POST-PANDEMIC EDUCATIONAL MANAGEMENT: CHALLENGES AND SOLUTIONS FOR TEACHING AND LEARNING

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Summary
This paper analyzes the challenges and strategies of educational management in the post-COVID-19 pandemic context, focusing on the teaching-learning process. The pandemic has had a profound impact on the educational sector, requiring a restructuring of pedagogical and administrative practices. The objective of the research is to investigate how school management can help students overcome the learning gaps generated during remote and hybrid teaching, adopting innovative and inclusive practices. The methodology employed consists of a literature review and a qualitative survey with school managers, where data were collected on the strategies implemented. The results indicate that flexible, collaborative, and technology-oriented management is essential for educational success in the post-pandemic period. It is concluded that educational management must adapt to new realities, promoting the integral development of students and the recovery of learning gaps.

Keywords: Educational management. Post-pandemic. Teaching and learning. Learning gaps. Digital inclusion.

Abstract
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INTRODUCTION

The COVID-19 pandemic was a global event that drastically transformed the educational landscape. Schools around the world had to quickly adapt to physical closures and the transition to remote and, later, hybrid learning. This change brought challenges for students, teachers, and administrators alike, profoundly impacting the teaching-learning process. The lack of preparation to deal with new technologies, social isolation, and difficulties in digital access were factors that contributed to the widening of educational gaps.

The COVID-19 pandemic has triggered a series of challenges for education systems around the world, forcing rapid adaptation to remote learning and creating a new reality for administrators, teachers and students. Educational management, which was already facing problems such as school dropout and inequality of access, began to deal with an unprecedented global crisis. According to Morin (2020), education has become a space where multiple challenges converge, requiring a new look at management practices.

With the reopening of schools sand the return to in-person classes, school management faced the need to need to create new strategies to ensure that teaching was adapted to the demands of the "new normal".

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Educational management, in this context, needed to adopt a more flexible and adaptive approach, as emphasized by Hargreaves (2021), who highlights the importance of school leadership in facing crises and implementing innovative measures to meet students' needs.

The need to incorporate new technologies and teaching methodologies was highlighted by Lima and Costa (2021), who point out that post-pandemic educational management is not just about ensuring the continuity of teaching, but also about reducing the socio-emotional impacts caused by isolation and loss of social contact. In addition, school management needed to adopt inclusive practices and psychological support for students and teachers, as highlighted by Almeida (2020) in his study on the challenges of inclusive education in the post-pandemic scenario.

This paper aims to analyze how school management can help students overcome learning gaps generated during remote and hybrid teaching by adopting innovative and inclusive practices. Post-pandemic educational management emerges as a fundamental field of study, with a direct impact on the quality of teaching and the recovery of learning gaps.

Given this scenario, educational management was forced to rethink its practices and create innovative solutions to ensure the continuity of learning, minimize damage, and prepare schools for a gradual return to in-person teaching. In the post-pandemic context, school management has a fundamental role in leading this recovery process, implementing strategies that make it possible to overcome the challenges imposed by the health crisis.

This study aims to analyze the different ways in which educational management can help students overcome learning gaps resulting from the pandemic. The central issue is: "How can school management support the teaching-learning process in the post-pandemic scenario, using innovative and inclusive strategies?" The research also seeks to investigate the role of educational technologies, ongoing teacher training, and psychological support for students and teachers.

The relevance of this study lies in its contribution to understanding the new demands of education in the post-pandemic context. Educational management must be able to deal with the effects of the health crisis, especially with regard to its impact on student learning. It is estimated that, in many cases, students have faced a significant loss of essential content and skills, especially in more vulnerable areas, which requires close attention from management to fill these gaps.

Furthermore, the pandemic has highlighted the need for more inclusive and adaptive education, capable of meeting the different needs of students. The use of educational technologies, for example, has proven to be essential, but it has also highlighted the digital exclusion of many students. Therefore, educational management needs to create solutions that integrate technology equally, ensuring that all students have access to quality education.

The study is justified by the need to reflect on the new paths that education must follow to ensure the integral development of students. The theoretical and practical contribution of this work is to help educational managers make more effective and assertive decisions in restructuring pedagogical and administrative practices in the post-pandemic scenario.

2 THEORETICAL FRAMEWORK

Educational management, according to Lück (2020), is the process by which the functioning of educational institutions is organized, seeking to promote the quality of teaching and learning. In the context of the pandemic, this process was challenged by new demands, such as remote teaching and the need for digital inclusion (Santos & Silva, 2021). Research indicates that school leadership plays a crucial role in filling learning gaps, offering pedagogical and psychological support to teachers and students (Vieira, Silva & Souza, 2022).

The use of educational technologies is one of the main strategies to promote digital inclusion and improve teaching. According to Lima (2021), management must be responsible for integrating these technologies effectively, providing ongoing training for teachers and ensuring access to all students.

Educational management is a field that has undergone significant transformations with the advent of the COVID-19 pandemic, changing the way schools organize their processes and develop educational policies. As highlighted by Libâneo (2016), educational management involves the planning, organization, direction, and control of teaching and learning processes. However, during and after the pandemic, these processes began to include a greater emphasis on digital inclusion and students' mental health.

Recent literature suggests that schools have played a crucial role in combating deficiencies. educational inequalities during the pandemic, as evidenced by Rodrigues and Silva (2021), who analyzed the impacts of the pandemic on Brazilian public schools. For the authors, school management became essential in the articulation of policies aimed at the continuity of education, such as the implementation of emergency remote teaching, which depended on the rapid adaptation and development of new skills by school managers.

Hargreaves (2021) reinforces the idea that school leadership needs to be based on values of solidarity, trust, and innovation. The author proposes that "pedagogical leadership" is essential to foster an environment that allows teachers to innovate in the use of remote and hybrid teaching technologies and methodologies. Furthermore, school management in the post-pandemic context must be understood as a collaborative practice, where managers, teachers, and the school community work together to face the challenges imposed by the pandemic.

Still on the subject of educational management challenges, Lima and Costa (2021) argue that the pandemic has accelerated the need for innovation in education, but it has also revealed the lack of preparation of institutions to deal with crises of this magnitude. Schools have had to quickly develop digital skills and adopt new ways of engaging students, often without adequate support. In this sense, post-pandemic educational management is not limited to overcoming technological challenges, but also encompasses the promotion of a healthy environment that values the mental health of those involved.

Finally, Almeida's study (2020) highlights the importance of inclusive practices in the educational management process. The author notes that educational inequalities were exacerbated during the pandemic, particularly for students with disabilities or in situations of socioeconomic vulnerability. School management therefore needs to implement specific support policies for these groups, ensuring equitable access to education and adequate support for their learning.

2.2 Digital Inclusion

Digital inclusion was a central issue during the pandemic and continues to be one of the greatest challenges for educational management in the post-pandemic scenario. With the abrupt transition to remote learning, inequality in access to the internet and technological devices exposed existing social disparities, limiting the teaching and learning process for many students. According to Almeida (2020), "the pandemic exposed the weaknesses of education in Brazil, especially with regard to digital inclusion, revealing that millions of students do not have adequate access to educational technologies".

Educational managers, therefore, need to adopt policies that ensure universal access to technologies, not only as an emergency teaching tool, but as a structuring component for learning in any future context. Lima and Costa (2021) highlight that "school management in the post-pandemic context needs to invest in technological training for teachers and create digital equity strategies for students from different socioeconomic backgrounds".

2.3 Pedagogical Innovation

The pandemic has also driven a wave of pedagogical innovation. With the limitations imposed by remote teaching, new methodologies have emerged that challenge traditional practices. The use of online platforms, hybrid teaching, and learning personalization strategies were some of the solutions that gained ground and showed positive results in various contexts. Libâneo (2016) highlights that "pedagogical innovation requires a change not only in the tools used, but, above all, in the mindset of educators and managers, who must be open to new approaches and flexibility in teaching."

In the post-pandemic period, the continuity of these innovations will be essential. Managers must promote the integration of these methodologies into the traditional curriculum, seeking a more dynamic education adapted to the contemporary needs of students. Lima and Costa (2021) point out that "post-pandemic educational management must consider pedagogical innovation as a structuring axis, promoting continuous training for teachers and encouraging the use of active and integrative methodologies".

3 METHODOLOGY

The research carried out is a bibliographic review, an approach that allows the identification,

analysis and interpretation of the most recent scientific contributions on a given topic (Gil, 2008).

The literature review will focus on studies published in the last five years, including books, scientific articles and reports, aiming to explore the current state of knowledge on post-pandemic educational management. According to Marconi and Lakatos (2010), the literature review is essential to situate the researcher in relation to relevant approaches and theories, enabling an in-depth understanding of the topic addressed.

Specifically, this review will seek to investigate the impact of the pandemic on education and the adaptations made by school administrators. To this end, materials on remote teaching, learning recovery strategies, and the use of educational technologies will be analyzed, based on the categorization of topics such as "digital inclusion," "mental health," and "pedagogical innovation." Organizing this data into categories will allow for a detailed analysis, as suggested by Bardin (2016) and Minayo (2012), who emphasize the importance of categorizing information to better interpret and understand the trends and challenges faced.

This methodology provides a broad overview of educational management practices that have proven effective during the pandemic, highlighting how school administrators have adapted their strategies and what resources have been used to address the educational challenges posed. In addition, this approach will help identify solutions that are potentially applicable to the current context, aiming for more inclusive and resilient education in the post-pandemic period.

4 RESULTS AND DISCUSSIONS OR DATA ANALYSIS

The results of the literature review indicate that digital inclusion was one of the greatest difficulties faced by school administrators during the pandemic. In urban and rural areas, the lack of access to electronic devices and the internet proved to be a significant obstacle to the continuity of remote teaching (Almeida, 2020).

Studies show that, even in urban areas, where technological infrastructure tends to be more developed, there was a considerable digital exclusion, especially among low-income students (SANTOS; SILVA, 2021).

The need for inclusive policies that guarantee universal access to these technologies is, therefore, fundamental in the post-pandemic educational context (LIMA; COSTA, 2021).

Another difficulty highlighted was the training of teachers for the effective use of new technologies. Many teachers did not have the necessary training to quickly adapt their methodologies to the digital environment, which, according to Vieira et al. (2022), required educational management focused on continuing education and technical support.

The importance of preparing teachers to use digital tools is corroborated by Hargreaves (2021), who suggests that school leadership should invest in strategies that enable a smooth transition to hybrid teaching and the incorporation of new pedagogical methodologies.

In addition to the digital dimension, the research also revealed that psychological support was a crucial component in students' recovery. The return to in-person classes brought high levels of stress and anxiety among students, compromising their academic and socio-emotional performance.

Almeida (2020) reinforces that students' mental health must be a priority in school management, with the implementation of practices that promote emotional well-being and the creation of a welcoming environment for all members of the school community.

This perspective is supported by Lima and Costa (2021), who argue that post-pandemic school management must integrate psychological support as a central strategy for overcoming educational gaps.

Therefore, the analysis of the data suggests that school management plays a fundamental role in overcoming the challenges imposed by the pandemic, not only in terms of digital inclusion, but also in promoting the emotional well-being of students and the continued training of teachers. These results highlight the need for flexible and adaptive educational management, capable of responding quickly and effectively to the demands of a constantly changing context.

FINAL CONSIDERATIONS

The COVID-19 pandemic has brought profound transformations to the education system, especially

mind in relation to school management. This work aimed to explore the challenges and solutions encountered by educational management in the post-pandemic period, focusing on topics such as digital inclusion, mental health and pedagogical innovation. The analysis revealed the need for rapid and significant adaptations in management practices, in addition to highlighting the importance of new approaches to face the challenges arising from the health crisis.

Digital inclusion has emerged as one of the main challenges. With remote learning, inequality in access to technology has become evident, especially among students from lower socioeconomic classes. Despite attempts at digital inclusion, many educational institutions still face difficulties in ensuring that all students have access to the necessary technological tools. This reinforces the need for public policies that aim at digital equity and the inclusion of all students in the virtual environment, regardless of their socioeconomic status.

Another critical point addressed was the mental health of students and teachers. During the pandemic, many faced situations of stress and anxiety due to social isolation and uncertainty about the future. School management had to adapt to offer psychological support, demonstrating that emotional well-being is an integral part of the teaching-learning process. Therefore, the continuity of these socio-emotional support practices is essential, even in the post-pandemic context, aiming to create a healthier and more welcoming learning environment for everyone.

Pedagogical innovation was also a relevant aspect. The pandemic boosted the use of active methodologies and technological resources that were previously considered complementary. Today, these methods have become essential, encouraging school administrators to invest in teacher training and adopt more flexible and personalized pedagogical practices. This paradigm shift offers a new path for teaching, one that can better adapt to the contemporary needs of students.

This study highlights that post-pandemic educational management requires a holistic approach that goes beyond the simple transmission of knowledge. The research suggests that school management should invest in ongoing training for both teachers and administrators, enabling them to be prepared to deal with the new technological and emotional demands of students. In this way, the school environment can promote the comprehensive development of students, offering support in both academic and socio-emotional issues.

Furthermore, implementing pedagogical innovation strategies should be a priority. Managers should seek methods that effectively integrate technology into the curriculum, enabling more engaging and personalized learning. Hybrid education, for example, has proven effective during the pandemic and can continue to be used as a complementary strategy to in-person teaching, promoting greater flexibility and adaptability in the educational process.

Although this study offers valuable contributions to the field of educational management, it has some limitations. The research was based on a literature review, which restricts the analysis to secondary sources and limits the possibility of direct observation. Therefore, it is recommended that future research include case studies or interviews with school administrators to obtain more detailed insights into the practices adopted in different educational contexts.

Furthermore, this work broadly addressed only three specific areas: digital inclusion, mental health, and pedagogical innovation. Future studies could explore other aspects of post-pandemic educational management, such as family engagement in the teaching and learning process, ongoing teacher training, and the effectiveness of local and national public policies in mitigating the impacts of the pandemic on education. This will allow for a more comprehensive view and contribute to the development of more effective management strategies.

In conclusion, educational management in the post-pandemic context faces complex challenges, but also presents opportunities for the implementation of innovative and inclusive practices. The role of managers schoolchildren is essential to ensure that learning gaps are overcome and that students have have access to quality education. The research revealed that the integration of emotional support, digital inclusion and pedagogical innovation is essential to build a resilient and adaptive education system.

Faced with the challenges posed by the pandemic, educational management must adopt an approach that values   the integral development of students, promoting a safe, inclusive learning environment that is prepared to face future crises. By recognizing the importance of ongoing training, emotional support and digital inclusion, school managers have the opportunity to positively transform the educational process, preparing schools to meet the demands of an increasingly complex world.

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plex and dynamic.

Based on the conclusions of this study, it is possible to state that educational management plays a central role in closing educational gaps and promoting a more fair and inclusive education. By investing in innovation and in the comprehensive education of students, school management can contribute significantly to building a more equitable and resilient educational system. These reflections point to the need for continued and in-depth discussions on educational management in the post-pandemic context, with a view to preparing education for future challenges and promoting an environment that values   learning and the well-being of all those involved in the educational process.

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