

INTERDISCIPLINARY GROUP MANAGEMENT: CASE STUDY OF MARIST MUNICIPAL EDUCATIONAL CENTER OF SAINT JOSEPH

Nilton Jose Coelho Neto⁶⁰,
Hugo S. Ferreira
Victor L. Boiler³

SUMMARY

This paper discusses the concept of interdisciplinarity and compares it with the traditional teaching method. It also presents the concept of transdisciplinarity as a deepening of interdisciplinarity. It also presents the concept of management and points out the specificities of school management, emphasizing the need for the participation of the school manager in the process of implementing the interdisciplinarity process. Finally, it presents the Marist Educational Center São José, located in the Jardim Zanellato subdivision, in the city of São José, in the state of Santa Catarina, and carries out a case study on the process of implementing the interdisciplinary methodology in this school, pointing out the gains that the school had with this implementation.

Keywords: Interdisciplinarity. Management. Marist.

ABSTRACT

This paper discusses the concept of interdisciplinarity and compares it with the traditional teaching method, it also presents the concept of transdisciplinarity as a deepening of interdisciplinarity. It also presents the concept of management and points out the specifics of school management, highlighting the need for the school manager to participate in the process of implementing the interdisciplinary process and, finally, presents the Centro Educacional Marista São José, located in the Jardim Zanellato subdivision, in city of São José, in the State of Santa Catarina, and carries out a case study on the process of implementing the interdisciplinary methodology in this school, pointing out the gains that the school had with this implementation.

Keywords: Interdisciplinarity. Management. Marist.

1 INTRODUCTION

The inclusion of the interdisciplinary method in a school is always a moment of great impact on the educational process, but also of great expectations from the school administration and teachers. Interdisciplinarity ends up requiring greater effort and collective work from teachers and, therefore, the teacher's profile must be adequate to meet the need for interrelationship between curricula. This process is aligned with the demands of school management, which, in addition to merely administrative functions, also needs to be aware of and participate in the pedagogical coordination and the teaching-learning process. It is important to evaluate the process of inclusion of the interdisciplinary method in the Municipal and Marist Educational Center.

⁶⁰Bachelor of Accounting and Degree in History, Specialist in Corporate Finance, School Management and History of Religions and Master in Administration - niltonjosecoelho@gmail.com
v. 7 special ed. (2021): RCMOS - Multidisciplinary Scientific Journal of Knowledge. ISSN: 2675-9128

São José, where school management was encouraged by the Marist group's management and implemented the method with relative success.

2 DEVELOPMENT

With the aim of counteracting the homogenization of the school curriculum where disciplines do not communicate with each other, causing isolation between the various contents, interdisciplinarity emerges. For Favarão and Araújo (2004, p.106):

Interdisciplinarity represents the possibility of overcoming the dissociation of school experiences from one another, as well as from social reality. It emerges from the understanding that teaching is not only a pedagogical problem, but an epistemological problem.

Thus, the concept of interdisciplinarity is linked to the integration of different disciplines and opposes the curricular fragmentation traditionally present in our schools. According to the Caldas Aulete Dictionary (2019), interdisciplinarity is the quality or characteristic of what is interdisciplinary, of what concerns two or more disciplines. Corroborating this thought, Pombo (1993, p. 13) states that:

[...] any form of combination between two or more disciplines with a view to understanding an object from the confluence of different points of view. Interdisciplinarity therefore implies some reorganization of the teaching/ learning process and presupposes continued collaborative work by the teachers involved.

It is clear to understand, then, that the Interdisciplinary method seeks to integrate curricular units through projects and joint planning, which, consequently, demonstrates the importance of the teacher in applying the methodology. The pro-interdisciplinarity movement, according to Fazenda (1994), emerged in Europe – Italy and France – around the 1960s, and although it arrived in Brazil at the beginning of that same decade, it was only mentioned in Brazilian legislation in the 1970s through Law No. 5,692/71, being emphasized by LDB No. 9394/96 and by national curricular parameters. However, even today, many schools are still not guided by this methodology. It is worth noting that Interdisciplinarity is a path to achieving transdisciplinarity, and according to Pombo (1993, p.13):

Finally, by transdisciplinarity, we propose that we understand the maximum disciplinary integration that would be possible to achieve in an education system. It would then be the unification of two or more disciplines based on the explanation of their common foundations for understanding reality, the formulation of a unitary and systematic vision of a more or less broad sector of knowledge.

It turns out that in many schools the interdisciplinary model has not yet been implemented. This is because it is up to the state and municipal education departments to define the model to be used in each school unit.

2.1 SCHOOL MANAGEMENT

And what would be the role of the school manager in the face of the Interdisciplinarity paradigm? Management would be the result of the application of administration techniques, and this thought is shared by Ferreira, Reis and Pereira (2002, p. 6) who warn that "management would be an application of administration".

The concepts related to management are diverse and range from asset analysis to people management. For Paro (2000, p. 18), management would be the "rational use of resources to achieve specific goals". Stoner (1999, p. 4) presents us with a broader concept in which: "Management is the process of planning, organizing, leading and controlling the efforts made by the members of the organization and the use of all other organizational resources to achieve the established objectives". This concept by Stoner (1999) is the most widely accepted today, so much so that it is shared by Chiavenato (1994, p. 03):

The task of management is to interpret the objectives proposed by the company and transform them into business action through planning, organization, direction and control of all efforts made in all areas and at all levels of the company, in order to achieve such objectives.

The school manager will have administrative tools such as planning to perform his/her function, and although the implementation of interdisciplinarity is a pedagogical issue, he/she must assist in planning.

Both Stoner (1999) and Chiavenato (1994) speak of results, or achieving objectives, and this is where the specificity of school management is characterized, since in addition to pursuing normal management interests, such as good financial health and efficiency, there is a commitment by the manager to achieving quality indices in education stipulated by the Government. Because it does not only use administrative tools and focuses only on administration, the term "school management" is currently considered instead of "school administration". According to Santos Filho (1998), school administration has a very technical nature when applied to education, because its concept includes hierarchy, fragmentation and submission to power, which is why the author prefers the term

“management” that presents in its concept the characteristic of collaboration. Considering this concept that school management is collaborative, we will evaluate how the implementation of interdisciplinarity occurred at the Marista São José Municipal Educational Center (CEM).

Unit History

The CEM Marista São José is part of the Marist Solidarity Network, the philanthropic arm of the renowned Marist group that maintains the units of the Pontifical Catholic University and the FTD publishing group. According to the school's Curricular Pedagogical Proposal (PPC) (2017), during 1995, the Marist unit of Santa Catarina designated a group of brothers to evaluate the installation of a social unit. According to the same PPC (2017, p.13), the conditions that culminated in the installation of the school in the Jardim Zanellato subdivision were:

The community should be highly socially vulnerable; if possible, it should be implemented in partnership with the public authorities; Preferably, a building should already be constructed that would allow the unit to operate immediately.

After visiting several locations and making contact with their respective public agencies, the Brothers' commission found that in São José, in the Serraria neighborhood, there was a subdivision called Jardim Zanellato, which met the pre-established criteria. A municipal school was under construction at this location, with classes scheduled to begin next school year.

According to the PPC, the agreement to establish the unit was established on February 14, 1996, with the City of São José being responsible for constructing the building and providing the meals. The Marist group would be responsible for providing the labor, teaching materials and maintenance of the building, and in March 1996 the school was opened in record time to serve the 671 enrolled students.

Throughout the work of the CEM Marista São José, the Marist Educational Mission is very clear: “To form good Christians and virtuous citizens, harmonizing faith, culture and life, from the perspective of Saint Marcellin Champagnat” (MEM, 2003). During a visit to the Jardim Zanellato Community and the school unit, I noticed the strong connection between the school and the Community, offering various activities for the students and the surrounding community.

Implementation of Interdisciplinarity at CEM Marista São José

The Marist network encourages all its units to implement interdisciplinary methodology, and it was no different with the Marist São José unit, located in São José/SC. To see how the implementation process took place, we interviewed Cléber de Oliveira

Rodrigues, pedagogical coordinator of the unit. The Marist CEM began the process of implementing interdisciplinarity after encouragement from the Marist group headquarters in 2016, with the process having started in high school, with the interviewee being an important part of the process. The profile of a teacher participating in interdisciplinarity is different from that of a traditional teacher; he or she must be more flexible and willing to work in groups. According to Santomé (1998, p. 45):

It is important to emphasize that investing in interdisciplinarity means defending a new type of person, one who is more open, flexible, supportive, democratic and critical. Today's world needs people with increasingly versatile training to face a society in which the word change is one of the most frequent terms and where the future is more unpredictable than ever before in human history.

And it was in the profile of the teachers that Marista São José had the greatest difficulties. Some teachers were reluctant to have to plan their classes together with other teachers and considered that the process took away their independence. After this initial impasse, which even caused changes in the teaching staff, the educational center managed to implement interdisciplinarity.

At Marista, all curriculum and planning are carried out weekly by subject areas, such as mathematics, languages, humanities and natural sciences. Each subject area has a coordinating teacher, who is responsible for guiding teachers in planning within each subject area. In these weekly meetings, teachers from each subject area get together and organize the activities that will be taught in each class.

In addition to weekly planning, there are also quarterly and half-yearly planning. It is worth noting that Marista is guided by quarters and not by two-month periods, as is the case in most schools. It is worth noting that the pedagogical coordination and school management were present throughout the process, encouraging and guiding the process.

According to the interviewee, the school achieved great things after implementing interdisciplinarity. Within the Marist group, the unit was considered a standout in the interdisciplinary process, but mainly it managed to break the paradigm of overvaluing the curriculum and strengthen the integration between areas of knowledge. It is worth noting that the process made it possible to reduce the overlapping of content and expand the possibilities for the teaching-learning process. Today, CEM Marista São José is seeking to qualify its curricular organization by deepening the interdisciplinary methodology and then moving on to the concept of transdisciplinarity.

CONCLUSION

As seen, the participation of school management is essential for the implementation of teaching methodologies, and in the specific case of CEM Marista São José, it was from the direction of the Marist group with the local initiative of the direction and pedagogical coordination. From this stimulus it was possible to implement interdisciplinary teaching with relative success, including an award from the Marist group and the initiative to also implement interdisciplinarity in elementary education.

REFERENCES

AULETTE, Caldas. **Digital Aulete**—Contemporary dictionary of the Portuguese language: Dicionário Caldas Aulete, vs online, accessed on February 10, 2019.

CHIAVENATO, I. **Administration, Theory, Process and Practice**. 2nd ed. New York: Macmillan Books, 1994.

INTERPROVINCIAL MARIST EDUCATION COMMISSION. **Marist educational mission: a project for our time**; [translation Manoel Alves, Ricardo Tescarolo] - 3rd ed. - São Paulo: SIMAR, 2003.

FAVARÃO, NRL; ARAÚJO, CSA **Importance of Interdisciplinarity in Higher Education**. EDUCERE - UNIPAR Education Journal. Umuarama, v.4, n.2, p.103- 115, Jul./Dec., 2004.

FARM, IA **Interdisciplinarity: History, Theory and Research**. São Paulo: Papirus, 1994.

FERREIRA, AA; REIS, ACF; PEREIRA, M. I. **Business management: From Taylor to the present day: evolution and trends in modern business administration**. São Paulo: Pioneira Thompson Learning, 2002

MARISTA, Educational Center. **Political Pedagogical Project**. 2017. 127 p.

PARO, V. **School administration: critical introduction**. 9th Ed. São Paulo: Cortez, 2000.

PIGEON, O. **Interdisciplinarity: concept, problems and perspectives**. 1993. Available at: <http://webpages.fc.ul.pt/~ommartins/mathesis/interdisciplinaridade.pdf>. Accessed on: January 14, 2019.

SANTOS SON, JC **Institutional democracy at school: theoretical discussion**. Journal of Educational Administration, Recife, v. 1, n. 2, p. 41-101, Jan./June 1998.

SANTOME, Jurjo Torres. **Globalization and interdisciplinarity: the integrated curriculum**. Translated by Claudia Schilling. Porto Alegre: Editora Artes Médicas Sul Ltda., 1998.

STONER, J.A.F. **Administration**. (JRB Azevedo, Trans.) Rio de Janeiro: Prentice-Hall of Brazil, 1985.