



School management, continuing education and the formation of professional identity I and II

School management, continuing education and the constitution of professional identity I and II

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SUMMARY

This article proposes a broader reflection on the evaluation of educational spaces from an institutional perspective, considering its theoretical foundations, methodological trends, and practical implications for educational quality. It is based on the concept that evaluation goes beyond measuring academic results, encompassing physical, organizational, administrative, and pedagogical dimensions. The parameters, criteria, and indicators that comprise evaluation processes are discussed, with an emphasis on the articulation between self-evaluation and external evaluation. Based on a literature review and document analysis, the study demonstrates that institutional evaluation, when understood as a formative, participatory, and dialogical process, can drive the transformation of school practices and contribute significantly to equity and educational excellence.

Keywords: institutional evaluation; educational spaces; school infrastructure; school management; educational quality.

ABSTRACT

This article proposes an expanded reflection on the evaluation of educational spaces from an institutional perspective, considering its theoretical foundations, methodological trends, and practical implications for the quality of education. It is based on the understanding that evaluation goes beyond the measurement of academic outcomes, encompassing physical, organizational, administrative, and pedagogical dimensions. The parameters, criteria, and indicators that form part of the evaluation processes are discussed, with particular emphasis on the connection between self-evaluation and external evaluation. Based on a literature review and document analysis, the study highlights that institutional evaluation, when understood as a formative, participatory, and dialogical process, can drive the transformation of school practices and significantly contribute to educational equity and excellence.

Keywords: institutional evaluation; educational spaces; school infrastructure; school management; educational quality.



INTRODUCTION

The quality of education is the result of a complex network of interrelated factors, among which school spaces stand out as structuring elements. Far beyond physical walls, these spaces are symbolic and functional territories in which the pedagogical process takes shape. A well-structured, inclusive, and welcoming school offers more than comfort: it encourages engagement, promotes equity, and fosters the integral development of students.

Therefore, evaluating educational spaces requires a broader perspective that considers not only the infrastructure, but also the school climate, institutional culture, and the interactions that take place there. This integrated assessment allows us to identify barriers and potential, guiding concrete actions to transform the school environment into a vibrant learning space.

Faced with rapid social, technological, and cultural changes, educational institutions face a constant challenge: reinventing their pedagogical practices in a way that aligns with society's new demands and expectations. In this context, assessment cannot be understood merely as an end in itself, but as an integral part of an ongoing process of reflection and improvement. It paves the way for institutional self-awareness and the development of collective, collaborative, and contextualized solutions.

LITERATURE REVIEW

1. Institutional Assessment: Concepts and Purposes

Institutional evaluation is understood as a systematic and permanent process of critical analysis of the school reality, with the aim of identifying its strengths and weaknesses, supporting planning and restructuring actions. According to Dias Sobrinho (2000), it is a political-pedagogical instrument that contributes to the development institutional by promoting collective reflection on the meaning and function of school.

It can assume both a formative character, aimed at the continuous improvement of pedagogical practices, and a summative function, aimed at accountability to higher authorities. Its effectiveness is directly related to the ability to articulate these



approaches, combining technical precision with consideration for the particularities of each school reality.

This is a process that transcends specific actions: it must be integrated into the school's organizational culture, consolidating itself as a constant and structuring practice. To this end, the engagement of all segments of the school community is essential, ensuring legitimacy of the evaluation process and shared responsibility for its results.

2. Trends and Approaches to Institutional Assessment

Institutional evaluation, traditionally guided by normative and quantitative approaches, has undergone significant changes in recent decades. Gradually, qualitative methodologies and participatory approaches have been gaining ground, promoting the appreciation of listening to subjects, contextualization of data and the school as a relational, dynamic and diverse environment (Luckesi, 1998). This process has also been driven by public policies, such as the National Basic Education Assessment System (SAEB) and Quality Indicators in Education, prepared by the MEC, which expanded the references used in the analysis of educational institutions.

More recently, the emancipatory evaluation approach has gained prominence, focused on strengthening institutional autonomy and promoting social transformation. This perspective understands evaluation as a collective process of construction of knowledge, based on ethics, dialogue and commitment to improving quality of education.

3. Parameters, Criteria and Indicators

Parameters, criteria, and indicators are essential elements in organizing evaluation processes. Parameters act as benchmarks, guiding the analysis and conduct of the evaluation. Criteria establish the minimum quality standards to be achieved in each dimension considered. Indicators operationalize these criteria, transforming them into objective and measurable evidence.



As outlined by INEP (2020), the indicators used in institutional assessment should cover dimensions such as infrastructure (including accessibility, safety, basic sanitation, and lighting), teaching and technological resources, pedagogical methodologies, management processes, and school community involvement. It is essential that the selection of these indicators takes into account the specificities of the institution's socioeconomic context, in order to avoid simplistic generalizations or decontextualized comparisons.

A meaningful assessment requires that indicators be developed with conceptual clarity, practical relevance, and methodological consistency, allowing not only the diagnosis of weaknesses but also the development of effective strategies to overcome them.

4. Infrastructure and Productivity Assessment

School infrastructure is one of the pillars of quality education.

Adequate, clean, safe and well-equipped physical spaces directly influence in student performance and in the working conditions of professionals. The lack of ventilated rooms, adequate furniture, laboratories, libraries and accessibility compromises equality of opportunity and limits learning possibilities significant.

Institutional productivity refers to the school's ability to achieve its objectives educational systems efficiently and effectively. It encompasses variables such as school attendance, approval and evasion, results in external evaluations and achievement of defined goals in the Political-Pedagogical Project (PPP). However, this productivity must be interpreted with caution, considering the social, cultural and economic conditions that impact the school routine. Evaluating infrastructure and productivity in an integrated manner allows understand how available resources are used to promote an education of quality for all.

5. Assessment of Institutional Management

School management is a key element in achieving objectives educational. The evaluation of institutional management involves the analysis of administrative organization, strategic planning, institutional climate, pedagogical leadership and the ability to interact with the community.

Effective management is one that promotes dialogue, values the participation of different segments, fosters innovation and ensures adequate working and learning conditions. management evaluation, in this sense, must consider not only the results achieved, but the processes adopted, the ethical principles involved and the coherence with the pedagogical project of the school. Qualified managers, with ongoing training and a commitment to education quality public education, are fundamental agents in the construction of an evaluative culture transformative.

6. Self-Assessment and External Assessment

Self-assessment is an autonomous, internal and reflective practice, conducted by the school itself in order to understand its reality and plan actions improvement. When carried out critically, collectively and systematically, it strengthens the institutional identity and encourages engagement within the school community.

Analyzing from another perspective, the external evaluation, carried out by external agents or institutions, adopts standardized instruments and provides a complementary and comparative reading of the school. Although it can contribute with broader objective and diagnostic data, it is essential that this type of assessment does not override the school's voice, but rather engages with it.

The complementarity between self-assessment and external assessment is what makes an analysis possible more complete, plural and sensitive to the diversity of educational realities.

METHODOLOGY

This article is characterized as qualitative research, of an exploratory nature, whose The main strategy was bibliographic review and documentary analysis. The choice for this approach is based on the understanding that educational phenomena, especially with regard to the evaluation of educational spaces, they are complex and multifactorial, requiring an interpretative and contextualized look.

To construct the theoretical framework, works by authors who discuss institutional assessment, public educational policies, school management and quality of education. Among them, Dias Sobrinho (2000), Luckesi (1998), Oliveira (2012) and documents stand out officials from the Ministry of Education (MEC) and the National Institute of Studies and Research Educational Anísio Teixeira (INEP).

Instruments and guidelines used by education networks in the evaluation were also analyzed. infrastructure and school productivity, such as the Quality Indicators in Education Preschool and Elementary School, in addition to technical reports produced within the scope of SAEB.

The data extracted from the sources were organized into thematic axes corresponding to the topics developed in this article: infrastructure, productivity, institutional management, self-assessment and external assessment. Because it does not involve the application of instruments with subjects humans, the study does not require ethical approval or image use.

RESULTS AND DISCUSSION

The analysis of the sources shows that the evaluation of educational spaces is still a field in consolidation, marked by significant advances, but also by structural challenges and cultural aspects. One of the main findings concerns the relationship between school infrastructure and quality of learning: schools with safe, accessible, well-equipped and organized environments



tend to perform better in external evaluations and have greater satisfaction with school community.

The data reveal stark inequalities between regions, states, and education systems. lack of adequate spaces such as libraries, computer labs, leisure areas and multifunctional resource rooms compromise the development of pedagogical practices innovative and inclusive. In many contexts, a precarious structure limits time and space intended for learning, socializing and the comprehensive education of students.

Another relevant result refers to the practice of institutional self-assessment. When conducted with formative intentionality and collective participation, this practice strengthens the autonomy of school, promotes the protagonism of subjects and contributes to the identification of solutions contextualized. However, many managers and teachers still face difficulties in mobilize the community to actively participate in this process, whether due to lack of time, specific training or institutional support.

External evaluation, in turn, has exerted a strong influence on educational policies, guiding investments, interventions and improvement strategies. However, there are criticisms regarding the excessive use of standardized tests as the main reference of quality, to the detriment of broader aspects, such as interpersonal relationships, democratic practices and well-being school.

In terms of institutional management, it is observed that schools with committed and well-managed leaders formed tend to present better conditions for organization, planning and use of resources. The lack of ongoing training for managers and pedagogical coordinators is identified as a factor that weakens evaluation processes and compromises their effectiveness.

Highlighting that the consolidation of an evaluative culture depends on the construction of meanings shared about evaluation, understood not as an end in itself, but as a means to promote significant changes in school practices and educational outcomes.

FINAL CONSIDERATIONS

The evaluation of educational spaces constitutes a strategic component in promoting quality and equity of Brazilian education. When considering the various dimensions that make up the school environment; physical, pedagogical, organizational and relational. The assessment institutional is configured as an instrument of transformation and strengthening of practices democratic processes in schools. More than just a process of data collection, evaluation must be understood as a formative, dialogical and participatory practice, capable of mobilizing knowledge, stimulate collective reflections and guide contextualized decisions. When there is integration well conducted between self-assessment and external assessment, a comprehensive and reliable view of institutional reality.

However, for this approach to come to fruition, investments are needed in continuing education, institutional time for planning and reflection, as well as policies public institutions that recognize the leading role of schools and respect their specificities. Only with a strengthened and emancipatory evaluative culture it will be possible to create environments truly inclusive, innovative educational systems committed to the rights of all to learning.

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