this environment. The text is organized as a literature review built under the deductive mode of analysis and which seeks to theoretically contemplate the most relevant points of the theme proposed here.

Key words: Child education. School management. Teaching Learning Process.

Abstract

The consolidation of a teaching-learning model within early childhood education requires attention and care from the entire body of the school team, especially aimed at building an approach that becomes effective and is carried forward throughout the entire school experience. kid. It is important to say and remember in this case that this structuring process has as its broader scope the understanding that the educational approach does not take place in an isolated plane, without interactions with the other factors that make up the educational environment. On the contrary, the teaching activity is closely linked with other actions that take place in this environment and is largely affected by the interference and carelessness of educational agents who work in the school. In this context, this article seeks to discuss the

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impacts of school management on the teaching-learning process present in early childhood education, specifically observing how school management can function as a reference in the actions that will be practiced within the classroom, by teachers that are present in that environment. The text is organized as a literature review built under the deductive mode of analysis and that seeks to theoretically contemplate the most relevant points of the theme proposed here.
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1. Introduction

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Planning regarding educational provision does not ensure the success of educational measures. Without validating the particularities that exist in each context, what we have is a rupture in the democratic teaching model that makes precisely the processes that are so widespread within the scope of school management itself unfeasible.

This antithesis between theory and reality also tends to be harmful to the understanding of the student himself, who now has to fit into an educational system that validates certain actions and mitigates what the system itself deems as incorrect. The damage in this case is dimensioned in the cultural, social and labor sphere, since this trend also affects education professionals who need to adapt to a scope that differs considerably from their reality (MINUSCOLI, 2016)

In the understanding of Neves (2015), the understandings pertinent to the applicability of school management need to be discussed, and the successes and errors of the document observed, instead of being embraced as it has been, as a modifying herald that changes education in a revolutionary way .

In this sense, it is considered that certain objectives can only be achieved if the contents have a specific didactic treatment, that is, if there is a close relationship between what and how to teach. More than that, it is assumed that the definition of content itself is a didactic issue that has a direct relationship with the objectives set, as well as with the curricular proposals.

In this sense, it is salutary to say that according to the text of law 9394/96, its conceptions and principles materialize in the student's life through its principles, clearly exposed in its article 3, which is read in item IV , that respect for freedom together with appreciation for tolerance, are crucial factors and prepositions for coexistence between public and private educational institutions. (SARGIANI 2016)

It is understood from a secondary perspective that within a pedagogical approach, it is vital that the teacher understands that in an educational approach, the passion with which he passes on the content to his students, can represent the difference between contempt and the student's adherence to such transfer. (TRICHES; ARANDA 2016)

2 Theoretical framework

The child's teaching-learning process in the school field deserves some reflection, since advances in teaching reading and writing within the school environment are far from being considered excellent. In the formation of a more democratic education, it is pertinent to note that there is a long way to go between pointing out a possibility of democratization in this type of approach and its actual implementation. Even so, it is important to consider that yes, this is a pertinent measure, especially considering that when it occurs as stated in theoretical contemplation, its practice can be viable for everyone involved in this process.

Zanluchi (2015, p. 89) reports that "When children play, they prepare themselves for life, as it is through their playful activity that they come into contact with the physical and social world, as well as understanding how they are and how they work. things." Therefore, we can see that when children play, they become more mature, as they are inserted, even in a symbolic way, into the adult world that is blossoming so that they become more involved every day with different situations.

Learning has been the subject of many discussions in today's world, because despite the recognition of this citizen right and the many measures that have been taken to guarantee it, there are still high rates of school dropout and repetition. (REIS; CUNHA 2018)

Therefore, building a space, means and time for students to become literate through activities that provide them with different ways of learning to read and write is a commitment, considering that in the name of formal education children are increasingly monopolized at an earlier age. uncreative and intelligent activities in the school space, thus hindering their literacy process. (NEVES; 2015)

When considering the need for an interdisciplinary stance to understand the causes of non-learning in early childhood education, it is believed that learning can be built

through activities that allow students to understand the context in which they find themselves, allowing them to understand their place in the world. One possibility may be the use of activities as a means of overcoming learning difficulties that may lead to academic failure (MINUSCOLI 2016)

Learning in early childhood education is one of the initiation phases of a child's school life, where they are still at the beginning of their intellectual and personal formation as a human being in society, and therefore this beginning should not be characterized as another routine for their life, the rooms must always have new features, so it will be seen with great enthusiasm by students. (MARSIGLIA 2017)

The teacher must be dynamic, this way it will be easier for him to work with art, interactions, games, theater, music, painting, dance, video, and the creation of models or other instruments that serve to stimulate teaching/learning, these activities should never be left aside within a teaching-learning process, even in a scenario such as early childhood education.

According to Haje's (2017) understanding, the educational processes that are presented within the context of school management superficially consider particularized cultural models and begin to consider education, especially early childhood education, as a crystallized model that must train students in a single format.

In this sense, Gobbato (2016) contributes to this thought by emphasizing that the offer of static teaching, focusing on the segmentation of a process, breaks the proposed democratic structure and gives way to an environment where education does not happen in a fluid way, on the contrary , it is produced. When thinking about the educational process in a planned way, there is a risk of making the entire educational process become a form of mechanized action, potentially reverting, even if unconsciously, to a mechanical, reproductive format itself.

In this sense, Freitas (2018) emphasizes that by not validating the uniqueness of the entire vast context in which education is offered in the Brazilian scenario, school management incurs an action that mitigates the freedom of teaching, which now has to deal with with curricular compliance obligations, which are its priority, restricting a relevant amount of time for planning action more focused on the real needs of its students.

Only in this way will the process of building a society, where girls, boys, women and men have as their basis: solidarity, cooperation and reciprocity. In this sense, in the child's maturation process, interaction, motor skills, affectivity and intelligence are closely linked. (DANTAS 2016)

The motor activities included in the curriculum enable children to develop their affective and intellectual functions, standing out as individuals: they establish social interaction, take their own initiatives and stimulate creativity. Interaction translates reality into the child's world. When manipulating a toy, the child is touched by its proposal, recognizes things, makes discoveries, experiments, analyzes, compares and creates. (DANTAS 2016)

By using specific understandings in the children's literacy process, it is possible to achieve numerous actions that enable effective learning, as shown by research by Freitas (2018) this teaching-learning process can be extremely interesting as a pedagogical instrument, as it encourages interaction and arouses interest in the topic studied, in addition to encouraging pleasure and curiosity.

The activities greatly help in the integral education of the individual, as they can provide a socio-historical reflection of human movement, giving the child the opportunity to investigate and problematize practices, arising from the most diverse cultural manifestations and present in their daily lives, thematizing them for the better. understanding. (BITTENCOURT 2017)

According to the understanding of Freitas (2018), all this understanding shown about school management needs to be reflected in a broad and well-directed way, with the primary understanding being the fact that the crystallization of measures referring to the educational context needs to be validated as pertinent and capable of articulation.

It's not about juggling things inside a classroom, after all, the structural difference faced by a public school teacher and a private school teacher is stark; What is meant here is that, even under precarious conditions, even with a calamitous situation ahead, the teacher, who is passionate about what he does, and who understands the relevance of his job, understands that, above all, it is necessary fight to make the offer of an education more coherent with the reality of each one, it is necessary to aspire for the student to learn, and it is necessary that he/she also understands that even the most undisciplined student wants attention, recognizes the figure of a master sharing the know in his own way and yes, he is receptive to new learning (SARGIANI 2016)

Regarding content, it is understood that the design and creation of school content need to be in accordance with the needs of society, the curriculum in this case can be understood as the element capable of making society have positive effects arising from education. Thus, it is in the design of the school curriculum that there is the opportunity to make education socially transform the students involved in the transfer of the content proposed in the curriculum. The student, regardless of their financial condition, has the opportunity to grow and evolve socially, as long as they are being introduced to an education that is based on the understanding that education is capable of equalizing everyone without any discrimination, regardless of social class. , nor culture, nor skin color. The content in this case would be the educational transformation tool capable of shaping and giving life to this new reality (NEVES 2015)

School content needs to take into account the changes that are frequently occurring in today's society. It is about the possibility of technology being included in the school curriculum as a way of facilitating literacy for students who were born in the digital era. At this point, what can be said is that the creation of the school curriculum needs to be in accordance with the current social reality, it is about giving life to a reality that we aspire to build, and the curriculum is this tool capable of doing ensure that these changes are achieved effectively.

The watchword within the school universe must be "Reconstruction", the school sphere must always be rebuilding and constantly adapting. The teacher in this case acts constantly, seeking to ensure that the school can effectively provide its students with a beneficial and very effective change (MINUSCOLI 2016)

Final considerations

The reconstruction of school space is directly linked to valuing students' talents and specialties. By valuing the qualities of each person, the consequent appreciation and discovery of gifts and abilities of the student body can occur, as well as the identification of their strengths and weaknesses, which can be worked on in order to make all of this beneficial for promoting learning. better and more efficient.

Thus, the new way in which the democratization of the teaching-learning process is understood and consolidated means that the transfer of useful content to the student is the starting point of a process of change, that is, when the teacher's main concern is the

quality of teaching, good student performance and favorable results for everyone within the school environment, the occurrence of disciplinary behaviors ceases to be the focus of the teacher's performance and becomes just a commonplace fact, with this, it is clear that focusing performance is, yes, more beneficial than delegating all the attention to school indiscipline.

Knowing how to work with diversities within the school content is the great secret to ensuring that the student body and teachers of a school unit are able to have the influence of a good development plan and in this way the teacher is able to have the competence to draw up a development plan that values   the presence of everyone involved in this process.

The aim of this is to promote a history of progress and success for both students and teachers, in this aspect, it is seen that the school can in no way be studied in a single way, under a single aspect and From just one perspective, it is necessary to take into account the entire teaching-learning process and the school's entire involvement in the student's life.

We then come to the understanding that the democratization of the school can generally be understood as an integral part of the school construction process and automatically as an important part of the teaching-learning process. In summary, it can be said that as far as the teacher is concerned, he or she must understand that it is necessary to work aiming no longer at an ideal type of man, but to work with the meaning of human life in mind, at this stage, it is vital that their understanding of the school universe is macro and democratic.

Observing the entire context presented, it can be said that the possibilities for change within the educational context, which are presented with school management, need to be analyzed in detail. Education in this sense cannot be considered as a political object that must be molded to the taste of those who promulgate, create and think about the laws to be applied in this context.

On the contrary, any and all processes or determinations to be proposed for use within the educational context must be considered as a more relevant and cohesive factor for the community that will benefit from what has been proposed as valid for education. In this way, the unrestricted embrace of all determinations brought within the scope of school management represents a considerable risk for the educational offer as a whole, especially in the case of early childhood education. Considering its effects in the medium term, it should be

It should also be considered that the applicability of such measures brings notable effects to the community that is at the disposal of the applicability of these parameters within the educational context.

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