Ano VII, v.1 2023 | submissão: 05/04/2023 | aceito: 12/04/2023 | publicação: 17/04/2023

Management challenges in promoting equity in schools
Desafios da gestão para promover equidade no ambiente escolar
Desafíos de la gestión para promover equidad en el entorno escolar

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Abstract:
This article addresses the challenges of school management in promoting equity in education, an increasingly relevant topic in Brazil, where social and cultural inequalities still permeate the education system. The central question is how school managers can implement inclusive practices that respect student diversity while facing obstacles such as inadequate training and resistance to change within the school community. The study's general objective is to analyze the challenges managers face in promoting school equity. A literature review enabled a critical analysis of existing contributions on school management and equity. The results revealed the need for continuing manager education, since initial preparation is insufficient to meet current educational demands. They emphasized practices that value diversity, attentive leadership and better-structured educational policies. In conclusion, inclusive educational practices, committed leadership and adequate policies are fundamental to promoting educational equity.

Keywords:
School management. Equity. Inclusive education.

Resumo:
O artigo aborda os desafios da gestão escolar na promoção da equidade no ambiente educacional, um tema de crescente relevância no Brasil, onde as desigualdades sociais e culturais ainda permeiam o sistema educacional. A questão central é como os gestores escolares podem implementar práticas inclusivas que respeitem a diversidade dos alunos, enfrentando obstáculos como a falta de formação adequada e a resistência da comunidade escolar à mudança. O objetivo geral deste estudo é analisar os desafios enfrentados pelos gestores para promover a equidade nas escolas. A metodologia adotada é a revisão de literatura, o que permitiu uma análise crítica das contribuições existentes sobre gestão escolar e equidade. Os resultados revelaram a necessidade de formação contínua para os gestores, uma vez que a formação inicial é insuficiente para atender às demandas da educação atual. Ressaltou-se a relevância de práticas que valorizem a diversidade, de um líder atento e de políticas educacionais mais bem estruturadas. Em suma, conclui-se que práticas educacionais inclusivas, liderança comprometida e políticas adequadas são fatores fundamentais para promover a equidade na educação.

Palavras-chave:
Gestão escolar. Equidade. Educação inclusiva.

Resumen:
El artículo aborda los desafíos de la gestión escolar para promover equidad en el entorno educativo, tema cada vez más relevante en Brasil, donde las desigualdades sociales y culturales todavía atraviesan el sistema educativo. La cuestión central es cómo pueden los gestores implementar prácticas inclusivas que respeten la diversidad del alumnado, afrontando obstáculos como formación inadecuada y resistencia de la comunidad al cambio. El objetivo general es analizar los desafíos de los gestores para promover equidad escolar. La metodología adoptada es la revisión de literatura, que permitió analizar críticamente las contribuciones

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existentes sobre gestión escolar y equidad. Los resultados revelaron la necesidad de formación continua, pues la preparación inicial resulta insuficiente para atender las demandas actuales. Se destacó la importancia de prácticas que valoren diversidad, liderazgo atento y políticas educativas mejor estructuradas. Se concluye que prácticas inclusivas, liderazgo comprometido y políticas adecuadas son fundamentales para promover equidad educativa.

Palabras clave:
Gestión escolar. Equidad. Educación inclusiva.

Introduction

The pursuit of equity in education is relevant to discussions of teaching quality and social inclusion. Brazilian education has experienced different historical periods, characterized by social and regional differences that shaped different groups' access to and continued participation in schooling. From the 1988 Constitution, which recognized education as everyone's right, to recent inclusion policies such as the Brazilian Inclusion Act (LBI) of 2015, the country has advanced toward a fairer, more accessible education system. Nevertheless, numerous obstacles still prevent the effective implementation of equitable practices in educational institutions.

The question is how school management can effectively promote equity amid persistent inequalities. Many educational institutions still face difficulties ranging from insufficient resources and infrastructure to resistance to change among some teachers and the school community. Furthermore, managers' education, which should be central to promoting inclusive education, is often insufficient to address current complexities and demands.

This subject's relevance becomes clear when considering school management's crucial role in creating an environment where all students feel valued and respected, regardless of their differences. School managers are administrators and agents of change who must coordinate actions and strategies promoting inclusion and equity. This entails implementing inclusive policies and providing continuous training and development for managers so they can address the diverse realities within schools.

This article aims to analyze school management's challenges in promoting equity in education, highlighting existing practices and gaps requiring correction. Through a qualitative literature review, it seeks to demonstrate the complexities of managers' roles and the conditions needed to make equity a reality.

This discussion has social, academic and personal importance. Socially, encouraging educational equity is an important step toward a fairer, more equal society where everyone can

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access the same opportunities. The research will deepen knowledge of school management and its inclusive practices and support future research in this field. Personally, it may encourage managers and educators to engage in activities that create a culture of respect for and appreciation of diversity in schools.

2. Theoretical framework

2.1 The historical development of school management for equity

Social transformations, globalization and technological advances have driven the development and reconfiguration of Brazil's education sector. Education must therefore adapt to contemporary society's new demands, seeking to achieve pedagogical objectives and meet labor market expectations. These changes affect both the concept of education and the models of school administration and management that this study examines (Pedroza, 2021).

The development of education, driven by these demands, requires ongoing adjustments to education professionals' work. A continually changing society requires managers and teachers to act proactively and flexibly. Pedroza (2021) explains that, as education develops to meet each period's social demands, schools' internal environments have also changed, requiring new approaches from school managers and their teaching teams.

School management essentially involves administering resources, implementing educational policies and developing teaching strategies to improve education continuously. Central to this practice is promoting equity, an essential principle to ensure that every student, regardless of background, abilities or socioeconomic circumstances, can access fair, quality educational opportunities (Narciso et al., 2024).

Santos and Perondi (2019) report that school administration emerged in the 1930s, based on business administration but with principles directed toward education. Until then, educational literature offered no texts promoting knowledge and understanding of school organization.

> Education was hierarchical, with the appointed principal serving as the leader coordinating other members to meet educational objectives and purposes; not everyone had access to this position (Santos; Perondi, 2019).

School organization was therefore predefined and fixed, governed by a hierarchical system without participation by those involved in teaching. Advancing industrialization created a need to restructure education according to progressive ideals advocating democratic, secular,

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free and quality education for all. These demands were driven by the student movement itself, culminating in their consolidation within the New School movement (Santos; Perondi, 2019).

The pursuit of equity in schools has spanned decades of social and political development, gaining momentum particularly through civil rights and inclusive education movements in the 1960s and 1970s. However, according to Pedroza (2021), education was immersed in chaos, reflecting discontent among school communities seeking to redirect Brazilian education in opposition to existing forms of domination. Different conceptions of school organization emerged, including technical-scientific, self-managed, interpretive and democratic-participatory approaches.

Among these conceptions, the democratic-participatory approach stands out, with the 1984 teachers' strike in Rio Grande do Sul as a milestone. This movement secured teachers' right to choose their own leader through voting in 1985, culminating in the first democratic election involving the school community in selecting a principal within the educational context (Santos; Perondi, 2019).

> Electing principals is a first step toward democratic public school management, but, like every innovation, it encounters practical challenges. We must reflect deeply on how far principal elections have advanced democratic practice within schools (Santos; Perondi, 2019, p. 4).

These movements contributed to significant changes in how societies and education systems address diversity and inclusion, requiring educational institutions to act more actively and consciously to ensure equal opportunities for every student.

Pedroza (2021) explains that the 1990s brought major educational changes driven by market transformations resulting from capitalism and globalization. Education had to adapt to economic development and prepare individuals for work. In 1990, decentralization advanced, transferring more responsibilities to states and municipalities and reducing the federal government's role. School teams, particularly principals' leadership, became essential to implementing these changes.

By the decade's end, educational reforms focused on democratic management, raising hopes for improvements in basic education. The multidimensional paradigm, proposed and reconstructed over the years, offered a comprehensive, multiparadigmatic approach to educational management problems, incorporating economic, pedagogical, political and cultural dimensions (Pedroza, 2019).

In Brazil, educational inclusion began to consolidate especially after the 1988 Constitution, which guaranteed education as everyone's right and the State's duty. Educational

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management gained prominence after the Constitution established democratic public education management as a principle. This was consolidated on December 20, 1996, through the Law of National Education Guidelines and Framework (LDBEN), No. 9,394, whose Article 14 specifically addresses democratic management and remains in force.

Santos and Perondi (2019) therefore emphasize that the LDB gave discussions of school equity clearer contours. It established principles supporting universal educational access and respect for cultural, social and cognitive diversity in schools, creating new challenges for school management, especially implementing policies promoting equity. According to Luck (2008),

> Management thus makes it possible to overcome fragmentation and decontextualization and build, from a comprehensive and imperative perspective, an overall vision and orientation from which coordinated and more consistent actions develop. It necessarily constitutes joint action through participatory teamwork (Luck, 2008, p. 43).

Educational management must therefore be democratic and involve shared decision-making among all school team members. This creates an autonomous educational environment seeking its own institutional identity while continually assessing the results needed for sound development. Thus, 1990s educational reforms strengthened and developed management, decentralization and school autonomy, transforming Brazilian education. Changes in public educational policies brought new challenges and greater responsibility for school managers (Santos; Perondi, 2019).

Throughout much of the twentieth century, Brazilian educational policies followed an exclusionary model, restricting access to quality education to a privileged population segment. This exclusion was aggravated by insufficient external policies for educating managers and teachers to promote equity effectively (Saviani, 2009).

However, with the LDB, school management came to be viewed as a principal agent responsible for implementing inclusive educational policies. As Libâneo (2010) highlights, democratic school management is essential to equitable education because it ensures participation by all school actors in decision-making and consequently builds an environment that respects diversity.

In contemporary education, school management plays an important role in promoting an equitable, inclusive learning environment. Paro (2009, p. 92) defines it as “a dynamic process involving school organization and coordination to achieve specific educational objectives.” This definition emphasizes that school management encompasses resource administration, pedagogical leadership, and an educational environment that respects diversity and guarantees equal opportunities.

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After the LDB, other legal milestones contributed to equity in Brazilian schools. These include the 2008 National Policy on Special Education from the Perspective of Inclusive Education, which reaffirms every student's right to quality education, regardless of physical, cognitive or social conditions (Brasil, 2008). This document strengthened the idea of schools as welcoming spaces for every student's development, with school management responsible for creating the necessary conditions.

More recently, the National Common Curricular Base (BNCC), approved in 2017, brought new challenges and opportunities for school equity. It advocates students' holistic education, respecting individuality and needs, and guides school managers to adopt practices that value school diversity. As Santos (2019) observes, the BNCC reinforces the need for proactive school management committed to inclusive teaching practices that ensure students' access, continued attendance and success at school.

Educational equity has therefore become essential to ensuring equal learning opportunities for all students regardless of origins or personal circumstances. Lück (2008) emphasizes that equity aims to give every student the chance to reach their full potential. This involves ensuring equal access and considering students' individual needs so that the education system adapts to meet them fairly.

School management thus plays a strategic role in promoting equity. Managers must coordinate inclusion initiatives, from curricular adaptation to continuing teacher education. As Santos (2019) points out, inclusion should be understood as a continuous transformation of school environments where all students can develop their full potential, regardless of their circumstances, rather than solely as a matter of access.

However, implementing equity in school management faces numerous historical and current challenges. Historically, schools reflect and reproduce social inequalities, often perpetuating disparities instead of reducing them. Santos (2019) notes that,

> Schools have often reproduced social inequalities rather than acting as agents of transformation and inclusion. Today, despite significant progress, challenges remain, including insufficient resources, resistance to changes in teaching practices, and the need for continuing manager education to address growing school diversity (Santos, 2019, p. 12).

Effective school management for educational equity therefore requires a sustained commitment to improving and adapting teaching and administrative practices, ensuring that every student is valued and has the conditions to thrive academically and personally.

School management in Brazil has matured, with equity becoming fundamental to educational quality. For Narciso et al. (2024), its historical development reflects the country's

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social and educational challenges while pointing to opportunities for more inclusive, democratic schools where every student can access education that respects individuality and needs.

2.2 Inclusive school management: challenges and practices

The inclusion of people with disabilities in Brazilian educational institutions, especially following the Brazilian Inclusion Act (Brasil, 2015), has sparked intense debate. As the need grows for deeper understanding of the challenges and pathways to quality inclusion, school management's crucial role becomes evident, particularly in a country marked by historical and social inequalities.

Inclusive school management therefore emerges as a fundamental pillar for ensuring all children can access quality education regardless of their circumstances. According to the Law of National Education Guidelines and Framework (LDB), education must be inclusive, respect diversity and promote equal opportunities (Brasil, 1996). However, implementing inclusive practices still faces numerous challenges.

According to Nascimento (2020), inclusive school management involves teaching and administrative practices promoting a school environment that respects and values differences. The author argues that “inclusion must be understood as a dynamic process requiring changes in attitudes, curricula and interpersonal relationships” (Nascimento, 2022, p. 8).

For Luck (2008), management's basic principle is to create participatory management that brings significant school changes enabling equitable education for students with intellectual disabilities, prioritizing inclusive education in mainstream schools as well as specialized centers.

School managers are therefore essential to pedagogical development because they can create new opportunities to transform everyday school life. Nascimento (2020) confirms that,

> For their actions to produce satisfactory effects on inclusion, flexibility in their work is indispensable, since they must consider diverse opinions. In seeking efficiency, they must consider the influence of the entire school community's culture, using concrete applications as well as arguments (Nascimento, 2020, p. 10).

Inclusion therefore requires a change in educational perspective encompassing students with special educational needs, those with learning difficulties and all other students, aiming for their educational success.

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For education to achieve its goal of developing human beings holistically as agents of their own learning, engaged school management is necessary. This approach could strengthen team involvement and commitment. Thus, from this point onward,

> Managers act as mediators and must enable, encourage and invest in team education concerning current legislation, pedagogical and scientific theories that contribute to every student's education, and reflection on everyday classroom practice (Carvalho; Mira; Santos, 2018, pp. 11-12).

Managers seeking inclusive education therefore mobilize their teams to reassess the school's Political-Pedagogical Project (PPP), ensuring the needs of every student group are met. Democratic, humanizing management in an inclusive school also promotes pedagogical meetings where teachers from all educational levels and the entire school community can discuss the subject (Mantoan, 2003).

According to Carvalho, Mira and Santos (2018), students with disabilities have a right to accessible, inclusive schools, and managers must create the conditions to realize it. Mainstream schools must provide access to quality education through adapted activities and infrastructure supporting activities and student well-being, among other measures.

Accessibility, Nascimento (2020) states, concerns every school condition, including pedagogical conditions, beyond physical facilities. As Pacheco (2023) also points out, continuing teacher education is essential to addressing classroom diversity and developing strategies meeting every student's needs. Many teachers still feel unprepared to implement inclusive practices, potentially leading to concealed exclusion of students requiring special attention.

School infrastructure is another consideration. Physical accessibility is crucial, yet many institutions remain unprepared to welcome students with disabilities. As Nascimento (2020) observes, the lack of adaptations such as ramps, accessible toilets and adapted teaching materials prevents full inclusion.

The inclusion process is therefore necessarily linked to school management, the starting point for school actions. However, the perspectives raised here through inclusive management show that participation by the rest of the school community, within democratic management where everyone shares decisions, plans and actions, offers a more concrete possibility of making inclusion viable.

This model requires managers to know and understand current theory and legislation and enable others involved to gain this knowledge. They thus train and encourage every sector

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to work together toward implementing the school's inclusion project (Carvalho; Mira; Santos, 2018).

Inclusive school management means committing to recognizing and meeting diverse student needs, requiring significant curricular, methodological and resource adaptations. It extends beyond the physical inclusion of students with disabilities in classrooms to a genuine transformation of how education is conceived and practiced within institutions.

Although reality has yet to achieve education-for-all ideals, existing policies must become effective so that legal mechanisms can ensure every child's right to live and learn together in mainstream settings. Even with managers committed to inclusion, challenges remain before schools become genuinely inclusive.

Managers face diverse challenges in promoting equity, from addressing students' socioeconomic and cultural disparities to implementing educational policies that effectively promote inclusion and equal opportunities. As Azevedo and Cunha (2018, p. 13) note, “managers face the challenge of balancing limited resources with growing demands for more inclusive and equitable education, requiring managerial skills as well as sensitivity and commitment to equity and social justice.”

Narciso et al. (2024) confirm that managers' greatest challenge is developing instructional strategies responsive to varied learning needs and situations. Besides identifying teachers' potential needs in including students with SEN, managers must find viable alternatives supporting teachers' inclusive practices and students' learning, whatever their needs.

Inclusive management must transform itself to ensure the inclusion of students whose characteristics fall outside socially accepted standards, creating a more welcoming, fair environment responsive to school differences. Yet this commitment is difficult to implement because legal proposals, although ideal, have substantial application failures. Azevedo and Cunha (2018) explain that this occurs especially when professionals insufficiently qualified under the inclusive education paradigm are allowed to practice. Amid these challenges, managers' role stands out because they contribute to schools' organizational structures with a view to transformation.

Managers are therefore central to addressing factors compromising inclusive education policy effectiveness and exposing contradictions in Brazilian special education policy implementation. Overcoming these challenges requires managers to promote dialogue and reflection, involving the entire school community in transformation toward more equitable, inclusive education.

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2.3 School managers' education and role from the perspective of equity

School managers' education and role are crucial to educational equity. Narciso et al. (2024) emphasize that managers need competencies beyond administration, including pedagogical leadership and the ability to promote inclusive, equitable environments. This perspective highlights the complexity of their role: they must administer resources and policies while leading effectively and inclusively.

Given managers' importance in establishing inclusive schools, preparation for this reality does not occur immediately or in isolation (Freitas; Oliveira, 2021). Efforts to improve management team education are therefore essential. Managers have gained prominence in Brazilian educational quality discussions, especially in a context demanding innovation and adaptation to new social and educational realities.

Managers are administrators and transformative agents whose work directly affects learning environments and inclusive teaching practices (Narciso et al., 2024). Their education is therefore crucial to educational policy success and education that meets every student's needs.

Similarly, Luz and Sartori (2020) state that manager education must be understood as an ongoing process encompassing technical training and ethical and political education. Freitas and Oliveira (2021) support this view, arguing that managers must be prepared for everyday school challenges, from administrative issues to conflict mediation and promoting a positive school climate.

Managers' role thus transcends administrative supervision: they become responsible for creating an environment supporting students' learning and overall development. Freitas and Oliveira (2021) identify two distinct types of manager education: (1) initial and (2) continuing.

> Initial education takes place at higher education institutions at undergraduate level. It qualifies graduates to work as managers in education or school systems. Continuing education, in turn, enables managers to remain in a constant learning process, through formal courses after graduation or other forms of education, such as those mediated by information technologies (Freitas; Oliveira, 2021, p. 11).

The Law of National Education Guidelines and Framework (Brasil, 1996), Article 64, establishes that education professionals specializing in administration, planning, inspection, supervision and educational guidance in basic education must be educated through undergraduate Pedagogy programs or postgraduate study.

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> Art. 64. Education professionals for administration, planning, inspection, supervision and educational guidance in basic education shall be educated through undergraduate Pedagogy programs or postgraduate study, at the educational institution's discretion, ensuring a common national foundation in this education (Brasil, 1996).

Although current legislation does not mention specific education for school managers, in practice this specialization is essential. Its absence represents a gap in school management preparation, since management is complex and requires numerous competencies.

School management education in Pedagogy programs, previously offered through a School Administration qualification (Resolution No. 2/69, Brasil, 1969), was changed by the Law of National Education Guidelines and Framework (Brasil, 1996), which eliminated these qualifications and allowed educational administration preparation only through undergraduate Pedagogy or postgraduate programs.

National Education Council Resolution No. 1/2006 reaffirmed new National Curriculum Guidelines for Pedagogy graduates, emphasizing teaching in early childhood education, the early years of elementary school and secondary education, alongside preparation for management roles (Luz; Sartori, 2020). Pedagogy programs therefore currently prepare school managers at undergraduate level, while lato sensu and stricto sensu postgraduate programs are also options.

However, there is no specific course devoted exclusively to manager education. All teacher education programs should include subjects addressing the administrative and pedagogical organization of schooling, public educational policies and educational process management. This would enable teachers to participate effectively in school management as both teachers and managers (Luz; Sartori, 2020).

There is a significant gap in managers' education for diversity and inclusion, since Pedagogy programs generally offer only one or two subjects on these themes. Educating pedagogues to address differences and diversity extends beyond including specific curricular subjects; insufficient curricular space for these issues is a clear educational shortcoming (Luz; Sartori, 2020).

Continuing education therefore offers a solution for education professionals who did not encounter these themes during initial education or specialization. Marcelino (2019) identifies it as essential to aligning educational management with inclusive practices and building inclusion cultures and policies in schools. Opportunities for reflection and action, together with continuing management team education, are essential.

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Managers responsible for inclusive education policies should also have opportunities to meet peers, reflect, share experiences and discuss their responsibilities as public educational policy managers. Initial and continuing education are therefore fundamental.

Freitas and Oliveira (2021) emphasize that education must include administrative theory and practical experiences enabling managers to develop skills for everyday challenges in educational institutions.

For Narciso et al. (2024), continuing education and professional development are fundamental to overcoming these challenges. Ongoing training allows managers to stay current with best practices in education, management and leadership while developing their understanding of equity and inclusion.

Furthermore, school managers are frequently overloaded with responsibilities, potentially compromising effectiveness. They must address diverse demands, from resource management to pedagogical leadership, which can cause considerable exhaustion. Their education must be multidimensional, covering pedagogical, administrative and social aspects, since education constantly evolves and new legislation, guidelines and inclusive practices frequently emerge.

In summary, managers' education and role are fundamental to building quality education in Brazil. Effective practice requires continuous investment in education covering technical and ethical aspects, alongside professional recognition of their importance in promoting inclusion and educational improvement.

3. Methodology

This research uses a literature review, a systematic approach to collecting, analyzing and interpreting existing contributions in a field. As Gil (2018) and Marconi and Lakatos (2019) state, literature reviews are fundamental to understanding established theories and practices and identifying gaps and opportunities for further investigation.

Data collection followed a structured process, beginning with clear source inclusion criteria: relevance to the theme, authors' and publications' credibility, and timeliness, prioritizing studies published in the last ten years. Sources included academic journal articles, books, dissertations, theses and educational policy documents, emphasizing Brazilian authors contributing significantly to education and school management, such as Paro (2009), Saviani (2009) and Lück (2008).

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Data analysis follows a qualitative procedure, as described by Bardin (2011), involving close, critical reading to identify key concepts, arguments, methodologies and conclusions. It groups information into relevant themes and subthemes, facilitating synthesis and interpretation. It also seeks trends, contradictions and agreement among authors to provide an overview of the subject. Critical assessment of source quality and relevance follows validity and reliability principles, ensuring review conclusions rest on evidence representative of existing knowledge.

4. Results and discussion

The literature review on school management challenges in promoting equity revealed findings supporting the importance of inclusive practices and continuing manager education.

One principal problem identified is insufficient school manager preparation. According to Lopes (2018), most managers lack the training needed to implement inclusive policies effectively, resulting in management generally limited to routine administration without sufficient attention to each student's specific needs. Insufficient initial and continuing education makes it difficult to create school environments valuing diversity and equity.

According to Silva (2020), changing attitudes is crucial to effective inclusive practices. Many teachers still view inclusion as a cost rather than an opportunity to enrich school life. This resistance may stem from institutional cultures that devalue diversity and prioritize homogeneous teaching. Despite these challenges, some management practices have proved effective in promoting equity. The literature thus identifies continuing education for managers and educators as a promising path.

Carvalho (2019) emphasizes that programs covering technical aspects alongside diversity, inclusion and citizenship have contributed to changing teaching practices. Such training helps educators understand students' needs and develop inclusion strategies. Santos (2020) maintains that education should be continuous, keeping pace with legislative changes and social demands. Another technique is creating collaborative school environments. According to Gomes (2021), participatory management involving the school community in decisions favors more welcoming, inclusive environments.

These findings have significant management implications. First, educational policies must prioritize continuous updating for leaders and educators, ensuring they have the tools to promote inclusion. Second, schools need a culture valuing diversity among all community

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members. This requires collective effort and an attitude change involving managers, educators, students and families.

Educational policy outcomes also play an important role in school equity. The literature shows that inclusive policies require sound coordination between national guidelines and local practices. Sousa (2021) notes that misalignment among government levels can fragment actions, hindering inclusion policies. This indicates the need for joint commitment among managers, educators and policymakers to ensure effective school implementation.

These results have important implications for understanding school management challenges. They show that promoting equity is a difficult, dynamic process requiring an integrated, collaborative approach. The categories identified are interrelated rather than isolated and reflect educational complexity. Managers must therefore address these challenges proactively, promoting an inclusive environment that respects and values student diversity.

The theoretical and practical implications of these findings must therefore be considered. The analysis highlights the importance of understanding school management as an evolving field where inclusive practices must become more closely integrated with educational policies. In practice, managers need adequate support and resources to implement necessary school changes. Educational institutions must also adapt curricula to address diversity and inclusion more broadly.

However, the review's limitations must be recognized. The variety of methods used by reviewed authors may introduce bias, and the limited scope of analyzed publications may omit relevant perspectives. Furthermore, insufficient specific studies may hinder assessment of changes over time in management practices for equity.

Given these gaps, future research should analyze how continuing education programs for school managers affect equity. Studies of relationships between educational policies and inclusive school practices are also fundamental to strengthening theory-practice connections and advancing school management and inclusion.

5. Conclusion

This article sought to analyze school management challenges in promoting equity, an increasingly relevant subject in contemporary Brazilian education. The introduction highlighted educational history, showing advances and persistent gaps in inclusion and equity. The research problem raised crucial questions about manager education and cultural resistance hindering inclusive practices in schools.

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The discussion demonstrated school management's fundamental role in environments where every student feels valued and respected. Nevertheless, managers and educators face significant challenges, including insufficient training and resistance to change. The reviewed literature confirmed that inclusive management requires educational policies, commitment to continuing education and a school culture valuing diversity.

Practices identified, such as continuing manager education and participatory management, proved effective in promoting equity. They improve educator preparation and create more collaborative, welcoming environments essential to successful inclusion.

It is therefore concluded that promoting school equity is a shared responsibility requiring mobilization by everyone involved in education. Progress requires public policies prioritizing managers' and educators' training and professional development alongside school environments respecting and valuing diversity.

Finally, the study emphasizes further research to deepen understanding of inclusive practices and implementation across school contexts. Education is everyone's right, and truly equitable education requires managers, educators and school communities to work together toward fairer, more inclusive environments.

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Ano VII, v.1 2023 | submissão: 05/04/2023 | aceito: 12/04/2023 | publicação: 17/04/2023

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