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The role of leadership in school management

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SUMMARY

The role of leadership in school management is essential for the success of the educational process. Management is responsible for establishing a shared vision and clear objectives, fostering collaboration and a motivating work environment. The school principal is responsible for managing the school's resources, such as personnel, budget, and infrastructure, and ensuring that the institution meets the needs of students and the community. Furthermore, the school director must be aware of educational trends and changes in legislation, constantly seeking to innovate and improve educational processes. There are different leadership profiles in school management, such as authoritarian, democratic and laissez-faire leaders, each with their own characteristics and ways of acting. The school director must be able to adapt his leadership style to the needs of the institution and his team and always seek the best for the school and its students. In short, the role of leadership in school management is fundamental to the success of the institution, ensuring a collaborative and motivating work environment, as well as quality education for students.

Key words: School; Leadership; Management; Innovation; Teaching.

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ABSTRACT

The role of leadership in school management is essential for the success of the educational process. Management is responsible for establishing a shared vision and clear objectives, fostering collaboration and a motivating work environment. The school director is responsible for managing the school's resources, such as staff, budget, and infrastructure, and ensuring that the institution meets the needs of students and the community. In addition, the school director must be aware of educational trends and changes in legislation, constantly seeking to innovate and improve educational processes. There are different leadership profiles in school management, such as authoritarian, democratic and laissez-faire leaders, each with their characteristics and ways of acting. The school director must be able to adapt his leadership style to the needs of the institution and its staff and always seek the best for the school and its students. In short, the role of leadership in school management is fundamental to the success of the institution, ensuring a collaborative and motivating work environment, as well as quality education for students.

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1. INTRODUCTION

Leadership is an increasingly relevant topic in school management, as it is fundamental to the success of the educational process. School leadership can be understood as a process of influence that aims to reach groups, promoting a collaborative and motivating work environment. The school leader is responsible for managing the school's resources, such as staff, budget, and infrastructure, and ensuring that the institution is meeting the needs of students and the community. Furthermore, the school leader must be aware of educational trends and changes in legislation, always seeking to innovate and improve educational processes.

School leadership can be exercised in different ways, and each school leader has their own leadership style. There are different leadership profiles in school management, such as authoritarian, democratic and laissez-faire leaders, each with their own characteristics and ways of acting. The school leader must be able to adapt his leadership style to the needs of the institution and his team, always seeking the best for the school and its students.

According to Fullan (2001), leadership is a determining factor in the success of schools, and one of the main challenges is to develop leaders who can inspire and mobilize their teams to achieve ambitious goals. To achieve this, it is important that school leaders have skills such as effective communication, decision-making capacity, conflict management, strategic planning and professional development of the team.

Another author who addresses the importance of leadership in school management is Sergio Vanni (1992), who highlights the need for school leaders to be agents of change, capable of creating a shared vision and mobilizing the school community around common objectives. According to the author, school leadership must be guided by values such as respect, trust, responsibility and commitment to education.

In this sense, the role of leadership in school management is fundamental to the success of the institution, ensuring a collaborative and motivating work environment, in addition to quality education for students. It is necessary for school leaders to have a broad and strategic vision of school management, always seeking

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innovate and improve educational processes, in line with the demands of society and the job market.

To this end, research was carried out in the form of a bibliographical review, with the aim of analyzing texts from reliable sources and publications such as (Google Scholar, Scielo, etc.), in which recent studies were selected, providing detailed informative descriptions and results. of research carried out on real works on the topic, looking for recognized authors who have treated and interpreted the topic.

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2 DEVELOPMENT

Management has been widely studied in the literature and various approaches and theories have been developed over time. According to Fayol (1916), administration includes five basic functions: planning, organizing, directing, coordinating and controlling. Drucker (1973) highlights the importance of management by objectives, in which objectives are defined together with the team and performance evaluation is based on the achievement of these objectives.

Management is the process of planning, organizing, directing and controlling resources to achieve specific objectives. This process can be applied in different areas such as companies, public bodies, educational institutions, among others. Management includes defining goals and strategies, allocating resources, managing people and evaluating results. Effective management is fundamental to the success of an organization as it allows the maximization of available resources and optimization of processes and guarantees the effectiveness and efficiency of operations.

Management can be divided into different areas such as financial management, human resources management, project management, quality management, among others. Each area has its own management techniques and tools, but they all have a common objective to ensure the success of the organization.

It is understood as a fundamental process for the success of any organization, as it enables the maximization of resources and the optimization of processes. Effective management involves defining clear goals, allocating adequate resources, managing people and evaluating results, always seeking continuous improvement of processes.

School management is a recurring topic in the debate on educational policies.

In the 1950s and 1960s, the idea of school autonomy and educators' freedom was to question the validity of administrative actions and political interventions with projects that were not related to the reality of the school.

The silencing of demands in the 1970s reveals the height of the administrative centralization process. School management returned to the scene of political debate in the 1980s with a new context – State reform. Such reforms were desirable because they brought equality, social justice, reduced clientelism and strengthened democracy, thus decentralization regained strength (KRAWCZYK, 1999).

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In the era of the military dictatorship with centralized and bureaucratized administrative structures, school directors obeyed the established rules, at that time the demands of educators sought to achieve school autonomy, which was related to the need for curricular and didactic alternatives in the fight against dropout. and repetition. that occurred (KRAWCZYK, 1999).

Before that, understanding these social contradictions is fundamental, as this way managers can make the school an environment that does not reproduce the reflections of capitalist social structures, but consciously reflects these disturbances, thus promoting the expansion of the act of teaching and, therefore, for the formation of emancipation. However, according to Krawczyk (1999), in the 1990s the focus on education took a new direction. The new demands that the globalized economy was beginning to reveal caused disruptions from the productive sector to the educational sector. Therefore, in the face of these socioeconomic changes, education became part of the political agenda as an increasingly important topic. Productivity and global citizenship.

To understand the reality of school management, it is necessary to note that the school does not exist as an ideal model, but presents itself as a result of human will and accepts the great influence of the society that organizes it to create the material conditions for survival (WELLEN; Wellen 2010). Remembering Karl Marx (MARX; ENGELS, 2007), before doing something, think about whether in the field of politics, art or science, human beings have to worry about food, drink, clothing and shelter.

A manager needs to develop his work and understand its effect based on the management process. Just like the teacher, by understanding the management process, he participates more actively and effectively in the school's actions (LÜCK, 2011).

It is understood, therefore, that management, which is based on the school environment, must be focused on education. Having school as the basic objective of education because it helps in the formation of human beings. It emphasizes the interaction between people in which the development of physical, cognitive, affective and attitudinal potential occurs through the teaching and learning process (LIBÂNEO et al., 2012). This process, which a manager needs to understand in order to intervene, as Lück (2009, p. 131) states:

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> [...] when the school director acts in accordance with his way of being and acting in the educational organization, he effectively supports school management, that is, he mobilizes efforts, directing energies and skills, articulating will and supporting the integration of processes aimed at carrying out the actions necessary to achieve educational objectives that require school action as a whole, in a consistent, coherent and articulated manner.

The management practice within educational institutions is called school management. It is a set of administrative, pedagogical and financial processes and procedures that aim to ensure the proper functioning of the educational institution, support the quality of teaching and meet the needs of students, teachers, staff and the school community. School management includes defining goals and objectives, developing and implementing action plans, managing human, financial and material resources, evaluating and monitoring school performance, supporting the participation of the school community and seeking innovation and continuous improvement of educational processes.

According to Lück (2006), educational managers are professionals who manage public or private educational institutions. Its activities range from pedagogical management to school administration and financial management. According to professional literature, the main activities performed by an educational manager include:

- Strategic planning: Educational administrators must develop a strategic plan that includes the mission, vision and values of the educational institution and establishes short, medium and long-term goals and objectives.
- Instructional management: Educational managers must monitor the teaching process, facilitate the continuing training of teachers, evaluate student performance and implement educational policies aimed at improving the quality of teaching.
- Administration: Educational administrators must manage the human, financial and material resources of educational institutions, developing action plans that include purchasing, inventory, maintenance and infrastructure management.
- People management: Educational managers must lead the school's professional teams, promote a harmonious and collaborative work environment, encourage employee participation in decision-making and value teamwork.

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- Communications and Marketing: Educational managers must promote the school within the community, publicize school events and programs, and maintain effective communication with parents, students, and teachers.

School leadership is the basis of the institution's success, as it is responsible for ensuring a safe, welcoming and conducive school environment for students' education. School management includes, among other things, the definition of educational policies, management of financial and human resources, preparation of pedagogical projects, evaluation and monitoring of school performance.

School management is the subject of study by several authors who highlight the importance of leadership, the participation of the school community and the search for innovation and continuous improvement. For Fullan (2001), school leadership is the most important factor in improving the quality of education. Sergiovanni (1992) emphasizes the importance of moral leadership in school management, that is, the ability to create a set of values and ethical principles that guide the actions of the school team. Furthermore, the participation of the school community is fundamental to the success of school management, as it enables the construction of a welcoming and democratic school environment.

Being a set of administrative, pedagogical and financial processes and procedures. School management aims to ensure the proper functioning of the educational institution, support the quality of teaching and meet the needs of students, teachers, staff and the school community. School management includes the definition of educational policies, management of financial and human resources, development of pedagogical projects, evaluation and monitoring of school performance, support for the participation of the school community and the search for innovation and continuous improvement of educational processes.

Because it plays a vital role in the process of mediating conflicts between students, teachers, staff and the school community. School directors must encourage intervention in conflict management processes and seek resolution through dialogue and negotiation. Mediation can be conducted by a mediator or a group of mediators who act impartially and seek to find a solution that is satisfactory to all parties involved.

School management is responsible for promoting conflict mediation in the institution, creating a welcoming and democratic school environment, training mediators and promoting a culture of dialogue and negotiation. School management

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must be attentive to conflicts that arise in the institution and seek solutions that are resolved through mediation.

Conflict mediation at school has been addressed by several authors. According to Ponte (2004), conflict mediation at school can contribute to the development of students' socio-emotional skills, in addition to promoting a culture of dialogue and negotiation in the institution. Barros and Almeida (2014) highlight the importance of training mediators at school through courses and training so that they can act effectively in the conflict mediation process.

Furthermore, school management must promote a culture of peace in the institution, promoting values such as respect, tolerance, solidarity and empathy. According to Galtung (1996), a culture of peace involves transforming conflicts through dialogue and negotiation and building relationships of cooperation and solidarity between people, and for this school managers must develop leadership activities.

There are different types of school leaders and managers, each with their own characteristics and ways of acting. The main types of leadership include autocratic leadership, democratic leadership and transformational leadership.

Autocratic leadership is characterized by the centralization of power in the hands of a leader who makes all decisions regardless of the opinion of the school team. This type of leadership can be effective in crisis or emergency situations, but in the long term it can generate dissatisfaction and demotivation among school staff.

Democratic leadership, on the other hand, is characterized by the participation of the school team in the decision-making process. A school principal who adopts this type of leadership seeks to listen and consider the opinions and suggestions of the school team, promoting cooperation and a participatory work environment. This type of leadership, in addition to fostering a culture of dialogue and negotiation in the institution, can generate greater commitment and involvement from the school team.

Finally, transformational leadership is characterized by the leader's ability to inspire and motivate the school team, promoting change and innovation in the institution. This type of leadership search stimulates the creativity and problem-solving capacity of the school team, fosters a culture of excellence and the search for continuous improvement.

Among the leadership skills, they are essential for the school manager, as they allow him to perform his role effectively, sustain the

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quality of teaching and ensure the proper functioning of the institution. Leadership skills include the ability to motivate and inspire school staff, make strategic decisions, create a welcoming school environment, and encourage school community participation.

One of the basic leadership skills of a school manager is the ability to motivate and inspire the school team. The manager must be able to create a positive work environment in which teachers and staff feel valued and motivated to perform their work effectively. Furthermore, the manager must be able to inspire the school team to work towards the institution's objectives, promote a culture of excellence and seek continuous improvement.

Another essential leadership skill for a school manager is the ability to make strategic decisions. A manager must be able to analyze relevant data and information, identify opportunities and challenges and make decisions that require the institution to effectively achieve its objectives. Furthermore, the manager must know how to communicate his decisions in a clear and transparent way and involve the school team and the school community in the decision-making process.

The ability to create a pleasant school environment is also essential for school principals. The manager must be able to promote values such as respect, tolerance, solidarity and empathy, creating an environment of harmonious coexistence between students, teachers and staff. Furthermore, the manager must be able to create a stimulating and challenging learning environment, in which students feel motivated to learn and develop their skills and competencies.

Among the biggest current challenges for school leaders and managers are: adapting to new technologies, managing diversity and promoting meaningful learning.

Adapting to new technologies is one of the biggest challenges for school leaders and managers. With the increasing use of digital technologies in education, school managers must be prepared to deal with the new demands and challenges that arise in this context. It is necessary to invest in technological infrastructure, training of teachers and students and development of pedagogical strategies that effectively use new technologies.

Participatory management is a management model that aims to encourage the participation of everyone involved in the educational process and strives for more democratic and transparent management. In schools, participatory management has proven to be a

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effective alternative to improve the quality of teaching and develop a culture of participation and cooperation among students, teachers, staff and parents.

According to Lück (2009), participatory management in schools has as its basic principles transparency, ethics, appreciation of diversity, continuous training of teaching staff, support for the participation of parents and students and the constant search for improving the quality of teaching. .

Participatory management in schools can be implemented in different ways, for example:

- School councils: school councils are collegial bodies made up of representatives of students, teachers, staff and parents, whose objective is to discuss and debate issues related to school management.

- Student entities: student associations are organizations formed by students with the aim of representing them and supporting their participation in school management.
- School Assemblies: School assemblies are meetings held regularly with the participation of students, teachers and staff in which issues related to school management are discussed and debated.
- Participatory action plan: the participatory action plan is a management tool that includes the participation of everyone who participates in the educational process, defines the school's goals and objectives in the short, medium and long term.

The author Paro (2001) says that participatory management in schools is an effective alternative for developing a culture of participation and cooperation, which can contribute significantly to improving the quality of teaching and to the development of a more democratic and participatory society. .

Diversity management is another important challenge for school leaders and managers. It is necessary to promote inclusion and diversity at school and ensure that all students feel welcomed and respected, regardless of their ethnic, religious, cultural or socioeconomic background. Furthermore, it is necessary to develop pedagogical strategies that consider the cultural and linguistic diversity of students and promote a more inclusive and equitable education.

Promoting participatory learning is a constant challenge for school leaders and managers. It is necessary to develop pedagogical strategies that

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enable students to learn in a meaningful way and connect school content with their everyday experiences and encourage the active construction of knowledge. Furthermore, it is necessary to invest in teacher training so that they can use innovative and effective pedagogical methodologies.

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3 FINAL CONSIDERATIONS

It is concluded that it is essential for the success of school management. With the constant development of education and the demands of society, it is necessary that managers are updated and trained to improve their leadership skills and deal with the new challenges that arise in daily school life.

Continuing education can be achieved through training, participation in educational events, reading professional articles and books and other forms of professional development. These continue to enable managers to develop new skills, acquire new knowledge and be prepared to deal with changes and challenges in school management.

Furthermore, ongoing processes have been subordinated to improving the quality of education offered to students. With more updated and qualified school management, it is possible to promote changes in the institution, such as the introduction of new teaching methodologies, improvement of school infrastructure and support for inclusion and diversity at school.

Another advantage is the opportunity to share experiences and knowledge with other managers and education specialists. Participation in educational events and the organization of training courses allow managers to participate in new practices and successful experiences in other institutions that can be adapted to the reality of the school they attend.

In summary, it is essential that school managers continually improve their skills and knowledge and support improvements in the quality of education offered to students. Continuous updates and training are important so that managers are prepared to deal with changes and challenges in school management.

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