SCHOOL MANAGEMENT AND TECHNOLOGIES

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SUMMARY
This article is part of the research line of the Master's Degree in Emerging Technologies in Education at MUST UNIVERSITY, and deals with the importance of educational management for innovative projects and their implementation. The article aims to reason about the implementation and implementation processes and the authors involved. The methodology used for the work is a qualitative research to obtain important information about the importance of the project coordination team, the strategies and their use. Therefore, at the end of the research it is clear that the educational coordination team is essential for the effectiveness of the projects.
Keywords: Implementation, Deployment, Management Team, Projects.

ABSTRACT
This paper is part of the research line of the MUST UNIVERSITY Master in Emerging Technologies in Education, deals with the importance of educational management for innovative projects and their implementation. The article intends to reason the implementation and implementation processes and their authors involved. The methodology used for the work is a qualitative research to raise important information about the importance of the project coordination team, the strategies and their use. Therefore, at the end of the research it is clear that the educational coordination team is crucial for the effectiveness of the projects.

1 INTRODUCTION

The world is no longer the same and in the twenty-first century, knowing is not just obtaining information. Nor is teaching transmitting information; every day we are exposed to a series of new things through social media and the media, and many educational projects are designed and conceived to meet this new student profile. (ISMAIL*et. al.*, 2018)

We live in a world of exponential structures and new data are stored as relevant information when they become part of our knowledge base, that is, when they are related and articulated with other information. Therefore, information and communication technologies (ICT) are inserted into education in different contexts, with different objectives and applications. (ISMAIL*et. al.*, 2018)

In the face of this exponential world of great technological changes that is being presented in this contemporary world, it is essential to discuss the importance of the educational coordination team in the implementation of projects focused on education in the construction of knowledge. To elucidate this investigation, we start from a general assumption: How are education and new technologies related in the evolutionary process of learning and teaching in

contemporary society? And what is the contribution of the management team. The main objective of this article is to show the benefits of education projects; recent advances in Information and Communication Technologies have provided new means of interaction between people, as well as new possibilities in terms of education.

2 METHOD

This article was written based on qualitative research due to its capacity for contextual understanding of the nuances arising from the variables (KIRK, 1986). The research has a qualitative approach and is characterized as a case study with an exploratory focus due to the multiplicities inherent to the topic in question. To explore the qualitative nature of the article, it was necessary to emphasize the various dimensions of the phenomenon, observing and comparing its specificities (GODOY, 1995). The part of the work, which corresponds to data collection, was extracted from materials originating from articles, dissertations, theses, documents and reports arising from the use of technology in education in the period of September 2019.

The process of collecting and storing material by degree of relevance was extremely important for comparing data, with the aim of examining the scenario in which the project coordination team is being inserted in innovative projects, as well as their benefits and challenges and the entire implementation and deployment process.

3 THE ROLE OF THE EDUCATIONAL COORDINATOR TEAM IN PROJECT IMPLEMENTATION

In this exponential world and the dynamism of new technologies, we are led to see education differently, which awakens reflection and encourages us to adopt new paradigms that reflect our teaching practice in terms of theoretical knowledge, practical knowledge, and the ability to be and to remake (ZUIN, 2010). It is known that this great flow of information began in the middle of the industrial revolution when Ford created his production line. It is worth noting that at that time there was no access to books. In the blink of an eye, intellectual production from different parts began to be provided and received by different people. It is worth noting that in the 1980s, with increasing mass production and industrialization at full steam, post-industrial capitalism emerged, driving the term “information society,” which replaced it (GIDDENS, 2012). With technological advancement, man was given the imperative of

information, being an integral part of any human relationship and activity, whether individual or collective. Currently, it is impossible to think of development without technology: (SILVEIRA; E BAZZO, 2009).

Technology has been presented as the main factor of progress and development. In the current economic paradigm, it is assumed as a social good and, together with science, is the means for adding value to the most diverse products, becoming the key to strategic competitiveness and to the social and economic development of a region (p.682).

For RAMPELOTTO et al (2015), Through digital technologies, many paradigms are broken in education, and technologies have provided interaction, stimulated socialization and learning. These practices consolidate student and cultural exchange, in addition to promoting autonomy by respecting the pace of each student. In such a way, it requires a positioning of the school management team.

It is important to remember that, faced with a society full of information that germinates from all sides, it is common for young people to be Afronesian, unprepared to live with the setbacks and challenges of this time. According to (SILVEIRA; BAZZO, 2009), “it is of utmost importance that the school management team is attentive and prepared for these demands; (2009, p.183).

In this way, the role of management goes beyond managing the school and its operation; it is a role that must address this technological demand by favoring the teaching-learning process, in which the focus is not only on the way of teaching, but also on the way students learn. (ISMAIL*et. al.*, 2018)

It is the Educational Manager's responsibility to promote the democratization of technologies within the school community, “making technological resources usable”. (FRANCE, 2010). Thus, taking advantage of these resources, enabling the use of these tools in a meaningful way, through articulations that enable communication and interaction. (ZUIN, 2010).

Through ICTs, schools open up a new paradigm for education, intensifying shared communication and the exchange of knowledge in different spaces. This leads to changes in the teaching and learning process, participatory and democratic management, and in the external and internal sectors of the school community (FRANCE.2010). Democratic management is defined by law to promote teamwork, community access to the school environment, and promote dialogue and participation (FRANCE.2010).

The school manager acts in the sphere of articulation between teachers, students and the community so that they participate and act effectively, democratizing access to technologies.

Within this perspective, we have technologies as a new tool for accessing information, which acts as a possibility of transmission and communication, favoring dialogue within the school community. (BORTOLINE*et. al.*, 2012).

Another point addressed in the Law of Guidelines and Bases of Education is the autonomy that managers have, so that the school community must be represented according to aspects that characterize it as social, cultural and pedagogical. School management must address strategies to encourage and organize the search for new learning by teachers and students. Thus, access to information and the interaction provided by ICTs streamline the teaching process. (ZUIN, 2010).

Democratic management has the possibility, encouraged by the manager, of actions that favor access to ICTs as a way of enhancing the teaching-learning process of students. The performance of the school manager must be articulated in all pedagogical, administrative, and financial spheres, encouraging continued education. And it must take into account the specificity of each school and its historical, cultural, and social constitution. (BORTOLINE*et. al.*, 2012).

Democratic management seeks to form an engaged work team in which the manager not only coordinates teacher training, but also begins to perceive the contributions of training to teaching. (ZUIN, 2010).

The manager's involvement in all processes of the school community involves collaborative processes in which the community participates. This participation of the manager in all segments, and not just in the bureaucratic and administrative ones, streamlines the teaching process and helps to combine technologies with methodologies in the classroom, democratizing access to information. (ISMAIL*et. al.*, 2018).

Technology is becoming part of human life. One of the advantages of technology is access to information and communication. This access stimulates the search for new forms of learning, streamlining the teaching process. How school management will keep up with these changes is the great challenge of today (BORTOLINE*et. al.*, 2012). It is through the actions of school managers, who lead and articulate the participation of the school community in the search for common objectives, that is, meaningful teaching, which favors the student's learning process and not just teaching, that changes in the school environment are faced (ISMAIL*et. al.*, 2018)

Therefore, the use of ICTs is of utmost importance, in addition to advocating opportunities, its knowledge and use in the teaching-learning process is essential, as

favors interdisciplinarity and information is transformed into knowledge. (BORTOLINE*et. al.*, 2012).

3.1 PROCESS OF IMPLEMENTATION AND IMPLEMENTATION OF EDUCATIONAL PROJECTS.

We currently live in the so-called world*flight*, uncertain, complex and ambiguous translating from English*VUCA*term used by the American army that Harvard University in the USA recently adopted, we live in a dynamic, flexible world in which changes occur at an astonishing speed, with this, current schools have realized the importance of technology for current learning. (ISMAIL*et. al.*, 2018)

To consider the teaching and learning process in this exponential world without the use of various technological instruments is to fail to accept the evolution that humanity demands. Many schools and teachers still rely on archaic techniques and methodologies, even though there is a computer lab in a room at the institution equipped with state-of-the-art machines. Unfortunately, many are resistant to change and do not allow themselves to understand this process, much less have contact with it (ROBINSON, 2012).

Another challenge is that students of the generation*APLHA*those born in the 2010s onwards arrive at schools with the latest generation cell phones and prefer to use the*facebook*,*Instagram*, *twitter*,*whatssap*, during classes rather than paying attention to the content listed by the school as important for their education, students believe that the act of educating is still limited to the board and the teacher presenting the content (BORTOLINE*et. al.*, 2012).

In view of this scenario of changes and challenges, it is necessary that educational projects be implemented in the school environment, providing quality in education and dynamism in this emerging world. In this context, a project is understood as an organized and linked set of actions with defined scope and scope, which focuses on specific aspects to be addressed within a period of time, by people associated and articulating the conditions that promote results, with a certain cost. (FRANÇA.2010). Monitoring by active management is fundamental throughout the project's life cycle, whose objective, according to SCHEIBE (2010), is to establish its control, ensuring compliance with the established deadlines and budget, leading to its completion with the desired quality.

The main responsibility of the project manager, according to SCHEIBE (2010), is to ensure that the project achieves the goal for which it was proposed, presenting the following:

skills: good communication: knowing how to listen and persuade; organization: planning, setting goals, analyzing; team building: demonstrating empathy, creating motivation; leadership: setting positive examples, showing energy, being proactive, knowing how to delegate; coexistence: being flexible, creative, patient, persistent; technical aptitude: having experience and knowledge in projects.

According to BASTOS (1991, p.74), learning is “a means of preparing the individual to face new situations and is an indispensable requirement for solving global problems”. Educational institutions, both regulatory and professional, upon understanding the innovation process required in the globalized and competitive context, are rethinking their curricular organization. By enabling the teaching-learning process to become more dynamic, interdisciplinary, flexible, constantly updated and presenting a concentration of activities that stimulate creativity and entrepreneurship, project-based learning has been an excellent option for curricular organization. (BORTOLINE*et. al.*, 2012). In the educational area, projects constitute not only a reference for the development of skills, but a necessary work tool and organizer of teachers' activities, whether from an annual, monthly or even daily perspective. (BORTOLINE*et. al.*, 2012). The stages of elaboration of a pedagogical project can thus be defined according to SCHEIBE (2010), they are:

1. Work schedule and definition of task division: definition of frequency and the tasks for the preparation of the pedagogical project. Setting a deadline ensures organization and commitment to the preparation work.

2. History of the school: its creation, normative act, origin of its name, etc.

3. Scope of the school's educational action regarding: Students: level of education and its stages; types of education that it will serve; to the education professionals who work at the school, considering: the teaching staff, the work of the pedagogical and administrative team; to the external community: students' families and social environment.

4. Continuing education program: design, objectives, axes, policy and strategy.

5. Organization of school time and space;

6. Monitoring and evaluation of the pedagogical project: parameters, mechanisms of internal and external assessment, responsible parties, schedule.

The participation of the pedagogical coordination in this process is fundamental, as the coordination's job is to ensure the triangulation of the service: the family, in terms of knowing the social environment in which the student is inserted; the student, in terms of his/her way of learning and expressing himself/herself; and the teacher, in terms of guiding the planning, using documents as

the pedagogical project and the school curriculum are fundamental and, concluding the process, the elaboration of teaching plans. (BORTOLINE*et. al.*, 2012).

Therefore, the school must be very clear about what it has expressed in the pedagogical project as a policy that will guide its work in each action it develops and that the school curriculum will support this policy in the moments of student learning. The school's educational policy is then implemented in the classroom and in other educational spaces in the moments of appropriation and production of knowledge by students under the mediation of the teacher.

CONCLUSIONS

The unbridled search for improving pedagogical practices in terms of acceptance and inclusion of all has been an incessant effort among teachers and educational managers. Including new technologies in favor of learning has come to break paradigms and expand the subjects in the construction of new knowledge, which results in aggregating social changes. It is noted that the current curriculum needs to change and those responsible for mediating these technologies need to be trained for such work.

The focus presented in this study brings the relationship between new technologies and education in the process of implementing educational projects in the globalized world. Analyzing the importance of the management team in the use of new technologies in the teaching-learning process, it was diagnosed that by using technologies as a learning resource, the teacher allows the student to dialogue in the most diverse languages, in addition to enabling the approximation between groups, differentiated knowledge and effervescing the critical and creative process through communication.

Comparing the role played by the teacher manager before and after technological development, it was noted that, as a mediator of learning through technologies, the educator must add his or her professional life experience to the propositions of the modern world. There is a need to focus on the training of educators so that they understand how they can add such tools to their teaching and learning process.

In this way, he will be able to lose his fear of daring, of reviewing his practices, of perceiving himself as an unfinished subject and of processing a creative activity of construction and reconstruction of these practices in front of the students.

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school then becomes effective in the classroom and in other educational spaces in moments of appropriation and production of knowledge by students through the mediation of the teacher.

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