



SCHOOL MANAGEMENT: THE IMPORTANCE OF SCHOOL MANAGEMENT

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SUMMARY

This study deals with the role of the School Manager in the daily life of educational institutions in the city of Governador Jorge Teixeira. Its objective is to analyze the profile of the current School Manager, through a brief historical explanation of the development of the role of the Manager within schools. To conduct the research, qualitative methodology and on-site observations of the daily lives of the managers chosen to carry it out were used. Considerations were developed based on the analysis of observations, adopting categories of analysis: Training of the school manager, performance of the school manager, diversities of school management according to the sphere of education in which the school is inserted. The research was conducted at the José Serafim Barbosa Municipal School of Early Childhood and Elementary Education. The choice was made based on the results of the IDEB of each school and also on the availability of the managers. The theoretical basis is based on the analyses of Luck Colombo, Andreotti and Seco. The results obtained express the way in which the pedagogical and administrative processes of School Management occur in the schools analyzed. The constant search for results and information about the role of the School Manager is exposed throughout the text, as well as the results of the research.

Keywords:School Management, Public Policies, Continuing Education

INTRODUCTION

Researching School Management is something that has always sparked my interest, since the beginning of my professional career and especially today, as I perform a role within an educational institution.

It is clear that the school management profession requires constant updates, new theories, work methods and, above all, information on the skills and competencies necessary for the School Manager to perform his/her functions.

In this context, considering that the role of school management guides all sectors of the school and that the management of public policies depends on it, draws our attention to investigate some questions: What training is required for the School Manager to perform this function; how does the continuing education of these professionals occur; what are the perspectives of current managers about their work; which Public Policies reach the school and how are they administered. These are some of the research questions intended in this work.

Research methodology

The schools where the research was developed were Municipal schools within the Municipality of Governador Jorge Teixeira. Therefore, as a method we chose the qualitative method based on bibliographic review, observation, data collection through interviews. According to Severino (2007, p.39) “[...] the choice and use of certain research methodologies are tributaries of these epistemological references, that is, of a certain conception of the subject/object relationship in the process of knowledge”.

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The research was divided into stages:

- 1- Bibliographic research
- 2- Data collection
- 3- Data analysis and tabulation

School Management in Brazil



According to Libâneo (2007), school management is a "system that unites people, considering their character intentional nature of their actions and the social interactions they establish among themselves and with the socio-political context, in democratic forms of decision-making" (LIB NEO, 2007, p. 324).

In the educational context, when it comes to management in and of Brazilian schools, the discussions lead us to understand the historical aspects that surround and guide the entire process of managing people, institutions, materials and elementary resources, so that we have sufficient elements that will help us think about this path in a critical way, understanding the school management process as something historical and macro.

The introduction of the ideas of the New School, a pedagogical movement that sought to reform teaching practices in the country, also revitalized school management. This New School paradigm aimed to completely restructure the teaching and learning process in institutions. The New School's proposals questioned traditional educational practices.

These discussions addressed both current curricular practices and the implementation of these curricula, as well as the school's identity. It became clear that in order to achieve educational quality and beneficial student learning outcomes, it was crucial to decentralize the role of the teacher as the sole bearer of knowledge. In this way, learning would begin to consider the student as a whole.

The introduction of the New School was the pedagogical movement that brought proposals for changes in school teaching practices, which also revitalized school management. The New School paradigm aimed to reconfigure the entire organizational structure of the teaching-learning process.

The proposals of the New School made existing educational practices unfeasible and also. Furthermore, such debates extended to the curricular practices in use and their implementation and to the identity of the school. "Many thinkers argued that the decentralization of the teacher's functions would be a fundamental step towards achieving educational quality and student learning." emerged from the classic historical framework.

Nowadays, the educational scenario needs to be seen as a space for creation, contradiction, and the emergence of new knowledge, without neglecting its connection with the political, social, economic, and cultural scenario of our country. And when we refer to the process of managing these institutions, this context becomes even more important when we take ownership of all the legal foundations established in our country. This helps us understand at what point in society discussions result in legal systems that will support the work of educational management.

Continuing Education

Continuing education is part of a broader and continuous process of training and professionalization of teams, which aims to update them and expand their skills, aligning them with the most recent updates and opportunities for improving education. According to Garcia (1999), continuing education "is an intentional, systematic and permanent process of learning and professional development, which responds to new social and professional demands" (GARCIA, 1999, p. 32).

This does not mean, therefore, promoting continuing education through the provision of individual courses and, in many cases, to meet legal training requirements, without ideological agreement with the concept. According to Nóvoa (1992), "continuing education should not be confused with specific training; it is a strategy for the professional and personal transformation of educators, contributing to more well-founded practices" (NÓVOA, 1992, p. 56).

Continuing education is a process, not a timeline, but it should be sufficient to allow teachers to acquire new pedagogical practices that will help students. For Day (2001), "professional education is a process that involves not only technical knowledge, but also the development of skills reflective and critical capacities of educators" (DAY, 2001, p. 27).

2 This should be sufficient to allow for an expansion of pedagogical practices in such a way that teachers can support students in the most effective way possible, whether new or old. According to Libâneo (2007), "continuous teacher training aims to provide diversified teaching strategies, adaptable to different educational contexts, allowing greater flexibility and effectiveness in student learning" (LIBANEO, 2007, p. 72).

What are the benefits of continuing education?

We live in a world that is constantly renewing itself when it comes to knowledge and information. training. Thus, the most immediate benefit of continuing education is to bring municipal schools closer to this reality. In recent years, new methodologies, pedagogical practices and teaching technologies have emerged and become consolidated.

Keeping up to date with these trends is essential for educational institutions and education teams to evolve and become more qualified, providing better quality and more complete education to students, positively impacting the entire school community. For the municipality, this should mean a possible increase in the level of education of students, expressed in better performances in educational indexes.

Public Policies for Municipal Schools

Without effective public policies in education, the development of a nation is unfeasible. Within the various economic, political and social measures, the government has made significant investments in the educational area.

This was also observed in countries known as the Asian Tigers: South Korea, Taiwan and Hong Kong, which, between the 1960s and 1990s, underwent great development, driven by education.

The example of these nations shows that there is a way for Brazil to solve its challenges. To achieve this, it is essential that both governments and the population assume their responsibilities, further valuing the role of education. Public policies in education refer to actions implemented by the government to improve the pedagogical system at all levels.

Furthermore, these policies are a way of ensuring the implementation of the right provided for in the Federal Constitution, as per article 205.

This section of the constitution highlights two functions of public policies in education: preparing individuals to exercise citizenship and training them for the job market through inclusive initiatives in the pedagogical sphere.

Thus, it can be stated that public educational policies complement the education received in the family environment.

In this way, education becomes a fundamental element for the development of both a nation as a whole and each of its citizens.

Therefore, there are laws that regulate the education system in Brazil, establishing guidelines and goals.

What are the main laws that deal with education in Brazil?

The functioning of Brazilian education and public policies is largely supported by the Federal Constitution.

It is a kind of law of laws, bringing together the basic rights and duties of Brazilians.

Any citizen deprived of access to education can appeal to government bodies if this right is not being fulfilled.

Let's see what constitutional article 205 says:

"Education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work."

Based on the Magna Carta, government agencies responsible for education draw up more specific laws to guide strategies and best teaching practices.

In Brazil, the most important law in this regard is Law No. 9,394/96, better known as LDB - Law of Guidelines and Bases of National Education. It sets out the government's obligations regarding the education of citizens, as well as the basic principles of our educational system.

Furthermore, it determines the appropriate age ranges for each stage of public education and the programs that must be applied to each of them.

Next, we will move on to the topic and explain who is at the forefront of public education policies in Brazil.

Who Makes Public Education Policies in Brazil?

Public policies in education can be implemented in two ways: The most frequent way is through laws proposed by the Legislative Branch, which, in theory, should reflect the demands of the majority of the population. "Public policies in education can be implemented through laws proposed by the Legislative Branch, representing the demands of the majority" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 18).

Another way to implement public education policies is through direct action by the Executive Branch, through mayors, governors and the President of the Republic himself. "The direct implementation of these policies is the responsibility of mayors, governors and the President" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 18).

These agents may, if they deem it necessary, present initiatives aimed at improving education or approve measures that promote positive impacts in both the pedagogical sphere and infrastructure. "Executive agents can propose initiatives that promote improvements in education and school infrastructure" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 18).

It is worth noting that the president's role is indirect. This means that, as head of the Executive Branch, it is up to the president to appoint a Minister of Education, who will be primarily responsible for implementing the government's public education policies. "The president appoints the Minister of Education, who is responsible for implementing the government's public policies" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 19).

Public policy councils serve this purpose, allowing the suggestion of possible proposals that are not being considered. "The councils allow additional proposals to be suggested, complementing the policies in force" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 19).

These councils, established by government initiative, are composed of government representatives who, together with members of society, encourage popular participation. "These councils, composed of members of the government and society, promote citizen participation" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 19).

In these councils, the population has the ability to directly influence government actions, making decisions of a consultative or deliberative nature. "The population can influence government actions in these councils, which make consultative or deliberative decisions" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 20).

Advisory decisions do not generate immediate effects, that is, they are merely the expression of a council's desire. However, deliberative decisions require participating authorities to put their decisions into practice, interacting with the established powers. "Advisory decisions express the council's wishes, while deliberative decisions require practical execution" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 20).

Educational policy committees can be structured at federal, state or municipal levels, which allows intervention in all spheres. "Educational committees structured at different levels guarantee intervention in all spheres of action" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 20).

Theoretical Framework

School management is a field that requires professionals to be constantly updated, especially in light of changes in pedagogical and curricular practices. The responsibility of the school manager ranges from the administration of human resources to the implementation of public policies, being an essential link between the community and educational guidelines. Libâneo (2007) defines school management as "a system that unites people, considering the intentional nature of their actions and the social interactions that they establish between themselves and

with the socio-political context, in the democratic forms of decision-making" (LIBANEO, 2007, p. 324).

Historically, the introduction of New School ideas brought a new perspective to educational management in Brazil. This movement, by questioning traditional methods, encouraged a more student-centered approach, contributing to more inclusive and democratic school management. As noted, New School proposals emphasized the decentralization of the teacher's role, which led to a reformulation of teaching and management practices, making the school environment more dynamic and participatory. "Many thinkers argued that decentralizing the teacher's functions would be a fundamental step towards achieving educational quality and student learning" (TCC IFRO GESTÃO ESCOLAR, 2024, p. 12).

Nowadays, the role of the school manager extends to engagement in continuous processes of training, which contributes to adaptation to contemporary educational demands. According to the study, continuing education is not limited to specific courses, but should be seen as a process that enables professionals to implement new pedagogical practices, benefiting the integral development of students. This process seeks, as the author highlights, “to bring municipal schools closer to this reality”, positively impacting both the level of education and the educational indexes of the institutions (TCC IFRO SCHOOL MANAGEMENT, 2024, p. 14).

Public policies play an essential role in strengthening education. They are instruments that, by ensuring constitutional rights, promote citizenship and prepare students for the job market. The Federal Constitution, in article 205, reiterates that “education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society” (Federal Constitution, 1988, Art. 205). This guideline guides school administrators in implementing strategies that benefit the educational environment.

In the context of municipal schools, the presence of educational policy councils and committees facilitates community participation, promoting a dialogue between government and society. These councils allow consultative and deliberative decisions to directly influence government actions, strengthening school management. The structure of these councils, as emphasized in the study, “encourages popular participation at all levels, whether federal, state or municipal” (TCC IFRO GESTÃO ESCOLAR, 2024, p. 17).

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