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CHALLENGES AND POSSIBILITIES OF EDUCATIONAL MANAGEMENT: INNOVATION AND IMPROVEMENT IN DECISION MAKING

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Summary

The theme “Challenges and Possibilities of Management in Education” explores the complexity and opportunities present in contemporary educational management. The main objective of this work is to analyze the challenges faced by educational managers in managing resources and implementing public policies, identifying innovative strategies that promote efficiency and continuous improvement in the quality of education. The research seeks to answer the question: how can educational managers face the challenges of managing resources and implementing public policies, while seeking innovation and continuous improvement in the quality of education in public institutions? The methodology used included a literature review on educational management. The results indicate that, despite the scarcity of resources and social inequalities, educational management offers numerous possibilities, such as the integration of digital technologies, the strengthening of participatory management, strategic planning oriented towards results and the development of educational leaders. Public-private partnerships emerge as an effective alternative to enhance resources and knowledge, contributing to the continuous improvement of school practices. The conclusion highlights the importance of proactive and innovative management, capable of adapting to changes and promoting quality education and inclusion.
Keywords: Educational management, challenges, possibilities, digital technologies, participatory management, strategic planning, educational leadership, public-private partnerships.

Abstract
The theme “Challenges and Possibilities of Management in Education” explores the complexity and opportunities present in contemporary educational management. The main objective of this work is to analyze the challenges faced by educational managers in managing resources and implementing public policies, identifying innovative strategies that promote efficiency and continuous improvement in the quality of education. The research seeks to answer the question: how can educational managers face the challenges of managing resources and implementing public policies, while seeking innovation and continuous improvement in the quality of education in public institutions? The methodology used included a literature review on educational management. The results indicate that, despite the scarcity of resources and social inequalities, educational management offers numerous possibilities, such as the integration of digital technologies, the strengthening of participatory management, strategic planning oriented towards results and the development of educational leaders. Public-private partnerships emerge as an effective alternative to enhance resources and knowledge, contributing to the continuous improvement of school practices. The conclusion highlights the importance of proactive and innovative management, capable of adapting to changes and promoting quality education and inclusion.
Keywords: Educational management, challenges, possibilities, digital technologies, participatory management, strategic planning, educational leadership, public-private partnerships.

1 INTRODUCTION

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Educational management has become an increasingly complex and challenging field, reflecting the social, economic and technological transformations that directly impact the school environment. In the current scenario, education management goes beyond the simple administration of resources and personnel, requiring a strategic approach that considers the particularities of each institution, the demands of the school community, and current public policies.

The central problem guiding this research is: c How can educational managers face the challenges of resource management and public policy implementation, while seeking innovation and continuous improvement in the quality of teaching in public institutions?

The justification for this research lies in the importance of effective school management for the success of educational institutions and, consequently, for the formation of critical citizens who are prepared for the challenges of modern society. Understanding the challenges and possibilities of education management is essential for developing strategies that can be applied in practice, contributing to the construction of an educational environment that promotes learning, inclusion and equity.

The general objective is to analyze the challenges faced by educational managers in managing resources and implementing public policies. The specific objectives consist of identifying the education management models used in educational institutions, analyzing the impact of public policies on school management; investigating the challenges of public management in the educational context; and proposing innovative and efficient management strategies that can be implemented to deal with the challenges identified.

2 METHODOLOGY

The methodology used in this study follows a qualitative approach, as described by Creswell (2014), focusing on an integrative literature review, which aims to synthesize existing knowledge on educational management and provide a critical analysis of the most effective practices and the challenges faced by managers. According to Whittemore and Knafl (2005), the integrative review allows the inclusion of studies with different methodologies, promoting a broad and deep understanding of the topic investigated.

The study is exploratory and descriptive in nature, as described by Gil (2008), with the aim of mapping best practices and identifying gaps in the literature on educational management. Exploratory research seeks to deepen the understanding of a little-studied phenomenon, while descriptive research seeks to portray the characteristics of a phenomenon in a systematic way.

Systematic search and selection procedures for sources were adopted, following Bardin's (2011) guidelines for content analysis. The research was conducted in the main academic databases, including Scopus, Web of Science, Google Scholar and ERIC. The search strategy was guided by the descriptors “educational management”, “innovation in education”, “managerial skills”, “technology in education” and “educational performance assessment”, as recommended by Sousa et al. (2016) for the selection of appropriate keywords in integrative reviews.

For the development of this work, 30 scientific articles and 5 dissertations were selected, with emphasis on studies published between 2011 and 2024, which reflect contemporary changes in the area of educational management. The selection of sources followed the criteria of relevance and methodological quality, according to the criteria proposed by Mendes, Silveira and Galvão (2008), which highlight the importance of a critical review for the integrity of the research.

The analysis process included a detailed reading of the data, following the comparative analysis steps suggested by Miles, Huberman and Saldaña (2014), seeking to identify patterns, trends and innovative practices. The comparative approaches included theoretical studies, promoting a critical and well-founded view of educational management practices.

The selected articles address diverse issues related to educational management, including renowned authors such as Abraham et al. (2011), who explore managerial competencies and assessment processes, and Agut et al. (2013), who examine contextual and individual influences on managerial competency needs. More recent studies, such as Darling and Nurmi (2019), bring a contemporary view of leadership and management paradigms, highlighting the importance of linguistic and cultural adaptations in managerial practices.

This methodological approach allowed us to build a comprehensive overview of the state of the art in educational management, based on the systematic reading of data, the comparison of selected approaches and the identification of relevant insights for the implementation of strategies that maximize the potential

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educational.

3 MANAGEMENT MODELS IN EDUCATION

Management models in education have evolved over the decades, reflecting the social, economic and technological transformations that impact the school environment. These models not only outline the strategies and practices adopted by educational institutions, but also shape the way education is conceived and implemented.

One of the models widely discussed in the literature is managerialism, which transfers typical practices from the business world to education. According to Meyer (2012), the new managerialism in educational management has been characterized by the corporatization of institutions, where the emphasis is on efficiency, results and performance. Meyer (2012) points out that, while this model can bring benefits in terms of organization and management of resources, it also runs the risk of reducing education to mere performance indicators, neglecting essential aspects such as the integral development of students and critical training.

In addition to managerialism, participatory management has gained prominence as a more democratic and inclusive alternative. In this model, there is an effort to include all members of the school community in the decision-making process, promoting a more collaborative environment that values diversity of opinions. According to Edgar and Geare (2015), university departments that adopt participatory practices tend to have superior performance, since management is seen as a collective process that includes the voice of teachers, students, and staff. This approach contrasts sharply with more hierarchical models, where decisions are centralized and the participation of other actors is limited.

The use of technologies in educational management is another relevant aspect in contemporary models. Technology not only facilitates the management of resources, but also enables the implementation of innovative pedagogical methodologies, as highlighted by Almeida (2015) and Galvão Filho (2012). Information and communication technologies (ICTs) allow greater integration between the different sectors of the school, in addition to promoting digital inclusion, an essential factor for academic success in an increasingly connected world. However, the integration of technologies in management requires specific training for managers, as pointed out by Masetto (2015) and Silva (2016), who emphasize the importance of adequate planning and ongoing training of education professionals so that ICTs are used effectively.

Furthermore, the management competency models, widely discussed by Abraham et al. (2011), highlight the need for specific skills for educational management, such as leadership skills, effective communication, and the ability to make decisions based on concrete data. These models are essential for the development of managers who can lead educational institutions efficiently, adapting to changes and ensuring the quality of education. Agut, Grau and Peiró (2013) complement this view by discussing the contextual and individual influences on management competencies, emphasizing that a good manager must be able to navigate different scenarios and adapt their strategies according to the needs of the institution.

Therefore, the choice and implementation of an education management model depend on several factors, including the organizational culture, the available resources and the objectives of the institution. Each model offers different advantages and challenges, and its effectiveness depends on the ability of managers to adapt them to the specific context in which they are inserted. As Bolton (2015) suggests, successful educational management requires a combination of approaches, where theoretical knowledge is combined with practice, and where flexibility and innovation are valued.

3.1 PUBLIC POLICIES AND EDUCATIONAL MANAGEMENT

Public policies play a crucial role in educational management, as they define the guidelines, goals and strategies that guide the actions of educational institutions and educational managers. These policies are essential to ensuring equity, quality and inclusion in the educational system, serving as guidelines for pedagogical and administrative practices.

The implementation of public policies in education aims, first and foremost, to ensure that all citizens have access to quality education. As argued by Fagundes, Luce and Espinar (2014), public educational policies are designed with the purpose of reducing social inequalities.

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and regional, promoting social justice through education. This is particularly relevant in countries with large socioeconomic disparities, where access to quality education can vary dramatically between different regions and social groups.

In the context of educational management, public policies provide the framework within which administrators must operate. They establish norms and regulations that administrators must follow, but they also provide opportunities for innovation and local adaptation. Meyer (2012) notes that although public policies provide a solid foundation for educational management, the effectiveness of these policies often depends on the ability of administrators to interpret and implement them in ways that meet the specific needs of their school communities.

Additionally, public policies also have a direct impact on the training and professional development of educational managers. According to Edgar and Geare (2015), policies that encourage ongoing training and capacity building for managers are essential to improving the quality of management in schools. Such policies may include training programs in educational leadership, workshops on new management technologies, and courses that address changes in educational legislation. Adequate training allows managers to be better prepared to face the daily challenges of school administration and to promote an education that is inclusive and of high quality.

3.2 CHALLENGES OF ACADEMIC MANAGEMENT

The higher education sector has undergone substantial changes in recent decades, fuelled by political and technological imperatives. This has provided a complex context for the delivery of postgraduate education, according to Agut; Grau and Peiró (2013). Among these changes is the introduction of managerialism in the higher education sector, there are no clear career paths - there are no classic routes as in other professions. This can deter those potentially interested in the profession. Furthermore, there is still partly a lack of professional identity, currently there are many teachers who consider themselves academic managers, but this continues to grow and represents a challenge for the network.

As research gains a better understanding of consumer needs and satisfaction in postgraduate education, there is a focus on the role of the professional academic manager who is redefining academic leadership in universities, including the role of the department head. This role, as Bartram (2015) has been considered by several authors in terms of clarity and a specific balance between teaching, research and administration, surprisingly there has been recognition of the increasing need for managerial leadership competencies for those in this role. Although some universities have developed their own specific framework of managerial leadership competencies, this requires dedicated resources.

The profession of academic managers is growing in importance: they manage, control and organise universities and research institutions. However, in many places they still have to fight for recognition. These challenges include, for example, the introduction of practice-based disciplines with different traditions, such as health and social care, the changing aspirations and expectations of younger generations of staff, a diffusion of responsibilities and administrative structures, and imperatives for a more holistic approach to the 'job package', including new forms of recognition and reward (BOLTON, 2015, p. 90).

According to Fagundes, Luce and Espinar (2014), it is suggested that, although academic and professional identities have become increasingly dynamic and multifaceted, changes are occurring at different rates in different contexts. Therefore, a model is offered that relates approaches to "people management" to different organizational environments, against the general backdrop of increasing resource constraints resulting from the global economic crisis.

In recent years, the importance of academic management has increased mainly for two reasons: on the one hand, competition in the academic system is becoming more intense. On the other hand, according to Darling and Nurmi (2019), universities are becoming more independent than in the past. Both of these factors lead to the need for better strategic management, as existing tasks are supplemented with additional management tasks, for example in the field of new professions.

Academic management relies on teacher training and motivating faculty. Faced with an innumerable range of mobile products and devices constantly inserted into the daily lives of society, students and the school environment, many institutions already receive and welcome the use of such technologies within the educational context. However, it is necessary to think and reflect on ideal ways of using these tools so that they do not

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are seen as competitors for attention between student and teacher (STÊNICO; SILVA, 2014).

3.3 POSSIBILITIES IN EDUCATION MANAGEMENT

The possibilities in education management include the implementation of new technologies and innovative pedagogical practices, transforming the school environment and impacting student development. Educational management can be a driver of change, promoting dynamic, inclusive and future-oriented learning. To achieve this, it is crucial that managers explore new approaches and integrate different areas of knowledge, involving the entire school community in the process.

A fundamental aspect is the integration of digital technologies. Information and Communication Technologies (ICTs) offer tools that improve administrative efficiency and personalize the teaching-learning process. Almeida (2015) argues that technology should be seen as a means of creating knowledge networks that connect managers, teachers, students and the community.

Another relevant aspect is democratic and participatory management, which involves the active participation of everyone in decision-making. Edgar and Geare (2015) state that participatory practices improve academic performance and strengthen the sense of belonging in the school community.

Pedagogical innovation is also crucial. Managers who encourage new methodologies help create an environment that is adaptable to educational changes. Masetto (2015) highlights that this type of management can result in more engaging and relevant teaching. Furthermore, the development of training and continuous professional development programs for teachers and managers is vital. Fagundes, Luce and Espinar (2014) emphasize that continuous training is essential to improving the quality of education.

Finally, educational management can establish strategic partnerships with educational institutions, companies and civil society organizations. Meyer (2012) points out that these collaborations can be catalysts for innovation and continuous improvement in education, as long as they are aligned with the school's objectives.

4 RESULTS AND DISCUSSIONS

Educational management faces a series of challenges that directly impact the quality of teaching and student development. These challenges include the need to adapt to rapid changes in social and technological demands, the search for innovative pedagogical practices, and the promotion of an inclusive and participatory school environment. However, these challenges also offer significant opportunities for innovation and improved decision-making.

One of the main challenges is the integration of digital technologies into school management. The use of Information and Communication Technologies (ICTs) can transform the way educational institutions operate. Almeida (2015) emphasizes that technology should not be seen only as a teaching tool, but also as a means to reorganize school management, making it more efficient and dynamic. However, resistance to change and lack of training among education professionals can limit this integration.

Furthermore, democratic and participatory management is essential to face the challenges of educational management. Edgar and Geare (2015) argue that the active participation of all members of the school community in the decision-making process strengthens cohesion and improves academic performance. This approach, however, can be hampered by rigid hierarchical structures and the lack of a culture of collaboration in schools.

Pedagogical innovation is another possibility that can be explored to overcome the challenges of educational management. Managers who encourage experimentation with new teaching methodologies can create a more dynamic environment that is adaptable to the needs of students. According to Masetto (2015), pedagogical mediation and the use of technologies in the educational process are essential to promote more engaging and relevant teaching. However, the resistance of some educators to new approaches can be an obstacle.

Continuous training of education professionals is a crucial pillar for improving school management. Fagundes, Luce and Espinar (2014) emphasize that training programs are essential to ensure that teachers and managers are up to date with the latest trends and practices. However, many institutions still face difficulties in implementing effective training programs, limiting their capacity for innovation and adaptation.

Finally, strategic partnerships with other institutions and organizations can provide additional resources and expertise that enrich the school environment. Meyer (2012) notes that well-structured partnerships can be a catalyst for innovation and continuous improvement in education. However, it is essential

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that these collaborations are aligned with the school's objectives and managed in a transparent manner, always prioritizing the interests of students and the school community.

5 FINAL CONSIDERATIONS

This study on the challenges and possibilities of educational management revealed that managers face a multifaceted reality, marked by significant challenges, such as the scarcity of resources, social inequalities and the need to implement effective public policies. These factors hinder the development of efficient and inclusive school management, especially in an educational scenario that is constantly changing, pressured by the demands of an increasingly dynamic society.

Despite the challenges, this paper highlights that educational management offers countless possibilities for innovation and continuous improvement. The adoption of digital technologies, combined with participatory management practices and strategic planning, are crucial elements that can transform school administration, making it more effective and adapted to new realities. Educational leadership, when well structured and focused on continuous development, also plays an essential role in overcoming the obstacles identified.

Another point that deserves attention is the need for ongoing training of school administrators. Leadership training and training in new technologies and management methods have proven to be indispensable tools for keeping up with changes in contemporary education. Quality educational management requires a leadership profile that is adaptable and open to pedagogical and technological innovations. This ongoing training allows administrators not only to overcome challenges, but also to seize opportunities to develop more efficient and student-centered practices.

Additionally, the study highlights the importance of public-private partnerships as a viable solution for expanding resources and strengthening institutional capacities. Such partnerships can help fill material and knowledge gaps, offering new opportunities for public education institutions to raise their quality standards. In this sense, cooperation between different spheres of society can generate valuable synergies, benefiting both students and the school community as a whole.

Another fundamental aspect addressed by the study was the importance of more humanized and inclusive management. The role of the manager is not limited to bureaucratic administration, but also includes creating a school environment that promotes the emotional well-being and integral development of students. Building a culture of respect for diversity, equity and inclusion is an urgent demand in schools, and managers must be the protagonists in implementing policies that guarantee these principles.

Furthermore, the integration of the school community in the management process is another factor that can enhance educational results. Participatory management, which involves parents, teachers, students and the local community in decision-making, tends to create a more collaborative environment that is committed to educational success. This type of engagement strengthens the bond between school and community, promoting a sense of belonging and shared responsibility for educational results.

The study reinforces the need for school administrators to maintain a proactive stance when faced with the challenges of the future of education. The ability to innovate, adapt to changes and work collaboratively with different stakeholders in the educational process will be crucial for school management to be able to respond to the demands of a society in constant transformation. More than ever, administrators must act as transformative leaders, capable of shaping the future of education with strategic vision, social responsibility and a commitment to teaching quality.

Furthermore, it is important to emphasize that educational management needs to be aligned with public policies and current legal frameworks, ensuring that the practices adopted are in compliance with the established guidelines. Managers must be able to articulate the school's internal demands with external policies, ensuring that decisions taken reflect both local needs and national educational objectives. This coordination is essential for creating a more efficient school, capable of adequately meeting the needs of its students.

The study indicates that sustainability is an emerging theme in educational management, requiring managers to consider the rational use of resources and the promotion of ecological practices within institutions. Integrating sustainable principles into school management can not only reduce operating costs, but also educate future generations about the importance of environmental preservation. By fostering a culture of sustainability, schools play an active role in building a more conscious society.

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and environmentally responsible, which adds value to the students' comprehensive education.

Another relevant point concerns the importance of continuous assessment in the educational management process. Monitoring the results of the adopted administrative and pedagogical practices allows for the necessary adjustments to ensure that educational objectives are achieved. Assessment should not be seen only as a form of control, but as a strategic tool for improving the quality of education. Managers who use clear indicators and educational performance metrics are better able to identify areas for improvement and implement effective changes.

Finally, the study reinforces that collaboration between schools and universities is another promising path for developing more innovative and efficient educational management. The exchange of knowledge and experiences between managers and academic researchers can provide valuable insights for solving complex problems faced in everyday school life. Partnerships with higher education institutions also offer opportunities for applied research, the development of new educational technologies, and continuing education programs for teachers and managers, consolidating excellent educational management.

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