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PRACTICES OF SCHOOL MANAGERS IN PUBLIC SCHOOLS: INITIAL TRAINING OF LICENSEES IN PEDAGOGY

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Abstract: This study is part of the ongoing research set of the Group of Studies and Research, Educational Policies and School Management - GEPEGGG of the Federal University of Pará - UFPA.) within the public school: a permanent process of theoretical-practical training, will be developed with the intention of building theoretical entries on Public Educational Policies, Basic Education Management and Education Administration and Organization, which comprise the universe of our study plan, it is necessary to imbricate in the contexts of productions, concepts, course syllabi, Subjects in focus, organizational format of school administration. All this must add to a range of knowledge, which is materialized in the academic productions that will be made available by the documentary and bibliographic research carried out during the studies. The search for a set of theoretical entries that bring together the specificities between the fields of studies. Favoring the exchange between institutions must favor the deepening of the subject in focus. The education professional must seek new knowledge in the intricacies presented by educational management.

Keywords: School and educational management; training policy; educational politics.

INTRODUCTION

This study aimed to analyze the practices of school managers in the context of the process of initial training of undergraduate students, of the Degree in Pedagogy, of the Instituto Ciências da Educação, having as a training space the Escola Estadual of 1st and 2nd degrees “Augusto Montenegro”.

It is considered that the educational process of the Pedagogue requires an integrated educational work and aims to develop in the school environment the University and

Public Education Network interaction, enabling interaction between theory versus practice and university versus school with the introduction of several effective practices and experienced on the ground from school.

The theoretical framework that underlies the different concepts of school management forms the scope of this study and must be understood as a training instrument, exchanging knowledge built on a practical management construction, which will be developed in view of the sets of activities inherent to the always integrated training process. to the new PPC/2019 (under approval) that says in Item III (p. 3) of the aforementioned document that [...] aims to train the pedagogue to work in educational management and pedagogical coordination, so that he is able to plan, execute, monitor and evaluate educational, organizational and management processes based on social justice, respect for diversity and the improvement of democracy

This study is part of the research project entitled “Practices of Managers in the Scope of Public Schools: Implications in the Initial Training of Graduates in Pedagogy”, which is being developed with the participation of the managers of a School called “Montenegro”, biased with the subject “Management of Systems and School Units”, where academics have theoretical classes at the university remotely, involving the conceptual aspects of school management and will confront the daily life of the school manager of the public school, turning future Pedagogues into professionals trained for the new times on school management practices within the public school.

JUSTIFICATION

This article aims to build theoretical entries that are permeated in the field of educational management of the Degree in

Pedagogy Course at the Federal University of Pará (UFPA), and during the process of training students in the disciplines and Courses provided by the Institute of Education, from the University of Minho. Also involving studies encompassing the various theoretical fields of knowledge, incorporating the various concepts, ideas, conceptions that are inherent to the thematic modalities of the contents / syllabus of the current disciplines, which stand out in the development of classes for the purpose of knowledge and research in the academy.

To build theoretical entries on Public Educational Policies, Basic Education Management and Education Administration and Organization, which comprise the universe of our study plan, it is necessary to imbricate in the contexts of productions, concepts, course syllabi, Subjects in focus, format of school administration organization. All this must add to one of a range of knowledge, which is materialized in the academic productions of professors.

It is considered that the educational process of the Pedagogue here at the Federal University of Pará, in the direction of the Discipline Management of Systems and School Units, requires an integrated educational work and aims to develop the interaction between the University and the public education network in the school environment, enabling interaction between theory versus practice and university versus school with the introduction of several effective and experienced practices on the school floor.

It is believed that in the meantime, the search for information, knowledge of the course in Educational Administration held in Braga, at the University of Minho, Gualtar campus, in the Disciplines -The School as an Educational Organization (Masters in Teaching); Educational Organizations and Educational Administration I and II

(Bachelor in Education), and Organization and Management of Basic Education (Bachelor in Basic Education) will provide the opportunity to develop the study plan to make a conceptual mapping and build theoretical entries that are used in this course and in the Subject in focus at (UFPA), as a way of establishing theoretical links between them and how to conceptualize the various themes that permeate the field of Educational management/administration.

Build the theoretical entries that are part of these meanders and relate them conceptually, seeking the best way for students to learn, according to their specificities, to give lectures, internal visits, classes, workshops, orientation/ conclusion and socialization of the study.

The formation of the school principal in Brazil and in the State of Pará, Metropolitan Region, from the 1990s onwards, is linked to the struggle for the redemocratization of power enshrined in the government model, which influenced socially, politically and pedagogically. the school, particularly, regarding the use of educational trends implemented in the formation of the school leader, infusing the idea that the use of the term in large proportion is commonly identified with the school administration, concealing the political content that permeates the interior of the school. principle, timidly offering contributions to mobilize the segments of the school, without any resemblance to the school administration that admits an administrator (a) as the reference, command point, school leader who promotes actions and procedures that carry out, direct and elaborate the to do pedagogy in the school space.

The challenge is how to shorten this distance and the existing abyss, as the studies and research developed by the UFPA's Group of Studies and Research on Public Policies and Management of Education (GEPPEGE) have identified the relationship of power as

responsible for the limitation so that the school management can enhance pedagogical and political action within a heterogeneous reality, approaching and expanding democratic school management.

The continuity of this formative model has still been an impediment to the adoption and definition of a political-pedagogical posture of the school directors working in the Metropolitan Region of the city of Belém-Pá, which Alonso (2007, p. 28) warns in writing that,

Organizations need to adapt to the sociopolitical context and the demands of their time, their existence only makes sense when it fulfills its social function, and people's lives in organizations constitute a significant part of this formation process; therefore, the school, in addition to instructing and training students

intellectually and socially, is a field of social learning and human interaction that cultivates values, teachings, feelings and causes challenges to all participants in this educational community.

The development of this article will be carried out in a process of exchange between the Institute of Education Sciences, of the Federal University of Pará and the Institute of Education of the University of Minho, with the partnership of the subjects involved (students and teachers).

It was possible to produce conceptual and thematic pre-elements together with the research groups here in Belém do Pará, at the Federal University of Pará, at the Institute of Education Sciences, which study the various themes that guide school management, as follows:

OBSERVE	GESTAMAZON	GEFIN	GEPERUAZ
School friends Autonomy Political - Administrative Autonomy Participation channels in Community Participation Public Institutions Multipartite Collegiate Democratization of School Management Decentralization Education Management Democratic Management Strategic Management Level of the Educational System Educational Policy Guidelines Partnerships with the community Public-Private Partnerships Participation of local society PDE - School Development Plan PDDE - Money at School Program Policies for the Democratization of Management Decentralization Educational Policies Public policy Social Public Policies Macro, Intermediate and Micro Processes of Policies Decision Making Process	Political-Administrative Autonomy School Council Democracy Participatory Dimension Direct Elections School Management Democratic Management bureaucratic organization Hierarchical Organization Social Organization Educational Public Policies Pedagogical Political Project	Financing of Education Financial Management of the School Municipalization of Education Articulated Action Plan	Riverside Management Public Educational Policies / Peoples of Water / Peoples of the Islands

TABLE OF CONCEPTUAL ENTRY 01 - 2020.

SOURCE: Researchers.

Table 01 above shows a set of theoretical entries that were selected on account of studies carried out in research groups that work on analytical categories that deal with educational management, as well as themes, concepts that are inherent to the contents taught in the Management Discipline of Systems and School Units of the Pedagogy Course, of which the researcher is part as an adjunct professor.

In Portugal, educational administration, as a discipline and area of academic research, followed the expansion and consolidation of the sciences of education, which, in turn, were driven by the training of teachers in higher education institutions, but continued to consolidate later in postgraduate courses (masters and doctorates). In this regard, Licínio Lima wrote (1996, p.26):

School administration would have been more administration than school, in the sense that it focused more on the administration of the system than on the study of the school (and more on general theories of administration), just as school organization proved to be more synonymous with macro organization, that is, of the organization of the school system, than of the school as an organization.

According to our PPC-UFPA/2019 in Axis 3 (p.7) the process is aimed at a school organization, where “the democratic management of public schools privileges the study of different forms of political participation and the learning of democratic practices capable of to form dialogic and participative subjects in the sphere of contemporary public school”. With this, it is necessary to make the school space, a place of guarantee of learning, because according to Paro, (1998, p. 3):

[...]It is evident, therefore, the relevance of reflecting on the practice of the director of the elementary school. Therefore, two mutually interpenetrating dimensions

must be on the agenda: on the one hand, the explanation and criticism of the current role of the principal, and of how school management is exercised; on the other hand, reflection on alternative forms of school management that take into account the political-pedagogical specificity of the school and the interests of its users.

Hence, assigning an administrative strategy that can establish a practice of democratic management, which, Paro (1998, p. 25) says in his work “the management of Education in the face of the demands of quality and productivity of the public school”, due to the democratic peculiarity and public of its function, the school leader needs to be democratic in the full sense of this concept, that is, its legitimacy comes primarily from the free will and consent of those who submit to its direction.

According to BARROSO (1996) in this perspective of the educational context, a utopian vision of school autonomy, goes far beyond the simple administrative and normative alteration of the competences and the ways of managing schools, defending the model of “built autonomy” in opposition to that of “decreed autonomy”.

Therefore, it is necessary to adopt a methodology that involves a practice of managers in a democratic, participatory, meaningful way, through a circle of speeches, experience reports, experiences of problem-situations, occurrences of daily facts of management and other activities related to the proposed theme.

METHODOLOGY

This study on the “Practices of school managers within the public school: a permanent process of theoretical-practical training”, seeks to intertwine with the exchange between universities, knowing the reality of the City of Braga, on the Campus de Gualtar, at the Institute of Education, with

the educational offer of Degrees in Basic Education, with a duration of 3 years, training basic education technicians capable of intervening in different educational contexts, providing them with knowledge and skills; from a lifelong training perspective; access to several master's degrees, some of which qualify for teaching in Pre-School Education and in the 1st and 2nd Cycle of Basic Education.

According to Marconi and Lakatos (2003, p. 201) the questionnaire is “a data collection instrument, consisting of an ordered series of questions, which must be answered in writing and without the presence of the interviewer”.

Also, according to Marconi and Lakatos (2003, p. 201), semi-structured interviews combine open and closed questions, where the informant has the possibility to discuss the proposed topic. The researcher must follow a set of previously defined questions, but he does so in a context very similar to that of an informal conversation.

The data resulting from the interviews will be carried out through content analysis according to Bardin (2016, p. 15), which is “a set of increasingly subtle methodological instruments in constant improvement, which apply to ‘discourses’ (contents and continents) extremely diverse” and widely used in the study of communications.

FINAL CONSIDERATIONS

We consider that there are many challenges for Brazilian educational policy and management, but the willingness to build knowledge and resist is great, the value of this study goes beyond the walls of schools and universities, the experiences lived and published by the groups are unique and need to be shared, essentially on the concepts pertinent to the area of Basic Education – a remarkable stage in the educational and political life of every Brazilian citizen. Universities have “the role of establishing

general laws on the functioning of educational systems, legitimizing the rhetoric of rationalization of teaching and the effectiveness of educational policies, identified as the core of any reform action” (NÓVOA, 1995, p. 127).

Establishing a theoretical nexus in the face of the various concepts, set of ideas, conceptions that are part of the research groups in the daily work, was an arduous but fruitful academic activity, in terms of the elaboration of a Theoretical Entry, which could bring together all the information and knowledge of the groups involved in the research.

It was found that to strengthen the School Council's relations in the spaces of state public schools in the Outeiro-Belém-Pará District, there is a need to promote changes in the power structure that establishes and directs the actions in the school space, which in a certain way This way distances the school manager from the School Council, establishing an arbitrary school management, which directly affects the School Council's function, as it is a collegiate body that strengthens the articulation, mobilization, organization and mediation of actions. Gadotti (1997, p. 120) “The democratic management of the school implies that the community, the users of the school, are its directors and managers and not only its supervisors [...]”.

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