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## THE IMPORTANCE OF DEMOCRATIC MANAGEMENT IN THE ORGANIZATION OF EDUCATIONAL WORK

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**Abstract:** This article aims to investigate the manager's relationship in the organization of the pedagogical work with the actors of the educational process in a School in the Municipality of Boa Vista, State of Roraima. For this purpose, the methodology used was bibliographical and field research. In order to carry out a survey of data collection on how the manager's performance is seen by the agents that make up the school environments. A questionnaire was applied, with structured questions of the open semi-open type, in addition, through a theoretical basis, an explanation will be carried out regarding the pedagogical management and the perspectives of this mode of management in Brazil.

**Keywords:** School management. Pedagogical work. Democratic management.

## INTRODUCTION

Brazilian education is closely linked to the social context in which it operates, thus the transformations that over the last few years have affected Brazilian society and changed the ways of conceiving interpersonal relationships and managing people are also present within the school environment of the 21st century. XXI.

The rigidity that was once ruled as the only possible way to successfully conduct activities within a teaching center, now gives way to a collaborative and dynamic way, the so-called democratic management. According to Campos (2009), among the different transformations, there is democratic management, one of the transformations that are present in these different effects of the social and cultural life of the school, and which is configured in a process of actions and competences of collectively organized people, to provide actions fully in favor of educational objectives.

Democratic management is configured as a strategy to overcome authoritarianism,

individualism and social inequalities in the school environment. According to Luck (2000), there is a need to democratize the school environment and learn about the relationships, actions and achievements in this environment. This search requires facing the social distortions present in legislation and current educational practices, since democracy is something universal. Therefore, everyone needs to know their rights and duties, since it configures a practice of cooperation, group collaboration, community, and, therefore, it is a globalizing process that seeks to involve everyone in its fullness. After all, there is no democracy without democratic people.

In this regard, the Law of Guidelines and Bases of National Education (LDBEN) Law number: 9.394/96, establishes as one of its principles: "freedom to learn, teach, research and disseminate culture, thought, art and know" (BRAZIL, 2006).

[...] the educational process and the school environment are marked by the highest quality, so that all those who seek education develop the necessary knowledge, skills and attitudes so that they can participate, effectively and consciously, in the construction of the fabric of society, with quality of life and developing conditions for the exercise of citizenship. (2013, p. 26-27)

It was in view of this understanding that we sought, through this research, to know what are the practices that the educational manager makes possible in the development and organization of the pedagogical work, since it is known that it is the responsibility of the school manager, according to Lück (2000, p. 07), among other aspects, "providing everyone with a learning environment capable of adapting effective strategies to teach skills, promote development and assist in training as a citizen".

According to Luck (2000), school management is currently a dimension and a focus of action, its main objective has been

to promote the organization, mobilization and articulation of all segments of the school and the material conditions and necessary both to reach the educational objectives and to guarantee the advancement of socio-educational processes in educational establishments, with regard, mainly, to improving the quality of teaching and the success of student learning. Therefore, the purpose of this research is to investigate the manager's relationship in the organization of the pedagogical work with the other segments of the school. And for this issue, it was necessary to observe the form of organization of the pedagogical work and the performance of the manager.

### **SCHOOL MANAGEMENT IN THE BRAZILIAN EDUCATIONAL CONTEXT**

According to Campos (2009), school management, democratic management, participatory management or democratic and participatory management are terms that originated around the 1990s, in the Brazilian educational context, with the aim of developing the democratization of public schools and as a way of organizing its functioning in the following aspects: political, social, administrative, financial and pedagogical, with the primary intention of clarifying the actions and acts developed with the school community.

For Silva (2009), one of the competences of school management in the Brazilian educational context is the establishment of a referral and articulation capable of maintaining and streamlining the work of schools. However, this only happens if everyone and the different segments of the school are involved in the processes of actions and decisions, either through collegiate bodies or through the participation of the school collective.

According to Dourado (2006), this is essential because there has been an important discussion for a long time about the true effectiveness of democratic management in the school environment, so that it ceases to be an authoritarian and conservative practice, and so that, this way, the administrative bureaucratic sector take into account the necessary actions according to the context in which it is inserted, and seek an action to change the school context with the interaction of all.

For this to happen, Dourado (2006, p. 24) states that "the democratization of school management cannot be an end in itself, but it is a means for the school to carry out its work by offering quality education". This way, the school manager presents himself as a figure of paramount importance in this process, since a conscious leadership will help him in the path of transforming the administrative practice, the organization of the pedagogical and relational work in the teaching unit.

From this perspective of analysis, it is necessary to clarify that democracy refers to the form of government chosen by the majority, through voting. However, when directing a look at the reality of Brazilian schools, for the most part, it is noted that the choice of the manager of the public teaching unit ends up not happening as it should. This is still a position that is appointed by the government in force, going against the democratic ideal in schools, which confirms what was defined by Meszáros (2008, p. 61) that this is nothing more than "the democratic constitutional legitimation, of the capitalist state that defends its own interests".

This way, the way in which the choice of manager is conceived goes against not only important ideals that govern the democratic society, but also several written documents, such as the Federal Constitution of 1988 (BRAZIL, 2010), the Law of Guidelines and

Bases of Education National (LDBEN) Law number 9.394/96 and other legal guidelines that establish the democratic management of public education and that point out as objectives of this type of management in the school environment, the collective participation in the sense of making management procedures viable and promoting the commitment of the involved; decide and implement the ideas agreed upon by the school collective; establish appropriate institutional procedures for equal participation; articulate collective interests in order to improve the Pedagogical Political Project (PPP); establish mechanisms to control the actions taken by developing a clear and open communication process (SILVA, 2009).

However, even if school management does not have all its principles implemented in the Brazilian educational context, starting with the choice of the manager who will direct the actions to be developed in the teaching environment, this subject is expected to have attitudes committed to building, organizing, doing and innovating, capable of turning the school into a privileged place for the construction of knowledge, aiming to “facilitate the teaching/learning process, in order to be a complement of curricular contents aiming at the integral development of the Individual” (LIBÂNEO, 2004, p. 13).

### **THE IMPORTANCE, ROLE AND PERFORMANCE OF THE MANAGER IN THE ORGANIZATION OF PEDAGOGICAL WORK**

With the perspective of overcoming everyday difficulties, through mechanisms, methods and strategies in the search for the best solution to school problems, it is agreed that it is up to school management, among other factors:

Help the school community recognize

the heritage of educational institutions, as a common public good, which offers collective benefits. This is possible because the democratic management of education ensures everyone's right to education, strengthens the school and contributes to the reduction of social inequalities (CAMPOS, 2009, p. 02).

It is based on this understanding that one understands how much school management plays an important role within the school, since its action consists of directing and mobilizing all those involved, being able to maintain and articulate the culture of the teaching units, in the effectiveness of pedagogical proposals, of joint, articulated and associated actions, so that efforts and expenses are not wasted (Campos 2009). After all, school assets are a public good that, in addition to offering collective benefits, also allow everyone to have the right to access and remain in a truly quality education.

Because of this, Dourado (2006) states that it is the school manager's duty to become a dynamic actor, a facilitator and articulator of educational diversity, able to contribute to building unity and success in the educational environment. It is in this context that the concept of school management emerges, which surpasses that of school administration, as it incorporates a series of conceptions, among them, the democratization of the implementation process of the social school. But, for democratization to happen and, consequently, the development of competence in schools, it is necessary that there be a reevaluation of the way managers are chosen, in addition to a greater investment in the continuing education of school managers, even though it is known that the training of these subjects, when it happens, is not in their specific area of activity and is far from the reality found in their workplaces.

This need for investment in continuing education is necessary, according to Saviani

(2005, p. 47), because “without mastering knowledge it is not possible to venture into discovery”. Therefore, to act from the perspective of democratic management of public education, the manager must be clear that the job requires multiple and varied skills to know how to act in a variety of situations, where constant challenges arise that will be better resolved if there is continued training, in service, which articulates theory to practice, and enables you to acquire the necessary knowledge to work at school and thus organize the pedagogical work, so that you can have the necessary support to better perform your function.

It is noted, therefore, that for the school manager to act effectively and efficiently in relation to the direction of the pedagogical work in the school, it is necessary that he also undergo continuing education, considered, in this perspective by Libâneo (2004, p. 13), “as a primary factor in promoting meaningful learning in the construction of knowledge”, since its main objective, when it comes to training school managers, is to seek the achievement of objectives that allow the school collective to develop pedagogical work in its fullness.

In this sense, school management plays an important role in the organization of pedagogical work, as established by the Federal Constitution of 1988, by LDBEN Law number: 9.394/96 and reaffirmed by other educational guidelines as the main axis for improving public education, these documents relate to their performance to the role, structure, curricular organization and functioning of the school, given that the manager is the professional capable of “transposing theory into school practice, and thus concretizing, through collective planning practices, the organization of the pedagogical work, using, for this, the theories to support their professional work” (CAMPOS, 2009, p.

02).

As a result, deepening knowledge about the role of the school manager regarding the organization of pedagogical work in the educational environment is feasible justified by this theme, as this is a relevant subject in the current Brazilian educational context, given the important dynamic role of bringing together, articulate and integrate the pedagogical activities, as well as all those involved in the school, as it is understood that this professional is also responsible for supporting, monitoring, advising, coordinating and evaluating the educational work carried out by the school collective, with a view to assuming an essential role as mediator of participatory democratic management, exercising both a pedagogical and a political and administrative function in the context in which it is directly inserted (MESZÁROS, 2008).

This way, thinking about the importance of school management in the organization of pedagogical work in the teaching unit is, above all, analyzing it in the major functions, principles and practices in which this area of activity unfolds, because as Saviani (2005) highlights, the democratic management of public education is understood today as an essential tool for action at school, despite knowing that the professional who occupies this role is just one of the actors who make up the school collective, coordinating and directing their actions.

As evidenced by Lück (2000), it is clear that the school manager’s work, despite seeming centralized, given the figure occupied, does not occur in isolation, but collectively, which favors the development of skills and abilities of the professionals who work with them. they are part of the school; investing in the continuing education of actors in the educational process; encouraging innovative curricular and pedagogical practices; establishing necessary



partnerships for the pedagogical work, among other aspects that make one understand how important this area is in the school routine.

Thus, it is understood that the work developed by the management of a school constitutes a mediating practice, as it aims at the commitment of the school collective towards the achievement of educational objectives aimed at improving the quality of teaching and the success of students' learning. For a better understanding and deepening of the highlighted theme, the methodological ways to get to know the manager's relationship in the organization of the pedagogical work with the other segments of the school are presented below.

### **METHODOLOGICAL PATHS**

The present investigation had, among other aspects, the intention of constructing a study, with the purpose of seeking necessary information about a certain fact or event (PRODANOV; FREITAS, 2013).

In order to carry out this study, a qualitative approach was used because it seeks to "understand a problem of a human or social nature, through the elaboration of a complex drawing built on words and developed in a natural context" (MARTINS JÚNIOR, 2014, p. 54), using a social and everyday context, as a way to collect information, meanings and concepts, in order to promote a confrontation between the empirical data collected in the field, and the scientific knowledge expressed by theorists who deal with the proposed theme.

As for the objectives of the study, descriptive research was used, which, according to Prodanov and Freitas (2013), allows the researcher to describe and observe positive and negative factors, without intervening in what was observed and, from that, contributed to the knowledge of the characteristics of given population, as it enables

the observation, recording and ordering of data necessary for solving the research problem. This way, the general objective is to investigate the manager's relationship in the organization of the pedagogical work with the actors of the educational process in a School in the Municipality of Boa Vista. As specific objectives, we seek to understand how democratic management interferes in school daily life and to analyze the perception of educational agents regarding school management.

Bibliographical and field research were used as study procedures. The bibliographic because it guided the literature review and helped to base, confirm, compare, and justify the results obtained with the application of the research instrument, being developed based on "printed and/or electronic sources, with the objective of placing the researcher in direct contact with the written material on the research subject" (MARTINS JUNIOR, 2014, p. 64).

Regarding the use of field research, it was used because it allows, according to Teixeira (2007, p. 49) "the application of standardized instruments for data collection, directly in the universe and population of the study, according to the selected sampling", aiming to prove the previously formulated hypotheses and compare them with the theorists who address the analyzed theme, in order to obtain the greatest possible amount of information about the object of study.

The instrument used for data collection in this study was the structured questionnaire which, according to Marconi and Lakatos (2007, p. 200), "consists of an ordered series of questions, which must be answered in writing and without the presence of the interviewer". The questionnaire consisted of a total of five (5) questions of the open, semi-open and closed type and was applied in order to collect all the information and/

or knowledge necessary for the conclusion of the research, by signing the Term of Free and Informed Consent (TCLE) that assured them the explanations for the understanding of the importance of participation and anonymity of the participants.

For the application of the structured questionnaire, the universe, the population and the research sample were defined, using the concepts given by Marconi and Lakatos (2007, p. 222) about the universe that points to it as being “the set of animated beings or inanimate objects that have at least one characteristic in common”; per Teixeira (2007, p. 21) who characterizes the population as being “the total of units of analysis that are the subject of study”; and, as a sample, by Prodanov and Freitas (2013) who claim as being the group or small part of society to represent it.

Considering the aforementioned definition, this study had as universe, population and sample, the actors of the educational process of a School in the Municipality of Boa Vista, State of Roraima, chosen randomly, as representatives of the different segments that make up this teaching unit: teachers, management team, employees, parents, community, totaling five (5) participants. There was no representativeness of students because the school works with a very small clientele of school age and who still do not have the ability to express their opinion autonomously.

## **THE MANAGER IN THE ORGANIZATION OF PEDAGOGIC WORK ACCORDING TO THE ACTORS IN THE EDUCATIONAL PROCESS**

Aiming to investigate the manager's relationship in the organization of the pedagogical work, it was necessary to apply a structured questionnaire directed to the

actors of the educational process of a School in the Municipality of Boa Vista, State of Roraima, with the purpose of observing the form of organization of the pedagogical work and the performance of the manager, so that there is the identification of which pedagogical actions are implemented and developed by this subject at school and the verification of whether the school community has participated in the pedagogical work and democratic management.

Thus, the first question intended to find out from the study participants whether they were aware of the role to be played by the manager in the organization of the pedagogical work, as evidenced:

Pedagogical coordination – “Yes, to value the quality of teaching, monitoring and evaluating student learning, in a way that it perceives successes and failures, so as to reorient the pedagogical practice”.

Teacher – “Yes. I believe it values the quality of education. It has the role of dealing not only for the school administration, but for the common good”.

Employee – “Yes, due to the quality of teaching, he participates in the elaboration of the PPP, the manager is an articulator, in pedagogical, administrative and community management”.

Father – “Yes. It is responsible for activities of a pedagogical nature; coordinates the elaboration and execution of the PPP; encourages family participation in activities developed at school, among others”.

Community – “Yes. It has the function of valuing the quality of teaching, elaboration of the PPP (Political Pedagogical Project) and facilitates the elaboration of the curriculum”.

It appears that the different actors in the educational process know what the role to be played by the manager in the organization of the pedagogical work is, even if not in its

entirety, as they claim that their role is to value the quality of the teaching provided in the school, and, therefore, not only deals with the administrative part, but also the pedagogical one. To this end, it participates in the preparation and implementation of the Pedagogical Political Project (PPP) and the curriculum, in addition to encouraging family participation in monitoring their children's learning.

The contributions highlighted by the study participants are in line with what Paro (2006) states that the manager's role goes beyond administrative work and encompasses the pedagogical dimension, insofar as it favors community participation; prioritizes the effective monitoring of all pedagogical actions; articulates the functioning of school collegiate bodies; directs and participates in the elaboration and execution of the PPP in a collective and participatory manner; promotes ongoing in-service training and appreciation of school professionals.

Larchert (2012, p. 17), in turn, emphasizes that, due to the organization of the pedagogical work having to do with the ordering of principles and procedures related to the planning of school work, this is directly linked "to the assumed and developed role by school management. Therefore, its performance is intertwined with the organization, coordination and action of some pedagogical and not just administrative task". This demonstrates once again that the role of the school manager is not only administrative, but above all pedagogical, since its main purpose is to value the quality of teaching provided at school and the success of student learning.

Thus, when the participants were asked, in the second question, about how the manager's participation took place in the organization of the pedagogical work, they confirmed what was already exposed and substantiated above:

Pedagogical coordination – "Valuing the

quality of education, it creates opportunities for teacher training, is concerned with drawing up plans to improve the school, identifies needs and seeks strategies to solve them".

Teacher – "In a democratic way, bringing situations to the team to be resolved by mutual agreement".

Employee – "Following along with the pedagogical coordination activities to be passed on to teachers and thus directed to students".

Father – "Convoking pedagogical shifts to deal with the development of the student with the parents, accompanying all school activities".

Community – "It is also up to him to monitor and evaluate his pedagogical team, promoting partnerships between the teams: teachers and employees".

It is evident that everyone perceives how the manager's participation occurs in the organization of the pedagogical work, insofar as they point out that their performance is present in different ways in the school environment: in valuing the quality of teaching, in promoting teacher training and of other professionals, in the elaboration of plans, actions and strategies in favor of the improvement of the school collective, with the involvement of all.

About this participation being important for the good progress of the pedagogical work, Silva (2009) states that school management is a sector of great importance in the school context, as it is responsible for carrying out the administrative and pedagogical work, due to the quality of teaching. Therefore, it is part of its attribution list, among other aspects, the development of pedagogical and administrative meetings to study different subjects, to solve problems and to adopt methodologies and strategies for the improvement of school work; monitoring the



teaching-learning process; the elaboration and execution of the pedagogical proposal; the follow-up of the results measured by the evaluations carried out.

This way, we agree with Lück (2000) in stating that their involvement with day-to-day school issues is inevitable and, at the same time, essential for the smooth running of the pedagogical work, because by using one's own knowledge of his function, he manages to articulate all the dimensions of management so that they occur and guarantee the achievement of the educational objectives outlined.

In addition, we sought to find out from the study participants, in the third question, which pedagogical actions were implemented and developed by the school manager, so that the results obtained once again evidenced what has been pointed out so far:

Pedagogical coordination – “Leading the elaboration of the Pedagogical Political Project, sharing difficulties, ensuring that the PPP actions are carried out, offering listening and communication channels”.

Teacher – “Projects involving the entire school team, students and community”.

Employee – “Yes, in a school space, what will be developed outside and inside the classroom will have the director's participation”.

Father – “Cultural activities that are part of our culture and those suggested by the school calendar”.

Community – “Promote the continuous training of the pedagogical team, welcome and offer the necessary tools for each agent in the school”.

The contributions evidenced by the actors of the educational process demonstrate that the performance of the school manager in the pedagogical scope is present in different ways in the educational environment. Proof of

this is that he is responsible for ensuring the elaboration and execution of the PPP; for the implementation of communication channels between the collective of the teaching unit; for complying with the school calendar, carrying out the pedagogical and cultural activities provided for in this document; by promoting the continuing education of school professionals whether in service or not.

This demonstrates, as explained by Dourado (2006), that, inevitably, school management is responsible for the development of several pedagogical attributions, since this is, at the same time, an essential and complex job, seeking to integrate the school context and day-to-day challenges, as it proposes coherent alternatives for overcoming the difficulties inherent in teaching.

Another important issue to be mentioned concerns the fact that it is the function of school management, as part of its performance in the pedagogical work, “to articulate, in a critical way, and, in constant dialogue with its peers, in the school environment, all possible forms for the educational process to take place” (LIBÂNEO, 2004, p. 46).

As a result, in the fourth question, when asked about how they evaluated the actions taken by the manager in relation to the development of the pedagogical work of their school, the study participants answered that it was:

Pedagogical coordination – “Good”.

Teacher – “Excellent”.

Employee – “Good”.

Father – “Good”.

Community – “Good”.

It is observed that most of the study participants believe that the actions taken by the manager regarding the development of the pedagogical work of their school are good,

demonstrating that they are satisfied with the work developed, since this professional is also responsible for managing the work pedagogical knowledge, knowing how to work in a team, discussing and making decisions collectively, due to the whole requirement of commitment to the school (CAMPOS, 2009).

According to Paro (2006), his performance is satisfactory because the objective of this professional, among other aspects, in managing the pedagogical work, is to articulate the different segments of the school to support and implement the school's PPP. But, of course, his function goes beyond that. It demands the exercise of daily activities ranging from the management of bureaucratic issues, of a more technical nature, to pedagogical issues, which specifically involve the teaching-learning process.

Finally, the study participants were asked, in the fifth question, how they participated in the organization of the pedagogical work managed by the manager of their school, so they answered:

Pedagogical coordination – “Elaborating actions for the continuing education of teachers, through pedagogical meetings, monitoring of student learning, their performance”.

Teacher – “In an active way, exchanging ideas for the best performance of the proposed activities”.

Employee – “I do not participate directly”.

Father – “Participating in commemorative dates, meetings, and other school activities”.

Community – “In the pedagogical and administrative meetings, in the training offered”.

After analyzing the results obtained, it can be seen that each of the actors in the educational process of the study is fully aware of how their participation in the pedagogical

work managed by the school manager takes place. This demonstrates that they remained present in the proposed activities, which is very positive given the current reality in which the school ends up being overloaded by the absence of the family in the children's school life.

Larchert (2012) states that this effective participation is important because, in addition to demonstrating that each segment is aware of its role, it also shows that the school is, despite all the difficulties, managing to fulfill its role in the development, in the construction of knowledge in areas of knowledge, considered essential in the process of teaching, learning and student training.

This comes to reaffirm what was exposed by Paro (2006) that each segment that is part of the school must know what their responsibilities are in the school, so that none of them can assume the function of another, since each one has specific roles in this process. If each fulfills the social function, the result will be positive. But, if one of them fails to fulfill its role, one will end up being overwhelmed by the absence of the other and, the greatest harm will be the school collective, the quality of teaching provided and student learning.

It is noteworthy that in 2013 the municipal management implemented a teaching program in the municipal network of Boa Vista, state of Roraima. This program aims at the development of schools in the municipality based on “systematized contents organized in a logical sequence” (IAB EM PAUTA, 2013, p. 2), which also includes monitoring and advice from managers, coordinators, teachers such as other education professionals, in addition to providing training courses for all employees, with the aim of assisting in the activities proposed by the program.

## SOME CONSIDERATIONS

The investigation of the manager's relationship in the organization of the pedagogical work with the actors of the educational process of a School in the Municipality of Boa Vista, State of Roraima, allowed observing the form of organization of the pedagogical work and the manager's performance, and identifying the pedagogical actions that are implemented and developed by this subject at school. Furthermore, it was possible to verify whether the school community has participated in the pedagogical work and democratic management.

However, the knowledge produced does not end with this research, mainly because this study brings only a representative of the reality of the school. For greater depth and real knowledge of the performance of school management in this context, it would be interesting to increase the sample as well as perform some leveling in the data collection instrument in order to obtain better results.

In general, it can be said that in order to fulfill the function, role and attributions relevant to the position, the school manager must have full knowledge of the dimensions that permeate democratic management at school. Therefore, it is not enough just to have been a good teacher, because the professional functions of teachers and directors are not the same.

This is a role to be taken on by an experienced professional, whose characteristics in his profile are being creative, dynamic, responsible, committed, knowledgeable in the pedagogical and legal scope. Such characteristics are necessary because they are adequate to the attributions required by the position.

Thus, by highlighting the importance of school management in the face of the development of pedagogical work at school, the consensus on the relevance of this

professional's work is emphasized. This has attributions, competences and relevant functions that guarantee it a prominent role, after all this is a sector of integration of the different administrative and pedagogical activities that are developed in the educational environment. Therefore, it is imperative that the position be occupied by a responsible professional who is committed to school work; you need to know how to proceed in conflict situations; it is necessary to monitor and manage the pedagogical and administrative work without losing sight of improving the quality of teaching and successful student learning.

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