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SELECTION NOTICES FOR SCHOOL DIRECTORS: REFLECTIONS ABOUT THE DESIRED PROFILE

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Abstract: This article addresses the profile of school managers that public education networks have sought to outline in their selection processes. To this end, 35 were analyzed selection notices for school directors of public schools, observing the characteristics and knowledge that professionals present to succeed in the selection for school management. Among the findings, we highlight the teaching experience, minimum undergraduate training in Pedagogy or related areas, effectiveness in the teaching network that is applying, not responding to administrative processes and approval/participation in the training offered as part of the selection. With regard to the required knowledge, knowledge related to school management, fundamentals and teaching legislation, as highlighted in the findings of this study.

Keywords: Selection notices; School directors; Profile of school managers.

INTRODUCTION

This study adds to the discussions about the training of school managers that have been promoted in recent years in the context of Latin America, and especially in Brazil.

In Brazilian national legislation, in addition to the Magna Carta (Article 206, item VI), the LDB, Law 9,394/96, also expresses the alleged paradigm shift in school management (Article 3, Item VIII, Article 12). These documents contributed to a new look at the school, provoking the need to expand the debate on management, the profile and training of the professional managers.

Despite indicating the desired training for the manager (Pedagogy course), the LDB opens a range of possibilities for the training of these managers, when it does not determine the postgraduate area to be studied, and at the same time, allowing the initial training in different undergraduate courses.

This study uses the analysis of selection notices for school managers, seeking to identify the elements considered relevant for the performance of the school director by the bodies responsible for the selection processes for this function.

SELECTION NOTICES: REQUIREMENTS FOR THE FUNCTION

The selection of the public notices in the sample was made through *online consultation* of the notices as separate files and/or in the Official Gazette of their states, with the analysis of notices from 2005 to 2015 that are available in the public domain.

Although it does not happen on a regular and gradual basis, there is an increase in the number of selection notices for directors. This may occur, on the one hand, due to the need to establish transparency in these processes of choosing directors. On the other hand, due to the increasing ease of dissemination of processes through digital media on the internet.

In this documental analysis, the criteria required to apply for the vacancy of school director and also the syllabus indicated for the tests were observed in the public notices.

Year	2007	2008	2009	2011	2012	2013	2014	2015	TOTAL
The amount	1	two	1	5	two	8	3	13	35

Table 1 - Number of public notices for selection of managers in Brazil

Source: Authors' elaboration.

CRITERIA FOR SELECTION OF DIRECTORS

The selection notices analyzed reveal that over time the focus of the selections has been expanded and every year aspects considered important for the assumption of the position of director are added.

a) Time of teaching experience: a criterion above all

All the public notices in the sample require teaching experience that varies between two and four years of activity. Thus, the notices show that the teachers' practice "is rich in possibilities for the constitution of theory" (PIMENTA, 2010, p.22). They converge to the fact that proper school management requires, in addition to mastering educational legislation, knowledge of teaching practice and demands.

b) Minimum initial training: almost complying with the Law

A fact that calls attention in the analysis and is worth mentioning is that in two (2) public notices (Notice nº 2 of 2008; Public Notice Number to legal determinations on training to assume management positions (Article 64, LDB 9,394/96).

c) Effectiveness in the education network: stability and continuity at work

Of the 35 (thirty-five) public notices surveyed, only 4 (four) did not establish the effectiveness of the position as a selection criterion. This indicates care to avoid the discontinuity of management actions in schools or their interruption at the end of the professional's contract.

d) Administrative processes: "clean record" director

It was observed in the public notices that, despite not being commented on in the

literature or in the legislation, the education networks have demanded that the directors have a "clean record" to apply, that is, they cannot be responding to an administrative process or have been sentenced to due diligence. Criterion present in 30 (thirty) of the 35 (thirty-five) notices.

e) Participation /approval in training/ training courses: standardizing the profile

The training/training courses cover a wide range of topics. Of the 35 (thirty-five) public notices analyzed, 14 (fourteen) use training/training as one of their selective stages.

To compete for the vacancy of school director/manager, there are other criteria that, despite appearing less frequently in public notices, are no less important for their performance at school. They are: curriculum or profile analysis, election by the school community and interview. It is important to highlight the growing demand for the school unit's management plan.

SYLLABUS REQUIRED IN ANNOUNCEMENTS

The contents indicated in the sample notices were divided into five (5) thematic blocks referring to the most recurrent subjects in the documents.

I. management /administration – This is directly linked to the principal's professional practice, and he is responsible for all events in the educational institution related to the running of the school.

II. Educational/School Planning - The evaluation carried out during the selection considers the elaboration of the management plan as a demonstration of competence to assume the position, announcing to the evaluators the candidates' proposals, as well as their vision of education and the role of the public school in the society.

III. Fundamentals and Legislation of Education – Requires broad theoretical, political and legal foundations from managers.

IV. Internal and external evaluations – At this time when much is said about educational performance and results, evaluations gain space in public notices, especially in relation to knowledge about school performance indicators.

V. Leadership – The concept of leadership learned points to a manager who abandons an authoritarian posture and starts to try to win over his work team and consult it for decision-making.

The public notices express the desire of the educational networks to receive in professional schools that prove to be apt for the position of director through the knowledge and skills measured in the selection.

This search reveals that “one of the great challenges of education is to be able to train School Managers for the best performance of their functions in front of their schools, thus being able to generate efficiency in the public service and reduce the actions of trial and error” (AMORIM, 2019, p. 1055-10556).

The role of public notices is to make public which professional profile the education networks want to absorb to work in schools, leading the progress of administrative and pedagogical work in the institutions.

FINAL CONSIDERATIONS

In this study, we sought to investigate the formative elements necessary for the constitution of school leaders from the analysis of director selection notices in different educational contexts.

Among the main findings are:

- Despite not being emphasized in national laws, teaching experience is identified as an element of high

importance for the role of the school director, thus constituting the main requirement of the selection notices;

- It is identified that, even with some changes, there continues to be a considerable gap between the theoretical propositions and the legal guidelines, which address the subject in a few devices. While the debate on the demand for the training of principals is growing, the distance found between literature and laws/regulations is expressed with more emphasis on the practice of school managers;

It is noticed that there is no consensus on the training that the principal must have – in part, as a result of the lack of clarity of the role of school managers, who often arrive at schools without knowing what is expected of them (CASTRO, 2000). It is known, however, from the dimensions of their training, how broad is their responsibility to the school community.

With regard specifically to the training of directors, this impulse is due more to the complexity that the director’s work has been acquiring in a current context that, although guided by the legal imperative of democratic management, is deeply marked by policies aimed at large-scale evaluations/assessments. external.

The training bodies and the education networks need to be in tune with the training of school leaders, contemplating the findings that the studies have presented, as well as obeying what is determined by the legislator spirit.

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