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INITIAL TEACHER TRAINING IN SCHOOL MANAGEMENT

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Abstract: This work aimed to investigate and highlight the importance of initial teacher education in School Management in the Greater ABC region. Twenty institutions were evaluated to carry out this work. It appears that most higher education institutions presented provide and present in their Pedagogy courses, disciplines on the related topic, with similar general and specific objectives among the investigated institutions. All higher education institutions that offer courses on School Management in their Pedagogy course are concerned with offering content that works and improves skills and competences for a committed and efficient administrative management within educational institutions.

Keywords: Management, Teacher training, Pedagogy, Curriculum Grade.

INTRODUCTION

In today's world, the role of the school is fundamental for the formation of reflective, critical, responsible and knowledgeable individuals about their role in society, and the construction of their autonomy is carried out through knowledge. The performance of a school depends on the quality of the teaching it offers, however it will only have its role legitimized within the context of efficient School Management.

A good manager must use material and human resources available within the institution in order to improve the performance of the school in its ultimate purpose, which is education.

Santos (2012) believes that the school manager must not be a specialist, but an educator, who delegates bureaucratic functions and can dedicate himself to the social, educational and human aspects.

Some of the attributions of School Management range from administrative demands to pedagogical issues and being well prepared is a continuous challenge and also

an ethical commitment, this way, the teacher who wants to become a good manager must be constantly open to dialogue, where to rethink and learning new ways of acting combined with coherent attitudes can become extremely useful for daily school administration.

Another important management characteristic, in order to meet the common interests of the institutions, is to be fully inserted in the school community. Such insertion understands that the manager has a deep knowledge of the relationships and realities experienced by the students, being able to develop collective actions, cultivating relationships with partners, being a guarantor of quality education, being attentive to the needs of employees,

motivating the entire school community, in the construction and application of the political-pedagogical process, acting democratically in Pedagogy, in administration and in relationships, promoting the appreciation of teaching experiences and encouraging training and professional specialization (Guimarães, 2017).

The Law of Guidelines and Bases [LDB] 9394/96 in article 64 says that the training for basic education in undergraduate or postgraduate courses in Pedagogy of an institution, at its discretion, guarantees us, in a national common basis, the training of professionals capable of administer, plan, inspect, supervise and guide educationally.

Subsequently, the National Education Council [CNE] regulated through Resolution CNE/CP No. 01/2006, in accordance with art. 14 that the "Licentiate in Pedagogy, pursuant to Opinions CNE/CP no. 5/2005 and no. 3/2006 of this Resolution ensures the training of education professionals provided for in art. 64, in accordance with item VIII of art. 3 of Law No. 9,394/96."

With this, the School Management subject included in the Pedagogy course

brings to the future pedagogues the main theoretical foundations of administration, skills, competences and responsibilities regarding management, so that there is a better understanding of the democratic and participative organization of the school and of all the subjects who act in it.

Within this concept, applying this discipline in the curriculum within educational institutions is a fundamental process to help train qualified teachers, committed to the goals to be achieved, with critical awareness of the results obtained in decision-making processes and safe to exercise competently his role as school manager.

The management challenge calls for versatility and creativity so that the professional is able to meet all the demands or solve unforeseen problems within the school's routine.

Therefore, this study aims to investigate the initial training of teachers in School Management in Grande ABC¹ which is located in the southeast of the metropolitan region of São Paulo. For this, the curricula, course plans and menus of the selected higher education institutions [HEIs] were analyzed.

MATERIAL AND METHODS

Research is essential for the emergence of new knowledge. It is a resource that investigates current knowledge, providing opportunities for new knowledge and reflections. Therefore, to carry out this work, a qualitative approach was chosen, understanding that this would meet the expectations of data collection necessary for this study.

Silva (2000) reports that in this type of research there is a dynamic connection between the real world and the subject. There is a link between the objective world and the subject's subjectivity that cannot be represented in

numbers. Understanding the phenomena and understanding their meanings are basic in the qualitative research process. It is not necessary to apply statistical methods and techniques. The natural environment is the direct source for data collection, and the researcher is the key tool.

It was through these assumptions that the investigations were based on the Pedagogy courses that offer in their curriculum the discipline of School Management by higher education institutions [HEIs], located in the cities of the region that make up the great ABC. The study was carried out in three stages: 1) Survey of institutions that offer face-to-face Pedagogy courses in the defined region. 2) Survey of the curricular matrices that offer the School Management discipline. 3) Documentary analysis of the pedagogical projects and course syllabi, available on the HEI websites, in order to identify how the initial training of teachers in School Management takes place.

INITIAL TEACHER TRAINING IN SCHOOL MANAGEMENT

The survey of Pedagogy courses was carried out by consulting the website e-MEC², the responsibility for the information rests with the Ministry of Education [MEC]. On the website, information about the courses offered, accreditation and re-accreditation processes of higher education institutions [IES] throughout Brazil was made available.

The survey carried out on the e-MEC website shows that there are 450 Pedagogy courses in the State of São Paulo, considering licentiate and bachelor's degrees. To meet the objective of this research: the analysis of the discipline School Management in Pedagogy courses - the sample was limited to 20 courses in the teaching modality offered by 20 higher

1. The Greater ABC region of São Paulo is formed by the municipalities Diadema, Mauá, Ribeirão Pires, Rio Grande da Serra, Santo André, São Bernardo do Campo and São Caetano do Sul.

2. e-MEC – Available on the website: <http://emec.mec.gov.br/>

education institutions [IES] distributed in the seven municipalities located in the Grande do ABC region, as it was shown in Table 1.

DOCUMENTARY ANALYSIS OF CURRICULUM MATRICES, MENUS AND PEDAGOGICAL PROJECTS

Twenty (20) electronic sites of the Pedagogy courses of the referred institutions were visited in order to collect information about the curricular matrices, disciplines' menus and the pedagogical projects.

The methodology adopted in this study consisted of qualitative document analysis for data collection, that is, to present the number of higher education institutions [HEIs] that have in their curriculum the discipline School Management, and exploratory qualitative content analysis and descriptive of the matrices, syllabuses of the disciplines and pedagogical projects of the courses, as it is the methodology that would best meet the expectations of the collected data, that is, whether the course has the subject studied or

Institution	Cities	Academic organization	Administrative Category	Course
IES 1	Diadema	Faculty	Private no profit goals	Pedagogy
IES 2	Mauá	Faculty	Private no profit goals	Pedagogy
IES 3	Mauá	Faculty	Private no profit goals	Pedagogy
IES 4	Mauá	Faculty	Private with profit goals	Pedagogy
IES 5	Ribeirão Pires	Faculty	Private with profit goals	Pedagogy
IES 6	Ribeirão Pires	Faculty	Private no profit goals	Pedagogy
IES 7	Santo André	Faculty	Private with profit goals	Pedagogy
IES 8	Santo André	Faculty	Private with profit goals	Pedagogy
IES 9	Santo André	Universidade	Private with profit goals	Pedagogy
IES 10	Santo André	Faculty	Private with profit goals	Pedagogy
IES 11	Santo André	Faculty	Private no profit goals	Pedagogy
IES 12	Santo André	Faculty	Private no profit goals	Pedagogy
IES 13	São Bernardo do Campo	Faculty	Private no profit goals	Pedagogy
IES 14	São Bernardo do Campo	Faculty	Private with profit goals	Pedagogy
IES 15	São Bernardo do Campo	Faculty	Private no profit goals	Pedagogy
IES 16	São Bernardo do Campo	Faculty	Private no profit goals	Pedagogy
IES 17	São Bernardo do Campo	Faculty	Private no profit goals	Pedagogy
IES 18	São Caetano do Sul	Faculty	Private with profit goals	Pedagogy
IES 19	São Caetano do Sul	Faculty	Municipal public	Pedagogy
IES 20	São Caetano do Sul	Faculty	Private sem profit goals	Pedagogy

Table 1. Institutions participating in the research

Source: Original research data based on data available on the e-MEC website

not; the character of the disciplines and their main characteristics.

For the forwarding of this work, the data contained and analyzed on the website of each institution are presented, showing how the discipline of School Management is approached in Pedagogy courses.

RESULTS AND DISCUSSION

By searching the institutional websites of the HEIs, it was possible to access the curriculum matrices of 17 of the participating HEIs and it was not possible to analyze the curriculum matrices of 03 HEIs, all listed in Table 1. Analyzing the curriculum matrices of the 17 educational institutions [IES], it was possible to identify in all and assertively, whether or not there were subjects in the curriculum that address the theme of School Management. When available on the institutions' websites, the pedagogical projects of the course and the discipline's syllabus were also analyzed to confirm the objective of the work. The institutions where it was not possible to access the curricular matrices through the websites were contacted by email and telephone, and a copy of the documents was requested, and even so, some of the HEIs did not provide such documents.

At first, the general results will be presented, that is, the list of all the researched institutions and the presence or not of disciplines that work the elements of School Management in the professional formation.

Then, the individual results of each higher education institution [HEI] will be presented. The objectives of each course and the subjects investigated in this work will be detailed.

PEDAGOGY COURSES THAT OFFER THE DISCIPLINE SCHOOL MANAGEMENT

Of the 20 courses surveyed, two (02) institutions did not make their matrices

available for consultation, one (01) no longer offers the course, because the institution has closed its activities, but is still active in the e-Mec, thus, the remaining 17 courses and that the analyzes were possible, 16 offer mandatory subjects and only one (01) does not offer or cannot evaluate subjects that work on the studied theme. In Figure 1, the offer of courses is presented.

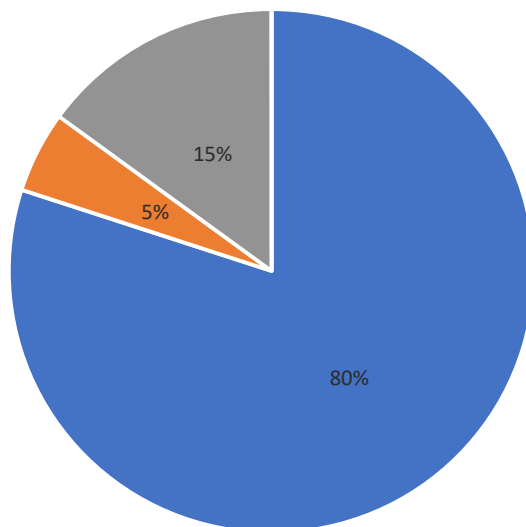
In a more comprehensive way, it can be seen in Figure 1 that 80% of the educational institutions contacted provided us with data for the analysis of our research, including subjects related to School Management in their mandatory curriculum. On the other hand, 20% of the analyzed data could not be evaluated or does not offer the discipline in a specific way.

DOCUMENTARY ANALYSIS OF CURRICULUM MATRICES AND PEDAGOGICAL PROJECTS

In order to analyze the documents made available by the institutions about the Pedagogy course, the HEIs will be grouped into three categories, according to the data presented in the previous section: courses that offer courses on School Management on a mandatory basis; courses that do not offer subjects related to the topic; courses in which the analysis was not possible, as shown in Table 2.

COURSES THAT OFFER MANDATORY SUBJECTS ON SCHOOL MANAGEMENT

For institutional assessments, a study of the curricular matrices of the courses was carried out, highlighting which subjects offered by the institutions address the topic of School Management. The nomenclature of the disciplines of each institution is presented in Table 3.



■ Disciplina obrigatória ■ Não oferece a disciplina ■ Não foi possível análise da matriz

Disciplina obrigatória = obligatory subject

Não foi oferecida a disciplina = The subject was not offered

Não foi possível realizar a análise da matriz = It was not possible to perform matrix analysis

Figure 1. Offer of courses on the topic of School Management

Source: Original research results

Course offering	Educational Institutions
Cursos que oferecem disciplinas	IES1, IES 3, IES 4, IES 5, IES 6, IES 7, IES 8, IES 9, IES 10, IES 11, IES 12, IES 14, IES 15, IES 17, IES 19 E IES 20
Courses that do not offer subjects	IES 13
It was not possible to analyze the curriculum	IES 2, IES16 E IES 18

Table 2. Offer of subjects

Source: Original research results

Subjects	Institution
Fundamentals of School and Non-School Management and S Teaching Supervision	IES 5
Educational management	IES 7, IES 9, IES 10, IES 14
School management	IES 8, IES 17, IES 19
School Management in Basic Education	IES 1, IES 6,
School Management in Early Childhood Education and Basic Education	IES 3, IES 11
Management, Democracy and School	IES 15
Pedagogy in School Management	IES 5
Principles and Methods in Educational Management: Administration and Supervision	IES 20
School Organization and Management Processes I and II	IES 12
Technologies Applied to School Management	IES 4, IES 20
Theory of School Administration in Brazil	IES 6

Table 3 Subjects offered at educational institutions

Source: Original research results

IES 1 and IES 3 make the pedagogical projects of the Pedagogy course available on their website, and these have the common objective of ensuring that future pedagogues appropriate knowledge about subjects in both theory and practice of education and when experiencing such contents in their learning processes, develop the skills necessary to act as education professionals in an ethical, competent and responsible manner. Forming educators capable of following the progress of science and technology, as well as the rapid changes that have characterized society and its effects on educational institutions.

IES 1, in its pedagogical project for the course, includes the mandatory subject "School Management in Basic Education", which aims to identify the concepts of administration and management. Recognize the school reality at different levels of educational management. Develop the necessary skills for management aimed at the educational needs of the community, identify the dimensions of public policies in the organizational structure of early childhood education. Train professionals able to manage early childhood education institutions. The course's syllabus includes an introductory view of the administrative phenomenon, seeking to identify socio-cultural-historical-political and ethical factors. Study on democratic management and sustainable management of early childhood education schools and day care centers. A conformity between the objective of the course and the offered subject is perceived, revealing the importance for the professional formation, mentioned in the introduction of this work.

At IES 3, it has in its guidelines the training of teachers to work with the area in a school, which are specific to the degree course in Pedagogy. The pedagogical project offers the mandatory subject "School Management in Early Childhood Education and Basic

Education" and its objective is to provide students with a perspective on the management of school and non-school institutions, acquire basic knowledge and skills from the work carried out in schools, seeking to identify and intervene in your needs.

Santos (2012) states that the current demands that future managers be more active, participative, innovative and capable of translating the demands of each demand in the school environment and, therefore, introducing efficient working conditions in educational institutions.

The IES 4 website says that the paths of the professionals in the Licentiate Degree in Pedagogy are very diversified. Professionals can work in the areas of education, administrative, hospital, supervision, guidance, teaching in the first grades of elementary school and in the administration of educational institutions. The educational institution does not make available for consultation the pedagogical project or the subject's syllabus, but the curriculum includes the mandatory subject "Technologies Applied to School Management", which reinforces the objective described on the educational institution's website.

In the analysis of IES 5, the pedagogical project and the subject's syllabus were not made available. In the curriculum, the subjects "Fundamentals of School and Non-School Management and Teaching Supervision" and "Pedagogy in School Management" are observed. The IES website says that the objective of the Pedagogy course is to train professionals who work in different functions within educational institutions, such as school administration and developing skills such as: the ability to make critical analyzes in an impartial, creative and objective manner.

Santos (2012) says that a manager needs to have a realistic training and a critical look towards the future, discovering new trends,

learning, analysis and interpretation of new challenges consolidated to the pedagogical project.

The objective of the Pedagogy course in the pedagogical project of IES 6 is to train professionals with skills and competences in different areas of knowledge and with integration between them, to carry out teaching activities and other pedagogical activities, including the educational management of teaching systems and basic education school units, in the different stages and modalities of education and act with ethics and commitment with the construction of a fair, equitable and egalitarian society. The subjects included in the curriculum are: "School Management in Basic Education" and its menu proposes updated information on school management in basic education, as a result of the profound changes that have taken place in the educational labor system and market and in its organization as a productive process and "Theory of School Administration in Brazil", which in its syllabus aims at the history and theories of organization, management and educational administration and their approaches. Concepts about democratization and autonomy, organization of school work, pedagogical management and the role of the school principal as an educational leader.

IES 7, IES 9, IES 10 and IES 14 are part of the same network of higher education institutions, and therefore share the same curricular matrix and the same subject "Educational Management". The HEIs do not provide the pedagogical project of the Pedagogy course or the discipline's syllabi, but the website informs that the purpose of the course has the mission of training teachers to work in early childhood education, in the first years of elementary school, and in management and coordination of school and non-school spaces. They train professionals with personal and digital skills, able and prepared to meet

the demands of the labor market. The course works so that students have autonomy in the construction of knowledge, solid professional bases, ability to plan, execute and follow up on solutions that contribute to the improvement of teaching-learning processes, and thus become successful entrepreneurs.

The curriculum of IES 8 offers the subject "School Management" and the institution's website does not provide the pedagogical project or the syllabus of the subject described above, but informs that the course is structured based on teaching pillars aimed at different skills and specificities of educational practice; management oriented towards the organization of educational processes and research aimed at the production of knowledge, articulating theory and practice. It also informs that the future pedagogue will gather skills and competences that for a long time were segmented as: early childhood education teachers, pedagogical coordinators and school managers, who will also be able to exercise their skills within organizations from other sectors such as consultancies, non-governmental organizations and companies private.

The IES 11 pedagogical project aims to ensure that future pedagogues take ownership of core subjects around which the theory and practice of education revolve, and thus can develop the skills necessary to act as education professionals. Trained professionals must be able to learn and permanently update themselves, must value and respect diversity and multiculturalism and the ability to act in new situations and in decision-making. The subject addressed in the curriculum is "School Management in Basic and Early Childhood Education" and it seeks to identify the concepts of administration and management, recognize the school reality at different levels of education and train professionals capable of administering institutions. The discipline's

syllabus identifies principles and aspects that can be successfully applied in educational management, in specific actions and in democratic management.

The curriculum of IES 12 offers the subjects “School Organization and Management Processes I and II”, the website says that the course integrates teaching, research and extension, with the aim of training educators and researchers able to practice professionally in different educational modalities. The pedagogue can act in the organization of the educational system, in the school units, in the production and dissemination of knowledge in different areas of formal and non-formal education, building, in all of them, their professional identity. The IES does not provide the pedagogical project or the course syllabus. But it highlights the objective of this work by the nomenclature of the subjects offered in the curricular matrix.

The general objective of the Pedagogy course described on the IES 15 website is to train reflective professionals who have mastered technical, scientific and pedagogical contents. This knowledge is necessary so that the relationship between education versus society can be perceived in its totality and this professional can ethically ensure the interests, including political ones, of the majority of the Brazilian population. The skilled educator must be committed to teaching and be in constant renewal and learning. Upon entering the pedagogy course, future professionals must develop skills and competences in different spaces of formal and non-formal education, such as pedagogical leadership and educational management, acting ethically, being among their responsibilities to help in the construction of an inclusive, supportive society and fair. The curricular matrix offers the subject “Management, Democracy and School”, neither the pedagogical project nor the syllabus of the subject is available for

consultation. It appears that in the analysis of the general objective of the course, professionals can be responsible for the organization, planning, management and evaluation of education systems, in addition to being a propagator of knowledge in the educational field.

School Management is an extension of all aspects of educating. Defining goals, strategies and planning work in the school environment are evident activities in the pedagogical and educational scope, and the teacher acts as the manager of this process and creates the conditions for learning to materialize (Sant’Anna, 2014).

IES 17 shows in its curriculum the subject “School Management”, which highlights the objective of the work, but when accessing the website for verification and analysis of other relevant documents, it appears that the website is no longer available, has been disabled. It is clarified that for the research that, first, the website was accessed to obtain the curriculum matrix and then another access was made to the other documents. Therefore, it was possible to analyze the course matrix, and then the non-availability for further analysis.

“School Management” is the subject included in the curriculum of IES 19, the general pedagogical proposal of the course aims at a solid foundation in didactic-pedagogical knowledge for the professional’s performance, but it is not restricted only to teaching as it also prepares the professional to act in coordination, management and school supervision activities. The IES informs that the course is responsible for the insertion of licensed professionals in the labor market to work through teaching, management of school and non-school educational processes, coordination and direction of schools. The information was accessed on the IES website. The institution does not make available for a deeper analysis the objective or the syllabus of

the discipline contemplated above.

IES 20 informs in its pedagogical project that the Pedagogy course is structured with the objective of not only providing access to knowledge, but doing it critically, promoting the emancipatory education of autonomous individuals capable of knowing, directing and evaluating their own actions and to intervene ethically in all situations of your life. As a result of the training process, a professional capable of providing services to the most diverse populations, inspired by these same values. The project also addresses that the job market for the School Manager, both in the public and in the private network, adopt operating structures that require qualified and trained school administration professionals to exercise the functions of directors, pedagogical coordinators, assistants. directors, in charge of different sectors, existing in the school units. The manager is the professional who is responsible for the work of everyone involved in the school environment, and he must be able to drive development and learning, enabling the entire team to face new challenges (Lück, 2009).

The course syllabus has two subjects related to the studied topic. The first is "Principles and Methods in Educational Management: Administration and Supervision" and its menu focuses on the democratic management of the school unit: the administrative process and its political-pedagogical dimension shows an overview, systematic and critical of the development of theories in educational organizations. The second subject studied is "Technologies applied to School Management" and its syllabus addresses some topics such as: the forms and processes of educational management in Brazil, educational technology and planning, the organization of teaching work from the perspective of educational technology and technologies Educational in School Management.

COURSES THAT DO NOT OFFER COURSES ON SCHOOL MANAGEMENT

Of the analyzed matrices, only IES 13 does not offer, or it was not possible to identify, any type of discipline in its curricular matrix that meets the demand for teacher education for School Management in its curricular matrix. The institution does not provide much information about the course, but informs that it aims to provide initial training for teaching in early childhood education, in the early years of elementary school and in educational and school management, with a focus on educational spaces. It reports that in its curriculum organization it includes a solid professional training, exploring the various practices and methodologies that cover early childhood education and 9-year elementary education, the processes of educational and school management. In the general context, the teaching and learning process is enriched through updated readings, research, educational projects, cultural events and technical visits. Even though the institution's website states that professional training includes the skill and competence for School Management, it was not possible to identify it, as they did not make available, even after requesting, the pedagogical project to analyze the subjects offered in the curriculum.

IT WAS NOT POSSIBLE TO ANALYZE THE CURRICULUM

Of the investigated institutions, three were not able to analyze the curricular matrices. Below, these institutions and the courses they offer will be described within the information collected on their websites.

IES 2 and IES 16 are part of the same network of institutions, a search was made for the matrix and other documents on the institution's website, as the search was not successful, a request was made by "e-mail" and

telephone on the which was not successful. The Pedagogy course of these institutions proposes the integral formation of their students, through the principles of interdisciplinarity and that values the cultural, social and ethnic diversity that make up the profile of this professional. They present the objective that their students develop a sustained thought focused on the construction of reality, everyday knowledge and systematized knowledge. The institution guarantees the future professional certification to work in early childhood education teaching, in the early years of elementary school, and also in the management of educational institutions.

IES 18 despite being active in e-Mec, the institution ended its activities in December 2018, so it is not possible to carry out any type of analysis to enrich and contribute to the objective of this work.

CONCLUSION

This work aimed to investigate the initial training of teachers in School Management in the Greater ABC region. It was found that most higher education institutions presented, make available and present in their Pedagogy courses disciplines on the related topic on a mandatory basis. These disciplines are offered under different names, but with similar general and specific objectives among the investigated institutions. All institutions that offer subjects on School Management in their Pedagogy course are concerned with offering content that works and improves skills and competences for a committed and efficient administrative management within educational institutions, and thus train professionals capable of observing the needs and particularities of each sector involved, promoting a better relationship and development of related activities and prepared to act in the labor market in different roles such as: directors, supervisors

and coordinators. These institutions seek to comply with the indications present in official documents such as the Law of Directives and Bases [LDB] 9394/96 and opinions of the National Education Council [CNE]. It is noteworthy that the institutions where it was not possible to analyze the curricular matrices, as described in the Results and Discussions, there is no way to say whether or not these courses are in accordance with what is proposed in the Brazilian legislation and in the official documents that require qualification in the training of professionals focused on School Management. Such documents are of paramount importance to emphasize the objective of this study.

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