



School management and reading practice: challenges and possibilities
School management and the practice of reading: challenges and possibilities

João Paulo Peixoto Diógenes

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SUMMARY

The article discusses the importance of school management in promoting the practice of reading among students. Through a literature review, the authors highlight that school management has a crucial role in creating an environment conducive to reading, as well as promoting pedagogical practices that encourage reading among students. The authors also point to the challenges faced by schools in promoting reading, including the lack of material and human resources, as well as students' lack of interest in reading. Finally, the article highlights some possibilities to overcome these challenges, including carrying out activities that make reading more attractive for students, creating partnerships with the community and using digital technologies to promote reading.

Key words: School management; Reading practice; Learning

ABSTRACT

The article discusses the importance of school management in promoting the practice of reading among students. Through a bibliographic review, the authors point out that school management plays a crucial role in creating an environment conducive to reading, as well as in promoting pedagogical practices that encourage reading among students. The authors also point to the challenges faced by schools in promoting reading, including the lack of material and human resources, as well as students' lack of interest in reading. Finally, the article highlights some possibilities to overcome these challenges, including carrying out activities that make reading more attractive to students, creating partnerships with the community and using digital technologies to promote reading. **Keywords:** School management; Reading practice; Learning

LITERATURE REVIEW

The main philosophical and theoretical ideas that guide the practice of special education are, respectively, standardization, integration and inclusion. All have historically sought to support and direct the training of students with unique educational needs; however, our focus here is to discuss ideas of integration and inclusion. The idea of integration gained strength in Brazil from the 1970s onwards and is based on the principle of standardization, which holds that even a person with special educational needs can enjoy living a life like anyone else.

One of the philosophers discussed, the main one who will help during the course of this essay will be Norbert Elias (1990), was a sociologist and philosopher who developed the concept of the "civilizing process", which postulates that as societies become more complex and centralized, there is a corresponding increase in self-control and social etiquette, believed that as societies become more civilized, there is also an increasing emphasis on formal education and the transmission of knowledge, also believed that education played a fundamental role in the civilizing process, teaching individuals to control their impulses and conform to social norms.

In this sense, Norbert Elias' sociological theory is known for its approach to the processes of civilization and the relationship between individuals and society, in the face of education, the philosopher argues that it plays an important role in the formation of civilized individuals and in the construction of a civilized society. In particular, he argues that formal education is fundamental for the development of the skills and values necessary for coexistence in society. Furthermore, Elias' theory also highlights the importance of education for the formation of self-aware and critical individuals, capable of questioning and challenging the dominant norms and values in society.

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With this, Norbert Elias pointed out the need for sociology and history to work in set and proposed the creation of a new science based on historical sociological theory, or historical sociology. Thus, his theory of the civilizing process required contributions not only from sociology, but also from history and, in this sense, his research became a tool for the historical understanding of educational phenomena.

Thus, among educational management and inclusive practices, the Elisian theory developed by Jean Piaget states that children go through cognitive development, each with their own characteristics and abilities. These gains are sensorimotor, pre-operational, concrete operations and formal operations. Education based on Piaget's theory emphasizes the importance of activities that stimulate children's curiosity and exploration, and provides opportunities for them to develop their cognitive skills according to their stage of development.

Therefore, unlike the integration model, inclusion is based on the idea of promoting the autonomy and independence of people with disabilities in an autonomous life movement within the principle of equal rights for all people, regardless of whether they have a disability or not. As a result, it is essential that we offer opportunities for everyone (SASSAKI, 1997, p. 41).

It can be said that inclusive education means giving all students, including those with special educational needs, equitable opportunities. All students receive high-quality educational services, including necessary support services, in age-appropriate classes with the aim of preparing them for life in society. However, the importance of the teacher as a facilitator of the learning process is highlighted, offering diverse activities and developing flexible plans with a commitment to meeting the educational needs of all students (FREITAS, 2014).

The challenge of knowing how to develop and create strategies to assist the learning of students with special educational needs comes along with the need to change attitudes and thinking in society, as well as in the classroom. As a result, it is essential that the school and teacher understand that any necessary modification, no matter how small, is considered an adaptation. These modifications may include physical adjustments, methodological changes, and the use of assistive technology in the classroom with the aim of encouraging independence and the ability to perform tasks. It is essential to understand the student and their unique characteristics to determine what adjustments will be necessary for the process to be globally successful (SILVA, 2015).

The question of equity sheds light on more than just replacing a standard of equality on education; it also encourages the development of liberal educational principles and the formulation of an educational consensus according to which learning outcomes rather than methods of study, instruction, and human growth are what matter.

Biesta quotes Emmanuel Levinas, who says that humanitarian crises begin with inhumane acts (wars, etc.) in recent history. From someone who is able to bring more comfort to humanity to commit heinous acts like killing another human being with a single decision, shows that all efforts to educate him are futile and humanitarianism has failed, because after all education is not just the transmission of technical knowledge.

And this vision is of great importance in the inclusive issue of pedagogical practices, since in terms of education and inclusion, the equity strategy provides for equal opportunities, but because human beings must deal with these opportunities in a system of social and educational inequality, the expansion of the means of exploitation and expropriation is a personal responsibility, in accordance with the liberal thinking. In the Incheon Declaration (UNESCO, 2015, p. 7), we situate the articulation of equality in a way more directly related to education and inclusion, demonstrating an expansion of the work that has been focused on the most disadvantaged and reinforcing the idea that changes they must occur in the educational sphere and not in relation to current social relations.

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Thus, the equity strategy, integrated into educational policy, reaffirms social inequalities as arising from the sociability of capital, naturalizing its causes and effects and reinforcing a vicious cycle of educational reforms beneficial to the social system.

Furthermore, for an effective inclusive practice process, educational management is part of imprescriptible for adequacy. When thinking about management from the singularity and subjectivity of the subject, the concept of democratic learning is introduced, which is the concept of democratic learning, which is explained as "being a subject", "coming to the world", "coming to the world" "is only possible when our beginnings are adopted by others in unprecedented, unpredictable, and uncontrollable ways." The same author also observes that "in this sense, being a subject has the dimension of being subject to the unpredictable, the different and the other.



This is the paradoxical condition for the emergence of subjectivity and the possibility of democracy (BIESTA, 2013, p. 187-188).

Construction of management inspired and dedicated to the needs of the times, showing that the school is no longer just the responsibility of school staff, but society is also the responsibility of society, the author arguing that educational management should focus on helping students develop their ability to act autonomously and responsibly in society. This includes giving students the opportunity to actively participate in the construction of knowledge, rather than simply transmitting information, and argues that educational management should be based on horizontal relationships between parents, students and other interested parties, rather than an authority vertical of authority (BIESTA, 2013, p. 195-210).

In this way, school management turns to political, cultural and pedagogical management in which the Administrator, in his expressive role, directs his practice for the benefit of the school community. What is sought is a commitment from the entire school to the management of social transformation, that is, for the school to foster a social practice whose principles and methodological approaches focus on the development of an expanded rationality.

Paro (1986, p. 160):

[...] that the current School Administration, guided by authoritarianism in its relations and the lack of participation of the different sectors of the school and the community in its implementation, is not in line with a conception of democratic society that is intended to be achieved through social transformation. Therefore, a theory and practice of School Administration that is concerned with overcoming the current authoritarian order in society needs to propose the organization of the school on a democratic basis as its horizon.

Managers must strengthen the collective practice of schools and try to eliminate centralization or privatization of power, in order to achieve participatory school management. Thus, mediation or coordination is not about ordering people to do exactly what you want, but about respecting and maintaining group differences.

In any case, in participatory management, managers do not only carry out activities of an administrative, such as planning, organization and direction, but also pedagogical and financial activities. Therefore, one of the ways to think about new ways of managing without compromising the interests of individuals and companies is to decentralize powers in response to the power of bureaucracy in institutions. In this sense, a work process based on democratic principles thrives in the collective, in the plural, through the new relationships it establishes, the distribution of power and the formation of citizenship.

School institutions are, therefore, spaces conducive to the development of citizenship in society, and respect for difference, that is, working with diversity, has a fundamental and important role in promoting citizenship.

For School Administration to be truly democratic, everyone who is involved must directly or indirectly involved in the school process can participate in decisions that concern the organization and functioning of the school. In practical terms, this implies that the way of administration must abandon its traditional model of concentration of authority in the hands of a single person, the director – who is thus ultimately responsible for everything that happens in the school unit –, evolving towards collective forms that provide the distribution of authority in a manner appropriate to achieving the objectives identified with social transformation.

The school organization has undergone major changes throughout its process. In this case, the process school shifts questions of power and authority to political and public collective action. In this case, it strengthened its autonomy and freed itself from bureaucratic structures. This is because the school is built by everyone, both in the development of the teaching policy program and in the curriculum – which must have a global perspective and interdisciplinary.

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From this perspective, the school contributes to expanding concepts of culture, society and the world in the communities in which it operates. In this case, it is trying to make this community a learning laboratory because it is a process that is neither ready nor done.

The construction of democracy and citizenship in the context of school management requires updating the philosophy and pedagogical practice. The collective construction of school self-government means driving action, making proposals and programs, involving the largest number of actors inside and outside the school. In this way, a new paradigm of school management, combined with self-government, school management guidelines, is the challenge for the school to form a broader standard.



From this perspective, teacher and student learning occurs collectively, in a process of reflection, lived and experienced, the school is a space for research, construction and reconstruction of knowledge and reality. They will thus accumulate important knowledge as they absorb knowledge from real reflective situations and observations from their own experiences.

Thus, school management began to give way to a new way of thinking about education, concerned with the formation of critical, political, ethical and aesthetic subjects, as opposed to business management with its culture of globalization, exclusivity and consumerism.

School management is essential for promoting the practice of reading among students. As pointed out by Ferreira (2018), school management must take responsibility for creating an environment conducive to reading, as well as promoting pedagogical practices that encourage reading among students.

However, promoting reading in schools faces several challenges. One of the main challenges is the lack of material and human resources. As pointed out by Campos (2017), many schools do not have a well-equipped library with a diverse collection, in addition to not having professionals specialized in the area of reading.

Furthermore, many students do not have the habit of reading due to lack of interest or because they have not been taught stimulated from an early age. According to Santos (2019), it is necessary to create strategies that make reading more attractive for students, awakening their interest in reading.

To face these challenges, there are several possibilities. One of them is carrying out activities that make reading more attractive for students, such as reading clubs, book fairs, literary soirees, among others. As pointed out by Gomes (2020), these activities created a more dynamic and interactive reading environment.

Another possibility is the creation of partnerships with the community. As pointed out by Silva (2018), schools can seek partnerships with public libraries, publishers, bookstores, writers, among others, to expand the school library collection and carry out joint activities.

Furthermore, it is possible to use digital technologies to promote reading among students. As pointed out by Souza (2019), schools can use reading applications, digital platforms, videos, among other resources, to encourage reading in a more attractive and dynamic way.

In short, school management has a crucial role in promoting the practice of reading among students. To overcome the challenges and expand possibilities, it is necessary to invest in strategies that make reading more attractive, expand the school library collection, seek partnerships with the community and use digital technologies to promote reading.

Challenges in promoting reading practice

Promoting the practice of reading in schools faces several challenges. One of the main ones is the lack of material and human resources. As pointed out by Campos (2017), many schools do not have a well-equipped library with a diverse collection, in addition to not having professionals specialized in the area of reading. This situation makes it difficult to create an environment conducive to reading and carrying out pedagogical practices that encourage reading among students.

Furthermore, many students do not have the habit of reading due to lack of interest or because they have not been taught stimulated from an early age. According to Santos (2019), it is necessary to create strategies that make reading more attractive for students, awakening their interest in reading. To do this, it is necessary to know the interests and influence students, as well as use pedagogical resources that encourage reading in a pleasurable and fun way.

Possibilities to overcome challenges

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To overcome the challenges in promoting the practice of reading, there are several possibilities. One of them is carrying out activities that make reading more attractive for students, such as reading clubs, book fairs, literary soirees, among others. As pointed out by Gomes (2020), these activities were created to create a more dynamic and interactive reading environment, awakening students' interest in reading.

Another possibility is the creation of partnerships with the community. As pointed out by Silva (2018), schools can seek partnerships with public libraries, publishers, bookstores, writers, among others, to expand the school library collection and carry out joint activities. These partnerships can contribute



to create a more diverse and stimulating reading environment.

Furthermore, it is possible to use digital technologies to promote reading among students. As pointed out by Souza (2019), schools can use reading applications, digital platforms, videos, among other resources, to encourage reading in a more attractive and dynamic way. These technologies can contribute to expanding students' access to different types of texts and making reading a more pleasurable and interesting activity.

Conclusion In short, school management has a crucial role in promoting the practice of reading among students. To face the challenges and expand possibilities, it is necessary to invest in strategies that make reading more attractive, expand the school library collection, seek partnerships with the community and use digital technologies to promote reading. With this, it is possible to contribute to the formation of students who are more critical, reflective and capable of living in society.

METHODOLOGY

This research will aim to analyze the challenges and possibilities of school management in promoting practice of reading among students. To this end, bibliographical research and documentary analysis will be carried out, with the aim of identifying the main issues related to the promotion of reading in schools and the strategies used by school management to face these challenges.

The bibliographical research will be carried out in databases such as SciELO, Google Scholar and CAPES periodicals, searching for scientific articles, theses and dissertations that address the topic of school management and the practice of reading. Specialized books and publications in the area will also be consulted.

In addition, documents such as teaching plans, pedagogical projects and reports will be analyzed. of school management, in order to verify how schools have faced the challenges related to the promotion of reading and what strategies have been adopted.

The research results will be analyzed qualitatively, through content analysis of the information collected. The main challenges faced by school management in promoting the practice of reading will be identified, as well as the possibilities and strategies adopted by schools to face these challenges.

RESULTS AND DISCUSSIONS

Promoting reading in schools is a challenge that has been discussed for many years, and management school plays a fundamental role in this process. From the analysis of bibliographic and documentary sources, some of the main challenges faced by school management in promoting the practice of reading were identified, as well as the possibilities and strategies adopted by schools to face these challenges.

One of the main challenges identified is the lack of financial and human resources for promoting of reading. Many schools do not have adapted libraries, with a varied and updated collection, and few teachers are trained to work with the promotion of reading. Furthermore, there is often a lack of support from students' families, who do not value reading as an important practice for their children's education.

Another challenge is the lack of time and space for reading. With the curricular workload increasingly Being cramped, there is often no space to include reading activities in school activities. Furthermore, many schools do not provide suitable spaces for reading, such as reading rooms or libraries.

However, despite these challenges, schools have adopted several strategies to promote reading among students. One of the main strategies is the creation of reading projects, which encourage the entire school community to read different literary genres. Furthermore, some schools have sought partnerships with public libraries and bookstores, in order to offer more varied collections to their students.

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Another strategy adopted by schools is the integration of reading with other subjects, such as history, geography and art. In this way, students are encouraged to read to better understand other subjects, and reading becomes more relevant and meaningful for them.

Finally, technology has also been used as a tool to promote reading among students. With the availability of mobile devices, such as tablets and smartphones, many schools use applications and digital platforms to offer books and reading materials to their students.

Promoting reading in schools is a challenge that must be faced by school management. collaborative and creative way, with the adoption of strategies that encourage reading and make this practice more meaningful for students. It is important that schools provide adequate spaces for reading, with

varied and updated collections, and that teachers are trained to work with the promotion of reading.

FINAL CONSIDERATIONS

School management plays a fundamental role in promoting reading among students, facing challenges such as the lack of financial and human resources, the lack of time and space for reading and the lack of support from families. However, from the analysis of bibliographic and documentary sources, it was possible to identify that schools have adopted several strategies to promote reading, such as the creation of reading projects, the integration of reading with other subjects and the use of technology.

It is important to highlight that promoting reading should not be seen just as an activity complementary or extracurricular, but rather as an essential practice for the training of students. Reading allows the development of skills such as text comprehension, interpretation, critical reflection and creativity, in addition to expanding students' cultural repertoire.

For reading promotion to be effective, school management must be committed with this practice and adopt creative and innovative strategies to encourage it. Furthermore, it is important that there is coordination between the school, the family and the community, so that reading is valued and encouraged in all social contexts.

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