



School management and quality of education

School management and educational quality

Submitted on: 11/24/2021

Approved on: 11/27/2021

v. 1, no. 12 p. 01-08, Dec. 2021

DOI: 10.51473/rcmos.v1i12.243

1

Jehovane Francisco Batista¹***Ivanise Nazaré Mendes***^{two}**Summary**

The purpose of this work was to carry out a brief bibliographical review on the topic of school management and pedagogical coordination within the context of the current educational scenario. In this way, the daily practices of managers who work in schools in accordance with pedagogical coordination were taken into account. The methodology used for the research was bibliographic since for the theoretical basis we relied on reading and researching books and articles related to the topic. With this, we can reach some conclusions on the subject, such as that the manager is an essential instrument for the good functioning of the school for both students and education professionals, especially the pedagogical coordinator.

Key words: School management. Educational Manager. Pedagogical Coordination. Current Education.

Abstract

The purpose of this course conclusion work was to make a brief bibliographical review on the topic of school management and pedagogical coordination within the context of the current educational scenario. Thus, the daily practices of managers who work in schools were taken into account in accordance with the pedagogical coordination. The methodology used for the research was the bibliographical since for the theoretical basis we have the reading and research of books and articles related to the topic. With this, we can reach some conclusions on the subject, such as that the manager is an essential instrument for the proper functioning of the school for both students and education professionals, especially the pedagogical coordinator.

Keywords: School management. Educational Manager. Pedagogical Coordination. Current Education.

1. Introduction

¹Master in Education Sciences. Email: jeovane franciscobatista@gmail.com

^{two}Advisor. Professor Ivanise Nazare Mendes. Email: abracercc@hotmail.com

It is in Education that we find the possibility of forming essential foundations for the construction of knowledge and learning. Therefore, it is essential to ensure that the individual enjoys the experiences provided in a school environment adequately prepared in various aspects to receive them. The manager, together with the coordination, is the professional who will be at the forefront of this process of improvement in the school environment.

The main reason why it was necessary to address the topic in question was due to the importance of showing that the manager, within the scope of his duties, has important functions with regard to the didactic work developed by the pedagogical coordination in a joint work that also involves the school community.

Management functions go far beyond administrative organization, as it is responsible for the political-pedagogical project subject to its daily and continuous construction. In order for learning expectations to be met and quality service provided to students to be guaranteed, it is necessary to establish a structure that enables education and care attributed to stimulating the production of meanings and the environment in which students and teachers interact, even if this work takes place in extraordinary situations.

The general objective of the work is to talk about the important work carried out by the educational manager together with pedagogical coordination. The specific objectives are: to provide a historical contextualization of school management and pedagogical coordination; present the profile of a school manager and a pedagogical coordinator; present the role of this professional within the current educational scenario.

The work on this issue will be based on bibliographical research that will outline the responsibilities of the educational manager in relation to the needs of students and teachers. According to Antônio Carlos Gil: "Bibliographic research is developed based on already prepared material, consisting mainly of books and scientific articles" (GIL, p.44. 2002).

2Theoretical Framework

The concept of management has its origins in the economic, political and social transformations that the technological revolution brought and which transformed the field of organization of institutions. The weak theorization of what is understood by the administration in the field of education

This means that it is often limited to the management of financial resources, leaving aside the diversity of areas typical of the current field of school administration.

Therefore, it is assumed that school management is associated with elements of the mechanical phase of the administrative process, such as planning and daily work, and it should also be mentioned that the interrelationships and results of the school institution are not as a result of chance, they are a deliberate and conscious management of the collective and integral work of the actors belonging to the educational institution, contributing to the construction, improvement and transformation of results in an efficient manner, including students, parents of family members, administrators, coordinating teachers, directors, society and government.

To achieve a better interpretation and knowledge of management, we consider here the conception and characteristics of Pedagogical Management and School Management, where most of the role of the Academic Coordinator falls, allowing to deepen and analyze the theoretical support and methodology of specialized literature on the impact on academic results and the school's organizational climate. This is why Luck understands that:

When the school leader acts on the educational organization's way of being and doing, he is effectively promoting school management, that is, he is mobilizing efforts, channeling energy and skills, articulating desires and promoting the integration of processes aimed at carrying out necessary actions. to the achievement of educational objectives, which demand the performance of the school as a whole in a consistent, coherent and articulated manner. (LUCK, 2011, p. 131)

The management and coordination process implies directing the operation and development of a system such as the school, to guide the educational service it offers, based on legal regulations, general and technical regulations, contributed by pedagogy, didactics and other educational sciences; restricted and broad curriculum; educational policies and plans.

Furthermore, this educational service is based on pedagogical principles of education and consists of the teacher's action to streamline and guide the teaching and learning process so that the student achieves previously defined objectives, through the acquisition of conceptual, attitudinal and procedural content, and therefore be a relevant and meaningful learning experience that aims to learn to know, learn to do, learn to live together and learn to be (UNESCO, 1996).

The management of an educational institution is the process by which the teaching and administrative work of the school and its relations with the environment are guided and conducted, with the aim of achieving institutional objectives through the work of all members

of the educational community, in order to offer a quality service, and coordinate the different tasks and functions of the members to achieve their common projects. To manage the school, the manager must have a professional profile of skills. Such skills are important because:

[...] the teaching-learning process does not feed exclusively on the individualized contribution of each content or teacher in isolation; on the contrary, in addition to these individual contributions, there are those that come from the joint work of all teachers and between them and other education professionals working at the school. (FALCÃO FILHO, 1994, p. 46)

Thus, the educational manager exercises direction and guidance of the different actors in the educational community, as well as the administration of resources, in order to guarantee the quality of the service offered, improving the application of the curriculum, as well as the school's relations with the local community. .

These functions determine the profile of skills that the director must have, such as: management of interpersonal relationships, because as a leader he represents the institution before the educational community and the school system bodies and other external entities.

According to Libaneo (2008), its role is to motivate and stimulate participation and commitment to teaching, administrative tasks and projects to be carried out. The management of the information obtained in its interrelationship with the agents of the educational community and its environment, thus obtaining an overview of the reality of the school and the teaching and administration processes, which facilitates the diagnosis and management of projects and the school as a whole, it will also be the manager's responsibility.

Its main functions in managing the school are: representing it before the Ministry of Education and educational entities; direct and coordinate school activities; boost its management and consultation bodies, as well as the participation of the educational community; organize and manage assigned personnel and resources; advise teachers on adapting the curriculum and pedagogical practices; promote innovation and teacher training programs and projects; and assist and guide students. For Libaneo, the manager's competencies or functions are:

1. Supervise and respond to all administrative and pedagogical activities of the school as well as activities with parents and the community and with other bodies of civil society.
2. Ensure the conditions and means of maintaining a favorable work environment and material conditions necessary to achieve the school's objectives, including responsibility for assets and their appropriate use.

3. Promote integration and coordination between the school and the surrounding community, with the support and initiative of the School Council, through pedagogical, scientific, social, sporting and cultural activities.
4. Organize and coordinate planning activities and the pedagogical-curricular project, together with pedagogical coordination, as well as monitoring, evaluating and controlling its execution.
5. Know the educational and teaching legislation, the standards issued by the competent bodies and the School Regulations, ensuring compliance with them.
6. Ensure the application of the institution's operating guidelines and disciplinary rules, investigating or investigating irregularities of any nature, in a transparent and explicit manner, keeping the school community systematically informed of the measures.
7. Check and sign school documents, forward processes or correspondence and school files, in agreement with the school secretary.
8. Supervise the evaluation of the productivity of the school as a whole, including the evaluation of the pedagogical project, school organization, curriculum and teachers.
9. Seek all means and conditions that favor the professional activity of specialist pedagogues, teachers and staff, aiming at good quality teaching.
10. Supervise and be responsible for the financial organization and control of school expenses, in common agreement with the School Council, specialist pedagogues and teachers (LIBÁNEO, 2008, p. 217)

Therefore, the manager must have the ability to direct the school with a general vision and to develop a teamwork environment and culture that encourages creative participation and innovation, ability to obtain and process relevant information to plan and solve problems, skills negotiation and generation of commitment, leadership focused on modeling, willingness to learn, ability to train and advise in teaching and administration processes and the ability to establish collaborative links with the community and its environment, among others.

Therefore, it is assumed that school management is broader in relation to the management process, as it includes the vision and mission of the educational institution, whose philosophy allows it to guide, grow efficiently and effectively in the geographic context in which it finds itself. (LIBÁNEO, 2008).

Pedagogical management is the level at which educational management as a whole is specified and is related to the ways in which the teacher carries out teaching processes, how he takes over the curriculum and translates it into didactic planning, and how he evaluates it and, in addition Furthermore, a way to interact with your students and parents to ensure their learning.

In this type of management, the teacher is responsible for imposing the elements of the administrative process, starting with the mechanical phase and integrating forecasting, planning and

organization, concluding in the dynamic phase, with the elements of integration, direction and control; the result of which is the integration of efforts and dedication of the student, parents, teachers, coordinator and managers For Lomacino:

The pedagogical coordinator is the member of the teaching staff who belongs to a state education supervision system, with a legally defined hierarchical structure, and performs advisory functions to the school director to whom he or she reports. Its functional status is legally defined, and to exercise its duties it has authority by delegation and competence. (LOMANICO, 2005, p. 105)

In relation to pedagogical coordination, this can be seen as leading the school's curricular project, supporting teachers. A special emphasis is proposed on lesson planning and the development of assessment instruments that allow the use of strategies to be coordinated as a means of facilitating learning for all students.

This implies respect for diversity and the maximum development of individual talents. The teaching improvement processes carried out by the teacher in the classroom must be preceded by the necessary skills to work with the type of student that emerges in the educational context of each school, as it requires the necessary strategies and skills. Libaneo says:

It depends on a good pedagogical coordination structure that makes a quality school function, proposing and managing the pedagogical project, articulating the work of several professionals, freeing and encouraging constant reflection in practice and on practice (LIBANEO, 2008, p. 41)

The pedagogical coordinator, therefore, must guide his processes based on Socratic elements, leading his teachers to continually reflect through questioning, team reflection and questions about the teacher's role in the classroom.

Likewise, your work must promote participatory action research processes that lead everyone to express their opinions, diagnose, propose, apply and evaluate around pedagogical practice. On the other hand, their work must also start with modeling, that is, starting from a good example, doing exercises in the classroom with children and showing teachers some elements that enrich their daily work based on their experience.

From this point of view, the pedagogical coordinator must be in a constant training process, updating themselves, participating in events, congresses, seminars, reading books that enrich their daily work. Throughout this bibliographic review, a series of

of significant elements, which can be observed in light of the following conclusions: it can be argued that the educational management approach is the result of a process of reforms in education that aim to establish lines of action to articulate and transform the educational system.

According to the authors cited here, this approach provides theoretical and practical elements for planning, organizing, directing and evaluating the operation of educational centers. Likewise, the emergence of strategic management is considered a response to various current educational needs and problems at different levels.

Finally, it is necessary to add that, although school management establishes relevant elements that help us to get closer to the dynamics of the school, it is necessary to develop an analysis of its implementation in specific social conditions, in order to know its results, viability, challenges, challenges and limitations.

References

- FALCÃO FILHO, José Leão M. **Supervision:** A critical analysis of criticism. Life at school collection: the paths and collective knowledge. Belo Horizonte, p. 42-49, May 1994.
- GIL. Antonio Carlos. **How to design research projects.** 4th ed. São Paulo: Atlas SA, 2002.
- LIBANELO, José Carlos. **School organization and management:** theory and practice. 5 ed. Revised and enlarged. Goiania: Alternative, 2008.
- LIBÂNELO, JC; OLIVEIRA JF; TOSCHI MS; **Schooling:** policies, structure and organization. Teaching in training collection. 2nd ed. São Paulo: Cortez, 2008.
- LOMANICO, Arce Ferreira. **The role of the pedagogical coordinator.** 3rd ed. São Paulo: Edicon, 2005.
- LUCK, Heloísa. **Democratic conceptions and processes of Educational Management.** Series: Management notebooks, Rio de Janeiro, Vozes, 2013.
- LUCK, Heloísa. **Assessment and monitoring of educational work.** Series: Management notebooks. Rio de Janeiro, Vozes, 2013.
- LUCK, Heloísa. **Democratic conceptions and processes of Educational Management.** Series: Management notebooks, Rio de Janeiro, Vozes, 2013.
- LUCK, Heloísa. **The participatory school:** the work of the school manager. 5. ed. Rio de Janeiro: DP&A, 2001.



REVISTA CIENTÍFICA
MULTIDISCIPLINAR O SABER
MULTIDISCIPLINARY SCIENTIFIC JOURNAL

RCMOS – Multidisciplinary Scientific Journal O Saber. ISSN:2675-9128.

UNESCO. **Education has a treasure.** Report to UNESCO of the International Commission on Education for the 21st century. Madrid: Santillana. 1996.