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**MEDIA MANAGEMENT  
IN THE CONTEXT  
OF PEDAGOGICAL  
MANAGEMENT  
PRACTICES FOR  
SCHOOL INCLUSION**

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**Abstract:** This study aims to address the role of school management in media management with a focus on the organization of pedagogical work aimed at the teaching-learning process, for school inclusion and its influence on student training and preparation for citizenship. It analyzes the dimensions within the scope of technological management and the process of organizing the school space for the proper use of media in pedagogical practice.

**Keywords:** Media Management; School management; pedagogical practices.

## INTRODUCTION

Every pedagogical action must start from a general objective and a set of specific objectives that aim to achieve goals and, above all, that will increase school performance in a certain area of knowledge, cause conceptual and behavioral changes in students.

In order for these objectives to be achieved, the action must be part of a larger context of the school's work, to which all school agents must be a part, from planning to executing the plan. This only happens when the school works with the pedagogy of projects, through which the contents are organized according to a theme or set of themes that lead the student to reflect on a larger context, of which that content is an integral part, which participates, complements but is not isolated from other elements.

In order to expand the work of school management and fulfill its role of articulation between the pedagogical actions, as a priority, it is necessary for the manager to leave his closed space, in his closed room, and come to meet the entire school community, especially the pedagogical team, including supervisors and teachers.

The technical-administrative work of managers must be integrated with the pedagogical work, since the organization of data from the second is part of the former, thus

being a consequence of it and conditioned by it.

For the use of the media, it is up to the manager to establish a common plan for the entire school, since he will be the interlocutor among all the actors in the educational process who will use the equipment in the various activities that will be part of the larger plan, in addition to being under It is your responsibility to manage the physical assets of the school, the grids of organization and availability thereof.

Thus, it remains for the manager, in media management, to prepare the school space in order to motivate the community to interact with the educational proposal of the school and the local education system, with the pretext of using all available resources, be it TV and DVD to show educational films and videos, a multimedia projector to streamline classes, use of the Computer Lab in a planned way.

If the school does not have such equipment, it is up to the manager to seek resources to acquire the means, updating and maintaining the school's registration on days with the rendering of accounts so that there are no problems during the contemplation of the programs, such as the Direct Money Program in Schools (PDDE), School Development Plan (PDE-School), Caixa Escola, National Program of Informatics in Education (ProInfo and others that ensure such acquisitions).

In this sense, to streamline the work of school management, it is necessary to create strategies to expand the service of the school community to all learning spaces using the existing means in the school in an optimized way and integrated to the existing pedagogical projects.

This implies joint planning of school activities and organization of the school routine, including activities using the school's media. Another fundamental aspect is the

planning of continuing education, whose intervention leads to pedagogical practice mediated by media resources in a reflexive way and contextualizes it with the school's objectives and actions.

To this end, we ratify KENSKI (2005) when he states that pedagogical and administrative management must work together to achieve educational objectives, whether in person or at a distance, whose methods or materials involved must be articulated with the Political-Pedagogical Project of the school.

The manager's role, in this sense, will be expanded to the extent that he participates more in the pedagogical life of both teachers and students, assuming his responsibility in providing more dynamics to the school day-to-day.

## **MEDIA MANAGEMENT AND MASTERING TECHNOLOGICAL RESOURCES FOR SCHOOL MANAGEMENT**

The new economic model, based on globalization, scientific and technological advances, the restructuring of the production system that requires greater involvement with innovations, and changes in the world of knowledge affect the organization of work and the ways of life of the population, which, in turn, reflects on the training profile of future generations, ultimately having repercussions on education systems and schools.

In this sense, the school needed to face this reality is the one that provides cultural and scientific training, which enables the contact of students with culture, that culture provided by science, technique, language, aesthetics, ethics (Brazil, 1999).

Among all school management functions, media management in education in the face-to-face teaching-learning process involves a variety of reflections and decision-making that guide the action plan that the school

necessarily needs to execute.

Such school administration procedures must involve and become involved with the school's Pedagogical Project, the largest document, which ensures the school community pedagogical autonomy in the development of everyday school actions and its goals to reach in the short, medium and long term. Thus, as defined by ALMEIDA (2009).

The political-pedagogical project of a school acquires meaning when the institution assumes the responsibility of conceiving, developing and evaluating it collectively with the participation of everyone who works at the school (principal, coordinator, teachers, students, employees, parents and community), taking into account the diversity, the divergent thinking, the controversies, the negotiation, the articulation between the administrative and pedagogical dimensions and the interrelationships with the guidelines of the educational system and respective administration and control processes (ALMEIDA, 2009, p. 75).

For the full operation of media management, the school must pay attention to the necessary care for the maintenance of existing equipment, storage conditions, selection during use to ensure its functionality. Especially, it requires planning to make them available during the entire time the activities are taking place, in order to avoid confusion with failures during use, which would make the continuity of the pedagogical work unfeasible.

Such concern with media management at school is due to the fact that technology is potentially democratizing, as it is not restricted to a single society or specific culture. It is available and brings benefits, even if in different proportions, to everyone. In this aspect, the school must intervene in the students' learning with the use of the media contextualizing the social changes in

the school space.

## **SCHOOL MANAGEMENT FOR MEDIA MANAGEMENT**

School management is the space for articulating actions developed in the educational environment, whose responsibility reaches the necessary dimensions to create adequate working conditions where there is respect and trust, defining and distributing tasks, supporting those under its leadership, reviewing and evaluating results, thus ensuring conditions for achieving the goals collectively established and arising from the school's Pedagogical Political Project.

Also linked to school management is the coordination of pedagogical activities aimed essentially at raising educational levels that suggest the full preparation of students, that is, it aims at the full development of the student, his preparation for the exercise of citizenship and his qualification for work (Art. 2 of LDB 9.394/96).

In the same way, articulated to the pedagogical planning, a plan must be created for the administration of the media that will be used by the school in its other projects, as they are implemented, since any project developed in the school only gains reinforcement when it assumes the partnership with the use of the media. The greater the articulation between the media plan and the pedagogical planning, the better the fluidity for the development of the proposal (KENSKI, 2005).

Especially in this decade, society experiences a daily whirlwind of information mediated by new technologies. In this context of discoveries, research and use of media resources, there is the manager's role as an articulator of this universal phenomenon.

From this statement, we have the following questions: Who is the subject of the 21st century? What actions are necessary for the public school to follow the technological

revolution of the globalized world? The school we live in is certainly not the school we want. What to do to change this scenario?

Based on the conception of the "Four Pillars of Contemporary Education" by JACQUES DELORS (2003) and "The seven necessary knowledges for the Education of the future" by EDGAR MORIN (2000), it is understood that a proposal of action that strengthens the role of the school in a globalized and complex world, mediated by technologies, is based on the following skills:

- a) Expand critical awareness;
- b) Develop values, attitudes and skills;
- c) Participate reflexively in the construction of the future (commitment to the transformation of society), helping to mobilize, build and express knowledge;
- d) Plan strategies to insert your didactics into the digital world, punctually extending the nature of the contents (procedural conceptual and attitudinal);
- e) Organize didactic-pedagogical actions aimed at promoting the digital inclusion of students, and mediate the construction of knowledge;
- f) Always create new possibilities to favor the collaborative learning environment;
- g) Cultivate and strengthen, through didactic projects, a work of partnership and unity in the school;
- h) Adapt the school's Pedagogical Political Project to new educational and social trends;
- i) Prioritize the profile of a competent educator committed to social transformation.

Reflection on media management actions involves several aspects of knowledge and the relationships between them, the student's learning process (cognitive and affective

aspects), the contents involved in the activity (specific contents), the intervention strategies (guidelines, mediations, challenges to arouse the student's interest) etc. This understanding is fundamental for the school to refine its practice and provide new mechanisms that can favor student learning. According to PRETTO (2001, p. 161-182):

We need to think about the social dimension of science and technology and, with that, overcome the idea that we are just consumers of these technologies and understand them as the result of social production. The use that can be given to these technologies will depend on the type of society we have and, above all, the type of society we want.

The presence of ICTs at school can represent a unique movement, since when we think about reducing distances we are thinking about the possibility of building what Pierre Lévy calls the Collective Intelligent. Schools that have greater integration with other schools and with the contemporary world.

Schools that have, within their pedagogical proposals, a greater insertion in the world of the media.

Here also in a double sense: on the one hand, with the presence of programs, broadcasts, broadcasters and all possible sources of information. On the other hand, as a possibility to effectively produce. As the possibility of making each school space a space of collective production and, mainly, of emission of meanings.

This way, the technical-administrative work in media management must be integrated with the pedagogical work, in order to enhance the planning of daily actions to increase school performance in articulation with the new proposals for education for knowledge.

## **MEDIA MANAGEMENT FOR LEARNING MANAGEMENT**

In media management, the view that one has on the use of technology in the school

context requires the training of all educational agents through constant training and the commitment of management to provide the involvement of all participants in the educational process (teachers, directors, supervisors, pedagogical coordinators), in order to redefine the teaching and learning process in and for the knowledge society (ALMEIDA, 2002).

These actors have different roles and, therefore, the use of technology must meet their specificities, so that, at the global level, their actions are articulated with a view to favoring the development of the student as a participatory and critical citizen to deal with innovations technologies.

More and more multimedia equipment will be part of the daily lives of students in all educational networks. If school professionals do not want or know how to use them to enrich their own teaching, they will be far from the process of motivation for learning at school.

Furthermore, there is more and more scientific information on networks and social media, basic popularization for high-level teachings. So, only those who have a good background in technologies can take advantage of it. Through the technology used in schools, students and teachers can explore any dimension of knowledge presented by the curricular components, interactively assimilating new approaches and opinions on the critical-social aspects of the contents.

When managing technological resources, managers must know what technological innovations they bring, as well as their dangers and limits. They can also collectively decide how much space to use media in the classroom, so as not to overvalue their use to the detriment of the school curriculum and, at the same time, not make them obsolete and mere illustrators of classes.

PERRENOUD (2001, p. 146) predicted that

we would have such advanced technologies that it would be better if the school exercised “cultural, sociological, pedagogical and didactic vigilance, to understand what the school of tomorrow, its public and its programs will be made of”.

A culture of media management is the basis for facilitating this process and for thinking about school activities, intensifying the relationships between the evolution of multimedia instruments, the skills and abilities determined for each level of learning and the scientific knowledge that the school intends to form. By modifying the way of pedagogical doing, the doing must also undergo modification in the context of school work relations for the use of media as a methodological resource in practice; such resources modify the way of living together, communicating, getting information, having fun, working, thinking, in short, living.

Such evolution, according to PERRENOUD (2001), affects the situations that students face and will face, in which they mobilize or will mobilize what they learned at school.

Therefore, it is no longer possible to think about a pedagogy and didactics that do not consider the technological transformations to which the learning process and reading and writing practices are subjected. Any pedagogical management that wants to think about a pedagogy updated with social demands must think about research didactics and its ways of accessing it. All management must, therefore, intervene culturally and technologically, whatever the personal practices of the participants in the processes and social practices in each context in which the institution is inserted.

Such processes take into account the objectives of inclusion in the new social models of personal interaction and relationship with work and also as an intervention against the historical school failure in popular schools.

According to PERRENOUD (2001, p. 195):

New technologies can reinforce the contribution of contemporary pedagogical and didactic works, as they allow the creation of rich, complex, diversified learning situations, through a division of labor, whose focus is not the teacher’s task itself, but the dimension of interaction, which assumes the role of collective creation, management and regulation of learning.

The planning of pedagogical actions, in all its dimensions, when it involves media support, is configured differently in terms of planning the availability of equipment, defining the objectives for each activity, time of use, sharing information, adequate space, and the concomitance with the teaching plans established a priori by the pedagogical team.

Within the criteria of the dimensions, media management establishes its justification in the execution of actions:

- a) Implement new pedagogical projects;
- b) Acquire new equipment;
- c) Share information;
- d) Train new actors in the process
- e) Installation of new updated programs;
- f) Plan the maintenance and updating of equipment;
- g) Guarantee the security of technological assets;
- h) Train teams capable of taking care of facilities and programs;
- i) Adapt spaces for the collective use of resources;
- j) Prepares the school community for new social demands.

In media management, the manager, in partnership with the school community, seeks to create conditions for the use of technologies in school practices, in order to resize their spaces, times and ways of learning, teaching, dialoguing and dealing with knowledge. Therefore, it is necessary to identify the potential of the available resources to provide the integration of the school to the

community, providing interaction between the different spaces of knowledge production, making the school a place of production and socialization of knowledge to improve the life of its community, seeking solutions to their emergencies, with a view to modifying their context and the people who work in it.

In order to make it possible to materialize the role of media management at school and take advantage of the contributions of technologies in the teaching-learning process, it is important to consider the potential to elaborate, institute, point out, cultivate, modernize, activate, coordinate, which is close to the skills in management design. Dealing with technologies at school encompasses technologies, resources, information and knowledge management processes that cover dynamic and complex relationships between part and whole, elaboration and organization, production and maintenance.

In this way, the school and its participants, subjects and agents of education, have the opportunity to find in technologies the adequate support for the development and integration between technical-administrative, pedagogical, social and cultural activities through the links that make up the organization of network.

### **THE USE OF MEDIA IN EDUCATIONAL PROJECTS**

When thinking about the use of media resources in schools, we initially think about what technological resources already exist at school and how often they are used in pedagogical activities.

The current legislation provides for the implementation of public policies that transfer financial resources so that the school acquires technological equipment with a view to applying proposals for pedagogical intervention that increase school performance and ensure that students acquire modern

technological means of virtual interactivity and dissemination of mass ideas.

Such policies, such as the School Development Plan – PDE Escola, guarantee schools the elaboration of a Fundable Action Plan that aims to assist the school in improving learning, with the availability of the necessary resources for the execution of goals and actions related to the strategic objectives aimed at improving pedagogical processes within the school.

Among the actions financed by the PDE Escola are the most diverse acquisitions possible that guarantee the equipment of the school for exclusively educational purposes such as TV, DVD, media projector, Micro system, amplified boxes, cameras, camcorders, radio assembly equipment school equipment, computers for use by teachers in the development of pedagogical activities, among others, whose purposes are foreseen in the school's pedagogical plan and whose goals are set in time foreseen by the same plenum.

Another program implemented in schools with a focus on technological management is the National Educational Technology Program – ProInfo, created by an ordinance in the public primary and secondary education. In practice, the program provides schools with computers with Internet access for students, the so-called computer labs, for the use of which the manager, in partnership with the teaching staff, must articulate a plan for conscious and adequate use of the process. teaching-learning.

As a methodology for promoting meaningful learning, technological resources and virtual environments, which provide interactivity, are important spaces for creating affective and cognitive bonds between those who participate.

Technology is a resource that arrived at the school to integrate everyone in the same way, while allowing the use of personal

languages, expression of individual ideas in the construction of a universal thought.

Despite this, proposals for the use of technologies still disregard the individualities of the subjects involved, in an attempt to standardize content and forms of learning.

When we talk about the treatment with interactive resources during learning, we emphasize that such resources must be seen as a process that will enable the enrichment of knowledge, the contextualization of the worked facts and the illustration of the exposed ideas. But also, when using multimedia resources with students, the school not only thinks about their interactivity with the environment and its purpose in being used, but also to provide greater satisfaction with the content, interest and curiosity in exploring the offered environment. If this happens, he will really want to interact with the environment, and, in this regard, the issue of interactive resources is extremely important. In order to optimize pedagogical resources, media management is in line with these strategies, planned together with the school community.

According to BAKHTIN (2000, p. 338) being "I" is not sovereign, because Being means being for the other and, through the other, for oneself. Everything that concerns me reaches my consciousness through the look and word of the other, that is, the awakening of my consciousness takes place in the interaction with the other's consciousness.

Thus, the interactive environment with the use of media becomes a participatory environment, during which there will be interaction between students and teachers in an organized way, without dispersing objectives, that is, students will be interested in the content and not only in access the internet or use any other media, but to participate effectively in the social world of which he is a part and to learn from it.

Thus, in media management, the role of the

manager is essential, since the equipment and school spaces are under their responsibility, as well as the times for using and carrying out extra-activities.

Thus, it is up to the manager to have common sense to open new spaces for dialogue at school, in order to motivate teachers to use existing equipment to streamline classes and other planned activities.

## **FINAL CONSIDERATIONS**

The role of the manager in organizing spaces and using media at school is exciting. The manager who evidences such an undertaking is the one who supports the emergence of change movements in the school and perceives opportunities in technologies so that the school can develop and respond to society's desires, not only to perpetuate and serve, but essentially to participate in the transformation process.

In media management, the manager, in partnership with the school community, seeks to create conditions for the use of technologies in school practices, in order to resize their spaces, times and ways of learning, teaching, dialoguing and dealing with knowledge. Therefore, it is necessary to identify the potential of the available resources and provide the integration of the school to the community, harmonize the interaction between the different spaces of knowledge production, make the school a place of production and socialization of knowledge for the improvement of the life of its community, seeking solutions to their emergencies, with a view to modifying their context and the people who work in it.

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