



## PLANNING AND MANAGEMENT IN EDUCATION: VIEWPOINTS AND PRINCIPLES

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### SUMMARY

Guaranteeing quality education undoubtedly involves a long process that involves the entire school system and the dimensions that go beyond it. In contemporary times, there are many challenges in the pursuit of excellence in education. Among these challenges, school planning receives special emphasis. Knowing the principles that govern the act of planning and its most remote foundation in society is fundamental for acting in the school environment today. Schools are experiencing times that require greater autonomy in their daily activities, they also require leadership that acts in an organized and transparent manner so that the consolidation and achievement of learning goals is possible. Planning plays an extremely important role in this process. It is the instrument that mediates between what is idealized and what is realized in the school environment, therefore serving as a basis for the development of all other pedagogical practices that coexist in the institution.

**Key words:** Planning, management, education, principles.

### ABSTRACT

The guarantee of quality education goes without a doubt through a long process that involves the entire school system and the dimensions that go beyond it. In today's world there are many challenges in the pursuit of excellence in education. Among these challenges, school planning receives special attention. Knowing the principles governing the act of planning and its most remote foundation in society is fundamental to the performance in the school environment in the present time. Schools experience times that require greater autonomy in their daily activities; they also require a leadership that acts in an organized and transparent way so that it is possible to consolidate and achieve learning goals. Planning plays a major role in this process. It is the instrument that mediates between what is idealized and what is concretized in the school environment, thus serving as a foundation for the development of all other pedagogical practices that coexist in the institution

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### INTRODUCTION

In Brazil, much has been said about management in schools, management in school organizations and strategy in schools. Much is said, and almost nothing is actually accomplished. Corporate language, which addresses aspects of leadership, productivity, and a holistic view of educational management, needs to be incorporated and be part of good school management on a daily basis.

With very few exceptions, the sponsors are up to their necks in renovating the courtyard, the classroom, the sports gym or else struggling to figure out how to avoid losing students, how to make them admirers of their institution. Thus, involved in an exhausting school routine, they see their energy being consumed, without being able to retain students, without making the school grow. The same thing happens with directors.

The educational manager must be aware of his role as leader, catalyst and channeler of capabilities, aiming to maintenance and expansion of a positive organizational climate for the development of

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institution, always focusing on the quality of student learning.

As a leader, you must be an inspirational source for creating your own organizational culture, with a corporate vision of your entrepreneurial activity. It must have a clear and defined mission, vision and values of the school, which are part of its competitive differences. As a leader, you must be attentive to all transformation processes carried out by the educational organization, whether of curricular, social or economic content. Only in this way can you maximize the basic relationship of organizational and educational productivity in a school, summarized in the equation:  $\text{productivity} = \text{Success achieved}/\text{effort}$ .

This manager, aware of his role, must, therefore, be attentive to management content that favors organizational models focused on defining clear goals, with performance indicators that enable the monitoring of actions and, through feedback, the correction of deviations and the creation of new objectives.

The educational institution, together with its leader and other management actors, must be focused on the student, on carrying out learning and on guiding a context that goes beyond the classroom, through an expanded and holistic vision, comprising four basic forms of integration, which are:

- Contemporaneity – the “global” Integration of the school organization in its time and in the world that is acting.
- Relevance – the integration of the school organization into its immediate environment.
- Interdisciplinarity – the integration between the different modes of knowledge proposed for the interior of the organization.
- Problematicity – Integration between what is known today and what we do not yet know and want to know.

Here, it is necessary to highlight again the importance of leadership with its function of transmitting and nurturing an integrative vision. It is important to emphasize that it will be the action of the organization's driver that will produce the impulse to move from disarticulation to integration.

In this sense, the ability of leadership to transmit and implement a vision of learning shared and supported by the entire community with which it interacts is very important.

It cannot be forgotten that it is essential, in educational organizations, to verify productivity gains, as this will mean that their successes, of different scopes and complexities, are being progressive and connected to each other.

By seeking to associate success with the characteristics of the educational organization, we can go beyond everyday tasks, achieving true results and benefits for the educational institution and student learning.

In its universality, any social body that desires and believes in its prosperity cannot allow itself to fail to understand that it is essential to assume the importance of education and invest in it, since we live in an era highlighted by rivalries that presume, in addition to quality, superiority and excellence in multiple organizational spheres. In these circumstances, all educational establishments are characterized as institutions that are committed to offering instruction to citizens with sufficient “know how” and capacity to “make happen” the improvement applied to professionals with social responsibility.

In order to achieve its goals, the school has the necessary and indispensable obligation to completely idealize all the practices designed in the trilogy: pedagogical, administrative and social. The planning of these perspectives covers the school entity that has an effect on the Work Strategy or Pedagogical Conception supported by the Law of Basic Guidelines for National Education – LDB9.394/96.

In school planning, what we intend to plan are actions to educate and discover, with thoughts directed by didactic - pedagogical intentions that comprise purposes, foundations, manners, arguments and behaviors of professionals who reproduce their practices on the school floor. For this reason, school planning will never be exclusively individual, it will always be a collective action and communicative, committing everyone to the strategy that the educational institution aims to create.

It is for these, among other reasons, that this article intends to argue relevant and important themes to the development procedure and points of view on the history of planning, researching its basic principles, its components, classes, conformities and the characteristics of the planning action, recognizing its importance in educational establishments.

## 1 REMEMBERING THE NARRATIVE ABOUT PLANNING

It is uncertain to determine the exact defined point in time and at what moment and in what place it manifested.

the concept of planning, but it is admissible to assimilate that the narrative of planning is described since the origin of the human being in his environment, because the individual ponders and reinvents his thinking to carry out an undertaking, an action whose structure originates from elaborate planning.

We were able to reiterate that the genesis of planning cohabits deeply and contiguously with the human being, that is, it is a skill pertinent to existence, counting from the birth of the history of humanity, when these human beings lived in caves, manufactured and had the habit of using equipment (stones and wood), they hunted to be able to feed themselves and their families and they used animal skins to protect themselves from the weather. As if by chance, the experience of fire occurred as a great discovery, where this human being had more possibilities for action and inventiveness to plan changes and begin the migration from a continent to other territories, producing profound changes in their way of living, and way of occupying new spaces and territories. For Vasconcelos (2000, p. 65), planning is one of the essential pillars of practice; omitting the idea of action from planning is corrupting it completely.

The principle of planning activity arises from hominization procedures, given that man, in his development, was formed as a protagonist in the metamorphosis of humanity through his practices, permanently instigated by ambition, interest and care and the obligation to interrelate oneself with existence, that is, the reality of life in its practice, through movements conceived as work. The faculty of reasoning is not prepositive to practice, but is built in the circumstances of man's action on humanity, intending to investigate the devices for his exclusive subsistence or his own survival.

Man's history is a reflection of his thinking about the present, past and future. The man thinks about what to do; what he failed to do; about what he is doing and what he intends to do. . . . The act of thinking is still a true act of planning (Menegolla; Sant'Anna, 2003, p. 15).

The indications in ancestral history expose us to the attention that must have been given and there were different plans formulated with influence and evaluation strategies. Otherwise, how can we base the colossal buildings of unusual grandeur, epic by their very nature, such as: palaces, monuments and pyramids, in addition to the gigantic combats in the wars during the Roman Empire.

In ancient Egypt, its people approved the importance and relevance of planning work and the leader who systematized these work teams. They developed extensive construction and engineering projects, going far ahead of grandiose and architectural works such as the pyramids, producing works such as irrigation or water canals, mansions, palaces and many other constructions. As Kwasnicka (2003, p. 14) explains, few or a few methods were used at the time: division of work between people and departments, forecasting and planning, emergence of the "administration" function. The men involved in the great constructions of this ancient Egypt not only knew how to develop a project, but also demonstrated great skill in mobilizing human resources.

Work planning effectively occurs based on the need to systematize something, but necessarily, structure the living and existing relationships in the community, recognized philosophers such as Socrates, Plato, Aristotle, Kant, Karl Marx, Comenius among many others, cooperated with his views on freedom, organization, law, society and knowledge, primarily providing the transmission of concepts that advanced the development and improvement of theoretical planning methods.

Directly, the planning highlighted its level of population size dating from the second half of the 20th century, after the two major world conflicts. Mainly, the axes of economic and political predominance were redefined, which delimit the emergence of intellectuals with new concepts in matters of administration and planning.

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With the ideology of technological improvement and investment in scientific thinking, the so-called scientific management was adopted, elaborated by Frederick Winslon Taylor, called the father and precursor of Scientific Administration, when publishing in 1903, *Principles of Scientific Administration*, in which he very appropriately highlights three phases in administrative practices: first, eliminate waste and promote product quality; second, production procedures with much more scientific characteristics; and, thirdly, it begins the concept of the fundamentals of a corporation's staff line, which must be made up of professionals with the obligation to plan the corporation based on efficiency. For some management experts, Taylor was the precursor of Management by Objective, redefined by Peter

Drucker in 1960.

Coming from the revolutionary concepts of management by objectives, optimally planned, strategic planning emerges. This planning is the method of well-determined detailing of the organization's goals and the deliberations, practices and programs that encompass the organization's composition. Being aware that the action of planning has been included in administrative activity since Fayol, it has been exclusively since the end of the 1960s that this content has had its due prominence in administrators' dealings with practices oriented to corporate strategy pertinent to decision-making procedures, thus appearing, corporate or organizational planning that strengthens the conception of strategic planning. For Kwasnicka, apud Ackff (2003, p. 158),

Strategic planning is a continuous process that comprises four concerns: longer time horizon (long term); breadth or scope (top management); specification of goals and objectives and means to achieve them; and the organization's relationship with the external environment (For Kwasnicka, apud Ackff (2003, p. 158)

As Evangelista (2010, p. 57) explains, strategic planning is an administrative activity that aims to direct the direction of the institution of any structure and provide sustainability to organizations whatever their nature.

In the historical planning development procedure, it is worth highlighting certain estimates of periods appropriate to the topics listed below.

- In 1884, the Kogyo Tken was drawn up – a Japanese ten-year plan considered the original and first growth plan made in the world.
- 1916 Henry Fayol reproduced his knowledge about organizational planning, explaining the five fundamentals of management procedures: planning, organization, direction, coordination and control, which are still used today.
- 1920 the planning process was installed, through the creation of the State Planning Commission of the USSR - GOSPLAN.
- 1933/1945 New Deal, launched by the president of the United States of America – USA, is considered a milestone in the economic planning of the Western capitalist world.
- 1946, the planning commission drew up a plan for economic recovery and modernization in France.
- 1947 drafted by the US, the economic recovery plan for Europe and Japan, known as the Marshall plan.
- 1960 development of the “Harvard Model of strategic analysis”, known as the SWOT model (English translation: strengths, weaknesses, opportunities and threats)
- 2000 begins the awakening of business organizations to strategic planning.

The method of development of planning, starting from its emergence until the present day, throughout its many well-established phases that accompany the subdivisions of the history of planning, and which has its birth at the beginning of the appearance of human beings, walking through the lapses of time between the rationalist, antiquity and middle ages, modern and current. They show that, from modernism to the present day, several facts demonstrate the narrative of planning, among them: conception of the atomic bomb, wars being fought with new equipment, generating characteristics of modernity in them, the modernization of industry causing an industrial revolution, man's first arrival on the moon, increasingly disruptive technologies and, without a doubt, advances in communications

Some people plan in a sophisticated and highly scientific way, obeying the strictest theoretical principles, and in no way deviating from the systemic schemes that guide the process of planning, executing and evaluating. Others, who are not even aware of the existence of planning theories, carry out their planning without many schemes or technical skills; However, these are plans that can be streamlined in a simple way, but with good and excellent results (Menegolla; Sant’Anna 2003, p 15).

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The quote above leads us to realize that people may not work on carrying out an activity, but no person in their daily life and work routine will survive if they do not carry out a minimum of planning. An almost unanimous finding is regarding the types of planning that can vary from industrial, educational, naval or even economic planning, all of them with their specific foundations and categories, only gives us one certainty. They highlight how any and all planning work, whether strategic or not, aims for change in a single direction.

## 2 FUNDAMENTAL PRINCIPLES OF PLANNING

The justifications for planning, according to Abreu (2004, p.34), are utopian, aesthetic, and ethical. This trilogy is based on the thought that when we carry out our planning, we idealize what would be best for society to coexist and live, correctly and ethically, in addition to, of course, quality of life for everyone involved in this planning or not. We will detail this trilogy in a more conceptual way later, where we intend to substantiate it in detail.

**Utopian Foundation:** this foundation is designated as knowledge, dreams, willingness to observe the desires of the community involved in this planning and the affinity with the future to be built. This utopian foundation is closely related to being in the present, imagining what this future will be like, imagining it different. It presupposes community harmony in pursuit of the vaunted quality of life.

Utopia is the exploration of new possibilities and human desires, through the opposition of imagination to the need for what exists, just because it exists, in the name of something radically better than humanity has the right to desire and that is worth fighting for (Santos, 1996 apud Vasconcellos, 2000, p.

**Aesthetic Foundation:** one can perceive the permanent restlessness with the fascinating, transforming into an objective to be achieved, a predestination understood as a permanent restlessness that the strategist necessarily has to support in the act of making a decision, understanding how his practices stimulate physical transformations, partner-economic and cultural in society. According to Abreu, aesthetic planning, when implemented, needs to achieve the preservation of the harmony of this sphere, in accordance with society's cultural paradigms, with the intention of contributing to the excellence of these standards, and the well-being of the population.

The aesthetic vision necessary for the planner is not just about creating beauty through landscape, architectural, chromatic and other elements. Its main function is to establish conditions of harmony that ensure men have authentic opportunities to live with dignity (Abreu apud Friedmann, 2004, p. 35).

**Ethical Foundation:** it is comprehensive, since it is generic beyond the ideological, the philosophical and the ethical itself. Ethical compatibility with planning are the principles that emphasize fairness and require superiority in all matters that develop around ethics. Ethics is a foundation put into practice since ancient Greece, the principle and birth of philosophical argumentation, as explained by Abreu

Being ethical, in politics and planning, means promoting the inversion of some values that are inverted in society, for example: the primacy of economic gains to the detriment of the environment or the common good. Being ethical means being honest in the management and application of public resources (Abreu, 2004, p. 36)

Therefore, ethics aims to demonstrate conceptions and convictions that lead people to behave accordingly in society. This is because they associate principles of coexistence, reproducing principles and values that ensure a pleasant quality of life for communities.

## 3 PLANNING: COMPONENTS AND PROCESSES

Companies or organizations establish themselves through three stages:

Planning, monitoring and control. The entire work needs to be provisioned for the entire year, or broken down by semester. Planning defines what and how to do, from support to the implementation of the work, its control and evaluation.

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**Opportunity** portrays the full description of the task to be worked on, within the time demarcated within a period, which can be bimonthly, semi-annual or annual. For Néreci (1990, p. 149), "all planning, to be consistent, needs to be unitary, flexible, feasible, realistic and clear". Comprehensive planning must necessarily have three stages: forecasting, programming and evaluation.

**Forecast**—It is the stage where the goals and resources to achieve it are defined, understanding the essential means for analyzing the activities.

**Schedule**—It is the stage where the phases of carrying out activities are proposed, aimed at achieving goals aiming to complete the planning.

**Assessment**–The results of the execution of the practices developed are observed and should provide pertinent information for corrections in the estimate and programming, also provide information to improve future planning.

The fact of having planning and a plan generally helps, guides or leads to achieving effectiveness, or more correctly, plans are developed and a planning procedure is put into practice trying to achieve the expected goals for the accomplishment of what was designed. All planning aims to indicate the plan for all practices to be produced by a professional in the area of their activities. Whatever the plan, it must be executable, feasible and adjusted with the necessary practice as it progresses.

Generally, all activity planning in some institutions consists of the following units or elements already acclaimed and recognized by everyone as:

- What – The problem. What do you intend to do or research?
- Why – The justification. The reasons, the relevance of the plan or project.
- For what – Objectives that are intended to be achieved.
- For whom – Clientele for whom the work is intended.
- With whom – Human resources.
- With what – Material and financial resources.
- How – Methodology explains the procedures adopted to achieve the objectives.
- When – Period of completion. Where – Place of performance.
- How much – Evaluation of results.
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Planning is the idea, thought, reflection on action. “It is a continuous and systematized process of designing and deciding actions in relation to the future, based on clearly defined political, social and administrative objectives” (Padilha, 2003, p. 31).

Based on this reflection, we express the conviction that no planning idealized and incorporated as a plan to proceed as an action can neglect the appreciation of the three well-established stages whatever the planning, especially the stages of elaboration, execution and evaluation.

The plan is a document, it is the implementation of planning, or better yet, it is the writing of the steps and goals to be achieved. It is a detailed statement that shows what is considered to be undertaken, accomplished and how to accomplish it, with what to accomplish it and with whom to accomplish it. Whether exclusive or public, the plan requires data in advance to outline the goals to be achieved. Planning and plan are strictly associated, but express a sense of similarity.

The Strategy or plan is a more complete statement, which comprises the analyzes and previous investigations necessary to recognize the opportunities for improvements to be resolved; the goals and plans that can be subdivided into (objectives, programs/projects and the necessary resources) to achieve them. “The plan must also contain the management system for programs and projects, mainly in institutional aspects” (Abreu, 2004, p. 41).

The Project is defined in the Latin expression *projected*, which means throwing forward a purpose. The project is the smallest element in the preparation of planning. It is an initiative with a purpose established in declared intentions and goals based on a need, adversity, convenience and others according to the individual, group or corporate organization's prognosis. Every project requires planning of practices that are outlined in the phases that are intended to be implemented.

Increasing project-based actions is a current experience, which has become a common practice in all spheres of knowledge and corporate domains. And, especially in the educational sphere, the number of project-based practices is identified in all categories and fields of educational institutions, whether public or private.

In order to prepare two educational projects that we will reference below, it was a question of bringing together countless teachers, writers, psychologists, scientists and many other professionals. These projects were also explored in Brazil in the 1960s and 1970s. They are considered significant references in science teaching, having broad results in our educational circle.

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In the educational area, the first major teaching projects, aimed at producing new teaching resources, developing new teaching methods and concepts and innovating in terms of curricular content, were developed in the 1950s and 60s. Among several projects aimed at introducing innovation in terms of content and teaching style, the PSSC – Physical Science Study, and the BSCS – Biologia Science Curriculum Study stand out (Moura and Barbosa, 2006, p. 20).

Currently, there has been ample evidence of methodologies and procedures aimed at developing projects that have resulted in different patterns of planning, management, monitoring and evaluation of projects. Among the best known (Moura and Barbosa 2006, p. 20), they include: PMI – Project Management Institute (Institute of Project Administration); ZOPP – Zielorientierte Projek Planung (Goal Oriented Project Planning); Logical Framework or Log Frame.

Several national and international organizations and corporations that support projects for cultural, economic, scientific and educational improvement, exhibit exclusive project planning and management systems, such as: National Council for Scientific and Technological Development – CNPq; Research Support Foundations – FINEP; Foundation for Research Support of the State of Pará – FAPESPA; United Nations Educational – UNESCO and many other projects.

Educational project is an undertaking of finite duration, with clearly defined objectives based on problems, opportunities, needs, challenges or interests of an educational system, an educator or group of educators, with the purpose of planning, coordinating and executing actions aimed at improvement of educational and human training processes, at their different levels and contexts (Moura and Barbosa, 2006, p. 23).

Based on this allusion, we are able to understand that not only educational establishments recommend working through projects, whatever the organization, company, organized sector of society, non-governmental organizations, social bodies and others, they are capable and need to formulate efficient projects and develop them successfully.

The Program is a set of projects whose outcomes make it possible to achieve greater public policy goals. The program exposes the set of operationalized proposals aimed at achieving the goals. A program is a set of projects that are managed in a prepared and coordinated manner by competent experts in the field. The projects that are brought together in a program must be worked on at the same time and successively, for example programs in the social and educational areas and many other programs in all government environments.

The terms “Planning”, “Plan”, and “Project” have been understood in many ways. During the authoritarian regime (1964-1985), they were used with an autocratic sense. Every political decision was centralized and technically justified by technobureaucrats in the shadow of power (Padilha, 2003, p. 29).

Here are the reasons that explain why many teachers end up having a great reluctance to plan and prepare plans, whether for classes or not, project preparation, whether for research, practice or mediation, is as a rule, identified as an authoritarian practice.

#### **4 ATTRIBUTES OF PREPARING PLANNING RELATED TO EDUCATION**

Giving your opinion on educational planning is a significant help to changes in the conduct of activities at school. We admit that there are many problems, such as the lack of physical conditions, dropout, failure, lack of teacher training, low salaries and others. However, educational planning is one of the best mechanisms for overcoming such problems due to the fact that it announces a future reality in advance, resulting in the possibility of intervening in a given project management situation effectively. It is interesting to highlight that planning is an uninterrupted procedure of understanding and reading reality, which needs to be reflective and related to the dynamic action of society.

“Planning is a continuous process of knowledge and analysis of reality school in its concrete conditions, search for alternatives for solving problems and making decisions” (Libâneo, 2001, p. 84).

Planning worked in this format will have a high chance of being carried out. However, when its construction is required in an imposing, bureaucratic manner, its execution will be difficult to achieve. We conclude that school planning is imbued with subjectivity, with society, which will help to modify or continue what is established by the system.

#### **4.1 CATEGORIES AND FORMS OF PLANNING RELATED TO EDUCATION**

### 4.1.1 Educational Planning

Educational planning is what expands in the most abundant layer, since it predicts and orders all the work of the educational system. It is a planning that is the responsibility of educational leaders, within the field of action of the Ministry of Education and Culture – MEC, the National Education Council – CNE, and subsequently the states and municipalities with responsibilities in the area of education are committed to prepare their educational plans.

It is dogmatic that educational planning is a practice that is strictly the responsibility of the government system, connected to the socioeconomic advancement of the country, state or municipality, which prepares its plans with medium and long term goals, which in turn require information and clear and precise identification of the educational situation in the entire country, state and municipality.

Planning must address the Problem at national, regional and school community levels. That is your big goal. It must act directly on the person, in order to meet emergencies and achieve major educational goals. There is a need for national planning and regional planning; and from the intimate relationship between these two plans, the schools' curriculum plans are structured, which, in turn, provide the basis for the elaboration of teaching plans (Menegolla & Sant'Anna, 2003, p 41).

### 4.1.2 Planning or curriculum plan

Curriculum planning is established within the school domain and must be interdisciplinary, interacting with the entire school management body and its teachers. Its conclusion is materialized in plans, which define the goals that the school plans to achieve, that is, it is responsible for the design of the student it intends to prepare and the resources it intends to use to develop and provide the procedure for guiding and enabling people to think. It should be considered as a perennial exercise at school level.

It is noted that curriculum planning is of primary relevance for the educational establishment and its students. Given that it is the dynamic, functional and authentic embodiment of the educational thought that the school adopts as a whole, there is no way to configure a school without a clearly established philosophy. This becomes clear in the following explanation

Curricular planning is the process of making decisions about the dynamics of school action. It is the systematic and orderly forecast of the student's entire school life. It is an instrument that guides education, as a dynamic and integrated process of all the elements that interact to achieve the objectives, both of the student and the school. For this process to achieve its purposes, it is mainly necessary to plan all school action, which will be structured through curricular planning (Menegolla & Sant'Ann, 2003, p 52).

Above all, planning determines the school's goals, establishes a relationship with the subjects, content, methodology of action and the skills necessary to achieve the objectives. Imagined the performance analysis procedure for everyone at the school.

### 4.1.3 School planning or plan

School Planning includes all future prognosis movement, it anticipates the movement that will have to be carried out, seeking to achieve the stipulated goals. The practice of planning is an activity related to anticipating the action that needs to occur.

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School planning is a movement that associates the predictability of all actions in consensus with the conformation and management of the school in relation to its goals and philosophy. As in all social systems and in our lives, the day to day at school is not inert, it is busy. For this reason, school planning is and will always be an endless process of renewal.

Planning takes the form of plans and projects, both for the school and curriculum and for teaching. A plan or project is an outline, a scheme that represents an idea, an objective, a goal, a sequence of actions that will guide the practice. The action of planning is subordinated to the nature of the activity carried out (Libâneo, 2001, p. 83).

#### 4.1.4 Planning or teaching plan

Teaching planning is a successful practice, because it is the way that expands the most effective level of the educator's activity. The educator is responsible for preparing his teaching plan based on curriculum planning, aspiring to continuous development of the tasks to be performed in the institution's environment, whether inside or outside the classroom.

As we will refer to below, this leads us to the understanding that the teacher, when taking charge of a subject, needs to assume, to know in advance, who his students are, what year they are, how many are in the classroom, what are the syllabus? With complete information, you can indicate goals, systems, selecting the appropriate talents, mechanisms and evaluation parameters for the class you want to plan and develop with conviction.

[...] planning is an evolutionary process, which develops in a dynamic and progressive sequence, it is important to study and analyze each of the planning stages, in their logical order so that we can understand their structure and functional organization (Menegolla & Sant'Ann, 2003, p. 73).

#### 4.1.5 Planning or discipline plan

The planning or strategy of a predetermined discipline is integrated into the forecast of actions to be increased throughout the two-month, semester and/or academic year. It is a strategy that was programmed as a scheme that serves as a reference for the teacher to achieve the goals set out in the planning. This strategy is the document that indicates the steps to move forward with the subjects.

Strategy planning for a matter is a description, a guide, an orientation, it is a structure that has the personal traits of whoever carries it out. This strategy must be understood and analyzed by specialists, generally pedagogues, who are: course coordinators, pedagogical advisors or teachers in charge of other subjects.

#### 4.1.6 Planning or unit plan

The planning or unit plan, also called bimonthly or generating content, is designed according to the time frame of each theme. It can be planned for a fortnight, a month, two months or according to the time needed. This strategy is a more detailed document than the discipline plan.

The principles of unit plans are certainly identical to discipline or course plans, since they are more practical, characteristic and distinct, and are much closer to implementation.

### 5 CONCLUSION

Therefore, it is considered that the most appropriate planning imagined and incorporated into the strategy is what every specialist, from any field of experience, wants to assign their activities to better carry out their work. Mainly the teacher, as an education specialist, designs his strategy to implement it in his class environment. We ask that the educator conceive pedagogy as a whole and be able to convert notions and information into science and thought and realize the importance and prestige that his performance gives him. Always remember that we become teachers, and as education specialists, we must see and envision our students from sentimental, intellectual, collective and moral, to materialize what is so intensely argued and pointed out regarding excellent teaching and learning, in educational establishments, whether public or private, whatever the degree or genre suitable for everyone. May we all plan well so that our actions are assertive with those who are our greatest treasure in the classroom, the student.

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