Competences of the school manager committed to democratic and participative management

Competências do gestor escolar comprometimento com uma gestão democrática e participativa

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ABSTRACT
This article aims to address the skills expected for a manager in the development of their attributions, as well as highlighting the role of the school manager in different dimensions. The study adopted a methodological approach of a qualitative nature, being developed through a bibliographical and documental
research, from which it became evident what scholarly theorists in the area and national guidelines signal about competences and the role of school manager regarding the demands that arise in the position of school principal/manager. The results achieved showed that for the development of the actions of a school manager/director, it is necessary that he, in his performance, be able to develop the skills that involve prior knowledge necessary for his role and that meet the essential skills and attitudes for the practice of this professional. The study also showed that the role of the school manager is complex, who must know how to trace the necessary strategies in view of the objectives and goals to be achieved, and together with the leadership to manage the different types of management that exist within the school. It is necessary to have prior knowledge to know how to manage the teaching and learning process.

**Keywords:** school, school management, skills, manager's role.

**RESUMO**

O presente artigo tem como objetivo abordar as competências esperadas para um gestor no desenvolvimento de suas atribuições, bem como evidenciar qual o papel do gestor escolar em diferentes dimensões. O estudo adotou uma abordagem metodológica de cunho qualitativo, desenvolvendo-se por meio de uma pesquisa bibliográfica e documental, a partir da qual evidenciou-se o que os teóricos estudiosos da área e as diretrizes nacionais sinalizam a respeito das competências e sobre o papel do gestor escolar quanto às demandas que surgem no cargo de diretor/gestor escolar. Os resultados alcançados demonstraram que para o desenvolvimento das ações de um gestor escolar/diretor, é necessário que ele, em sua atuação, seja capaz de desenvolver as competências que envolvem conhecimentos prévios necessários à sua função e que venham ao encontro das habilidades e atitudes essenciais para a prática deste profissional. O estudo evidenciou ainda que o papel do gestor escolar é complexo, devendo este saber traçar as estratégias necessárias tendo em vista os objetivos e metas a serem alcançados, e em conjunto com a liderança para gerir os diversos tipos de gestão que existem no interior da escola se faz necessário ter conhecimento prévio para saber administrar o processo de ensino e da aprendizagem.

**Palavras-chave:** escola, gestão escolar, competências, papel do gestor.

**1 INTRODUCTION**

Much has been said about the role of the school manager and his or her competencies, given the numerous management possibilities present in the school environment, including pedagogical, administrative, financial, and people management. In this scenario, the manager plays a fundamental role as
a mediator and articulator, playing a leading role in the relationships and actions of the group when facing the necessary guidelines, aiming at promoting everyone's well-being. Being a manager, a leader, in front of his community, representing his voice before the educational authorities, serving with mastery, not playing the main role, but assuming an active posture, being part of the orchestra and ensuring harmony among those involved.

The manager has as main objective to promote and maintain the climate of enthusiasm and at the same time harmonious in the school environment, assuming a leadership based on the core competencies that are part of their duties with responsibility and commitment with the goal that all involved are protagonists of the educational process and the actions aimed at the growth and improvement of teaching and learning, having as central focus the student. According to Lück (2000, p. 16): "[...] a school principal is a manager of social dynamics, a mobilizer and orchestrator of actors, an articulator of diversity to give it unity and consistency, in the construction of the educational environment and safe promotion of the formation of their students".

The requirement to define desirable competencies for a school principal implies not only certain skills, in function of immediate or utilitarian interests, but also the domain of knowledge that can support the exercise of his function. Thus, to guide and orient the practice of this professional, it is important that academic training is seen as a focus of attention, which should ensure his preparation to meet the requirements in his field of work.

The continuous search for quality in teaching must be understood as a means of improvement for the educational system, with priority given to the training of professionals who work in education and, consequently, those who are directly linked to school management. This is a serious requirement that, if not met, will be a major factor in the deficiencies of school education. In this direction, Lück (2009, p. 15),

The action of the school principal will be as limited as his conception of education, school management and his professional role in the leadership and
organization of the school. This conception is built on the development of legal and conceptual foundations that support and guide their work.

It can be seen that the action of the school principal goes beyond the conception of education and the leadership that he/she exercises over the school organization: it must consist of a good academic background, which starts with good pedagogical courses and must be complemented by well-analyzed experiences of his/her practice as a teacher and others, and also with continued education programs.

In this sense, this study, from a qualitative approach, was developed through a bibliographic and documentary research. The main objective of this article was to discuss the competencies expected from a manager in the development of his or her attributions, as well as to highlight the role of the school manager in different dimensions.

2 DEMOCRATIC AND PARTICIPATORY MANAGEMENT

The Brazilian Federal Constitution of 1988 determines in Article 206, § VI that the form of management of Brazilian education must be democratic and participatory (Brazil, 1988). The Law of Directives and Bases for National Education (LDBEN no. 9.394/96), in Art. 3, § VIII, in consonance with what the Constitution determines, states that “the management of public education must be democratic, respecting the form of the law and the legislation of the education systems” (Brazil, 1996).

The democratic school management, referred to in both legal documents, must be one in which all subjects, collectively, actively participate in the process of political-social and pedagogical construction in favor of an egalitarian education and, consequently, a fair society, in which those involved are able to analyze, question, claim, monitor and transform, through dialogue or struggles, the rights already contained in law for the benefit of a decent society that respects the collective actions according to the legal principles.

These ideas regarding the participation in school management provided by law converge with the wishes of most people in our society and are in line
with what several educational thinkers such as Paulo Freire (2020, p. 73) advocate, when he states that:

[...] participation as the exercise of having a voice, of interfering, of deciding at certain levels of power, as a right of citizenship, is in direct, necessary relation with the progressive-educational practice, if the educators who carry it out are coherent with their discourse.

Or even, as Saviani (2021) says, when referring to the need for convergence between democracy in society as a whole and democracy within the school: "the degree of democratization achieved within schools should be sought in social practice" (Saviani, 2021, p. 77-78). This practice should be experienced by all those involved, providing a democratic, conscious, and politically and socially transformative process. Considering the school as a space where democracy is built through the relationships that are constituted there and by social coexistence, that is, "[...] condition to distinguish democracy as a possibility in the starting point and democracy as reality in the final point" (Saviani, 2021, p. 77-78).

To think of school as democratic and participatory management means to provide a democratic space that allows the effective and active participation of those involved in this process, which presupposes constant willingness to dialogue, with a view to building a school based on the relationships of thinking and transforming action, where each individual is not only the agent of his or her own action, but the protagonist of collective action.

In this same direction, says Lück (2002, p. 102):

[...] for the school, by means of its democratic and participatory management, to offer educational quality to all those involved, it is necessary to develop the following principles of the democratic-participatory management conception: school and educational community autonomy; participation of school staff members; planning; formation; use of concrete information and analysis of each problem in its multiple aspects, democratization of information; shared evaluation; productive and creative human relations, based on a search for common objectives.

These principles pointed out by the author favor the democratic relations of all those involved within the school. They presume, mainly, participation with
the speech of all who have as their basis their pronouncement of reality (the world), in the expression of Freire (2019, p. 90), when he states:

That existence, because it is human, cannot be mute, silent, nor can it be nourished by false words, but by true words, with which men transform the world. To exist, humanly speaking, is to pronounce the world, to change it. The world that is pronounced, in turn, becomes problematized back to the pronouncing subjects, demanding new pronouncements from them.

In this way, the individual is able to see, perceive, and feel in the world, as a subject capable of modifying and transforming his practice, himself, and the world around him, thus contributing to the construction of a fair society. But, for this, it is necessary that the school management has many speakers and not just one and many of them, passive and submissive listeners.

Regarding being a subject manager of history, Lima, Aranda and Lima (2012, p.56) point out:

The current movement that rules the capitalist society in economic, social, and political terms has been guiding the configuration of democracy in the Brazilian educational movement, showing that participation, an essential category in this configuration, is not always sustained by a principle that inspires a social and political commitment that will ensure a conception of education that conceives man as the subject of history and not subjected to it.

For Romão (1997, p. 67), "the paths to the implementation of democratic and participative management require not only invitations to the participants in the process, but the creation of conditions for them to become part of the process. One of these conditions is in the act of encouraging everyone to pronounce the lived world of the school in the speeches of the decision-making meetings. Thus, to talk about the construction of citizenship in a critical dialogical process, in the perspective of democratic management, is to promote the active participation of the subjects and implies in the enrichment and strengthening of the participation of the internal school community and in the awareness of all those who, in some way, are present there, appropriating the mechanisms that
transform this reality, by means of processes such as the shared management of school life.

According to Cury (2007, p. 494), the work of the management team involves: [...] transparency and impersonality, autonomy and participation, leadership and collective work, representativeness and competence. Focused on decisionmaking based on participation and public deliberation, democratic management expresses a desire for the growth of individuals as citizens and the growth of democratic society. Therefore, democratic management is the administration of concrete management.

It is important to emphasize that, in order for democratic management to be developed and exist in schools, it is necessary that the aspects mentioned by Cury (2007) are part of the school collegiate and management bodies, without which it will not be possible to constitute the much desired participatory democratic management.

3 METHODOLOGICAL APPROACH

In this study, it was analyzed from a qualitative research, bibliographic and documentary type, what the theoretical scholars of the area and the national guidelines signal about the training, responsibilities, skills and on the role of the school manager about the demands that arise in the post of director/school manager. It was also observed which requirements are present in legal documents for the exercise of school management, especially in the official curricular guidelines for the Pedagogy course.

The research that addresses issues related to administration, school management, democratic and participatory management gave support to the development of this investigation and reinforced the quality and efficiency necessary for education and, as a consequence, highlighted the importance of the existence of a participatory democratic management within schools, aiming at an education that values the relationships that take place in the school context, in which the subjects are co-responsible in the participation of the investigative process of the difficulties that present themselves there in adverse ways and that together, they can seek alternatives for their resolution.
Therefore, to think of the school as a democratic space is to allow the effective and active involvement of everyone in the school context, in which there must be a community engagement to build a participatory management that allows a change in consciousness, through dialogue and respect, as essential and necessary conditions in the process of interpersonal relationships, favoring the right to speak and listen to the other, as well as to decide collectively.

Once the questions, the objectives, and the methodology proposed for the development of this investigation are explained, the results and discussions are presented, based on the following thematic axes: Axis 1: The role of the school manager and pedagogical and administrative competencies, and Axis 2: The role of the school manager in pedagogical management, learning evaluation, and people management.

4 RESULTS AND DISCUSSIONS

4.1 AXIS 1: THE ROLE OF THE SCHOOL MANAGER AND PEDAGOGICAL AND ADMINISTRATIVE COMPETENCIES

To develop the actions of a school manager/director, it is necessary that he, in his performance, is able to develop the competencies that involve previous knowledge necessary for his function and that meet the skills and attitudes essential to the practice of this professional.

For Lück (2009, p. 13):

It is also up to the school principal, or the person wishing to exercise this function, to be able to carry out effective work in his or her school, to adopt an orientation focused on the competencies of this work. The first step, therefore, concerns having a comprehensive view of his work and the set of competencies required for its performance. Then you must establish a program for developing the competencies needed to meet your challenges in each of the dimensions. If you are already working, it is up to you to define a specific list of competencies so that you can assess your performance on a daily basis, as a strategy for self-monitoring and evaluation.

It is understood that for this professional, it is necessary to have a comprehensive view of his work and know the competencies required by the
position, and also that he has received an academic education with a theoretical foundation focused on the practice in his work. Thus, it would be possible to organize a continuing education program to develop the necessary competencies to face the challenges found in each dimension and organize a list of self-monitoring and self-assessment strategies to guide their daily performance in the school.

It often happens that the director, upon taking office, is faced with a reality different from the theoretical approaches received in undergraduate courses in Pedagogy, and the search for a democratic management ends up running into the idea that "every time it is proposed a democratic management of basic public school that has effective participation of parents, educators, students and school staff, this ends up being considered as something utopian" (Paro, 2018, p. 13).

In this sense, it is understood that this professional needs to excel in knowledge or theoretical approaches in his initial and continuing education of elements about school organization, abandoning the paradigm of utopian democratic management, seeking understandings about content and quality in student learning, so that he can act as responsible for the pedagogical actions of the school with knowledge about

the legislation that governs school practices, in addition to knowledge about management in general and specifically, because he should be and is an educator par excellence, which for Lück (2009, p. 15)

[... ] applies in school management practices and in the guidance of work plans and actions promoted in school, consistent educational foundations, principles, and guidelines in accordance with the demands of learning and training students as autonomous, critical, and participatory citizens.

To promote collective work within a participatory democratic management, the school manager must promote ways to involve everyone in the process of elaboration and development of actions. In this sense, dialogue must be paramount, as a starting point. Thus, through collective discussions, it is possible to organize and establish a work plan that promotes the formation of critical and participatory citizens, respecting the principles and educational
guidelines. The figure of the principal should be seen as the one who, according to Lück (2009, p. 15), "promotes in the school the sense of social vision of its work and high expectations regarding its educational results, as a condition to ensure social quality in the training and learning of students."

The common sense discourse is false, which believes that this professional, alone, is able to ensure quality in the education and learning of students, since democratic management within schools presents better results with the involvement of all in the process of construction and realization. It is this joint work that, according to Lück (2009, p. 15), "defines, updates and implements quality standards for school educational practices, with a comprehensive and forward-looking vision, according to the demands for training promoted by the social and economic dynamics of the country, the state and the municipality".

This professional, in the school sphere, cannot alone be able to define the standards of quality for school educational practices, but it is up to him, however, to organize mechanisms and monitor, so that it is developed, aiming to meet the demands that come from the needs and requirements of social and economic practices. Being able to perform a democratic management within the school is one of the fundamental competencies of the principal. In the view of Lück (2009, p. 15), it is the principal who:

promotes and maintains in the school the integration, coherence, and consistency among all the dimensions and actions of the educational work, focusing on the accomplishment of the school’s social role and the quality of the educational actions aimed at its main objective: the students’ learning and formation.

Learning and other aspects of student education are always the main focus of any school and they should be very clear to those who want to work as school principals. For this reason, they must be very well developed in the process of initial training of this professional, starting with the Pedagogy course, even if it is the minority of students who will one day take on this responsibility. This does not mean that the others do not have access to knowledge about school
management because everyone, or almost everyone, will work in schools and, as school workers, will participate in management to some degree.

Lück (2009) says more about the role of the school principal in relation to promoting and maintaining a climate of coherence among all dimensions in the educational process within a democratic perspective. This is another of his competencies. In every democratic process, the leader has the responsibility to articulate the discussions and conduct those involved in the process and in the collective actions, always focusing on improving the results. Lück (2009, p. 15) says that the principal is the one who promotes a sense of unity in the school and ensures high standards of teaching; it is the one who, guided by inclusive principles and guidelines, of equity and respect for diversity, acts so that all students succeed in school and develop as fully as possible.

What has been said so far is an ideal of school principal education. Not always, in the reality of school systems, is it achieved in practice, due to various interferences derived from or conditions of the school community itself. This is a theme that should also be part of the critical formation of the principal, not in order to deny the need for legal definitions relating to the operation of schools, but in order to alert future principals to this real possibility, inviting them to be able to make critical analyses about it, and to help them, at least, to minimize the negative influences of these injunctions.

The director's role in complying with legal determinations is complicated, as are the various duties of the position. Besides being complex, there are no guidelines and indications on how to do this, in general, in the formation process. The principal is the person who makes the link between all the segments of the school institution and between them and the instances of the educational system and the legal provisions, contributing to the collective decisions to be strengthened through everyone's participation. According to Lück (2009, p. 15), the principal is the one who articulates and encompasses the various dimensions of school management and educational actions, as a condition to ensure unity of work and balanced development of all segments of the school, in
the achievement of its goals, according to an interactive and integrative perspective.

In fact, the principal is the person who plays the role of leader, to ensure within the school environment the involvement of all, promoting integrative and shared participation in carrying out the proposed actions, taking into account the goals set by all segments and by the institutional and legal provisions. Their initial training in Pedagogy courses must take care to offer future principals understanding in this regard.

In this sense, for Lück (2009), in exercising the position or function of principal, it is necessary that he or she has developed these various competencies and has a broad knowledge of the various areas of the school sphere, which involves understanding the rules and educational legislation in force.

However, without academic training that provides an appropriate theoretical approach favorable to the development of essential skills to meet the demands of the position, it becomes difficult for this professional to develop a management that prioritizes quality education and also to promote actions aimed at building a democratic and participatory management with those involved in the process. If he can't do this, he ends up being seen as a bureaucratic hierarchical figure, i.e., that of a school principal, who only follows rules and instructions that are passed on to him by the educational system. If, on the one hand, social changes happen continuously and rapidly, on the other hand, it is understood that it is necessary for them to have a training that addresses the theoretical foundation, that explores the development of essential skills, following the demands that arise in their professional practice, in their performance.

Lück (2009) makes a list of aspects, in the form of questions, that the candidate director must be able to answer and understand, and that should be worked on during his/her training:

What is the meaning of education, its foundations, principles, guidelines, and objectives proposed by educational theory and legislation?

What is the meaning and the goals of education in today's society?
How is the educational process organized in the different levels and modalities of education to meet the new demands?

What is the role of the school and its professionals according to legal propositions and social demands?

What principles and guidelines constitute an effective school?

Who are the students that the school must serve? What are their needs?

Your personal characteristics and orientations for life?

What are their educational and human needs, in relation to their stage of development and their social challenges?

Under what conditions do they learn best?

How can the school be organized to offer the student favorable educational conditions for effective training and learning? (Lück, 2009, p. 17).

One must, from initial formation, build up this knowledge and develop the skills and attitudes in these directions.

4.2 AXIS 2: THE ROLE OF THE SCHOOL MANAGER IN PEDAGOGICAL MANAGEMENT, LEARNING EVALUATION, AND PEOPLE MANAGEMENT

When talking about the organization of a school institution, unlike the organization of any commerce or industry with established norms and standards, one cannot fail to mention the importance of the role of the manager in the dimensions that exist within the school, which have repercussions in his attributions, as listed by Libâneo (2021, p. 217):

1. Supervising and being responsible for all the school's administrative and pedagogical activities as well as the activities with parents and the community and with other instances of civil society.

2. Ensure the conditions and means for maintaining a favorable working environment and material conditions necessary for the achievement of the school's objectives, including responsibility for the property and its proper use.

3. Promote the integration and articulation between the school and the surrounding community, with the support and initiative of the School
Council, through pedagogical, scientific, social, sports, and cultural activities.

4. Organize and coordinate the planning activities and the pedagogical-curricular project, together with the pedagogical coordination, as well as follow up, evaluate and control its execution.

4. Know the educational and teaching legislation, the rules issued by the competent bodies, and the School Rules, ensuring compliance with them.

5. Ensure the application of the institution's operation guidelines and disciplinary rules, investigating or causing the investigation of irregularities of any nature, in a transparent and explicit manner, keeping the school community systematically informed of the measures.

6. Check and sign school documents, forward files or correspondence and school dispatches, in agreement with the school office.

7. Supervise the evaluation of the productivity of the school as a whole, including the evaluation of the pedagogical project, the school organization, the curriculum and the teachers.

8. To seek all means and conditions that favor the professional activity of pedagogical specialists, teachers, and employees, aiming at a good quality of teaching.

9. Supervise and take responsibility for the financial organization and control of school expenses, in agreement with the School Council, pedagogical specialists and teachers.

These attributions reflect the importance of the school manager’s role. He, along with his team and the entire educational community, is responsible for maintaining a favorable and harmonious climate, knowing how to articulate conflicting issues through dialogue among those involved in the school context, thus promoting a climate of peace at school.

For Almeida and Alonso (2007, p. 31):
[... ] initiatives are still quite insipid in the sense of providing this professional with a formation that satisfies his needs in the task of organizing and managing a school in which there is an articulation between the pedagogical and administrative aspects in the sense of promoting learning and citizen construction based on elements such as technology, a generator of transformations in the several social spheres.

With the speed in which information arrives at school from technology, we realize that there is an increasing need for school management that meets the necessary requirements to be developed in the school context. The technological resources and the scientific knowledge related to school management are available to the pedagogue, who feels invited to exercise this function. But he will need to develop a capacity to understand and apply these resources and, for this, he must be able to contribute with the Pedagogy course, because according to Lück (2009, p.25) Managers can no longer be expected to face their responsibilities based on "trial and error" about how to plan and promote the implementation of the school's political and pedagogical project, monitor processes and evaluate results, develop teamwork, promote school-community integration, create new management alternatives, carry out negotiations, mobilize and keep stakeholders mobilized in the accomplishment of educational actions, maintain an open communication and dialog process, plan and coordinate effective meetings, act in order to articulate different interests, establish unity in diversity, resolve conflicts, and act conveniently in tense situations.

The author also mentions that the work of school management requires the exercise of multiple skills, given the multiplicity and constant dynamics that require the unfolding of challenges to the manager. Still in the author's perspective (Lück, 2009) also indicates a series of eight attributions of the school principal, by stating that he, in the school is who:

1. Ensures the full operation of the school as a social organization, focusing on the education of students and the promotion of their learning through the respect and application of national, state, and local legal determinations, in all its educational actions and practices.
2. Applies in school management practices and in guiding the work plans and actions promoted in the school consistent fundamentals,
principles, and educational guidelines in accordance with the demands of learning and training students as autonomous, critical, and participatory citizens.

3. Promotes in the school a sense of social vision of its work and high expectations regarding its educational results as a condition to ensure social quality in the formation and learning of students.

4. Defines, updates, and implements quality standards for school educational practices, with a comprehensive and forward-looking vision, according to the training demands promoted by the social and economic dynamics of the country, the state, and the municipality.

5. Promotes and maintains in the school the integration, coherence, and consistency in all dimensions and actions of the educational work, focusing on the achievement of the school’s social role and the quality of educational actions aimed at its main objective: the learning and training of students.

6. Promotes in the school a sense of unity and ensures high standards of education, guided by inclusive principles and guidelines, of equity and respect for diversity, so that all students succeed in school and develop as fully as possible.

7. It articulates and encompasses the various dimensions of school management and educational actions, as a condition to ensure unity of work and balanced development of all school segments, in the achievement of its objectives, according to an interactive and integrative perspective.

8. Adopts in his managerial performance a comprehensive view of the school, a school management system and an interactive orientation, mobilizing the talents and skills of the participants of the school community, in the promotion of quality education. (Lück, 2009, p. 15).

For him to be able to do all this, he will need a set of competencies that should at least begin to be developed in his initial training in the Pedagogy
course. It is expected that the principal has a competent pedagogical management, to be performed with the help always needed from the school management team that, for this aspect, is usually constituted by the educational advisors and in many schools also by the guidance counselor. This management is emphasized by Lück (2009, p. 95), when he states that:

[...] pedagogical management is, of all the dimensions of school management, the most important, because it is more directly involved with the focus of the school, which is to promote learning and training of students, as noted above. It is the dimension to which all the others converge, since it refers to the main focus of teaching, which is the systematic and intentional action to promote the formation and learning of students, as a condition for them to develop the social and personal skills necessary for their successful insertion in society and in the world of work, in a mutually beneficial relationship. Also so that they can realize themselves as human beings and have quality of life.

Not always the person who assumes the school direction, the pedagogue, has developed knowledge and learning to perform actions, such as those that Lück (2009, p. 102) addresses:

- the orientation of the elaboration/redevelopment and implementation of the school's political-pedagogical project, based on a thorough study of the foundations, legal and methodological provisions;
- promotion of continuous training actions, in work situations, focused on the development of pedagogical skills and the improvement of favorable conditions for the creation of a school environment favorable to the improvement of students' training and learning experiences;
- creation of systems and ways to monitor and evaluate the school's pedagogical actions and the teaching-learning process, including self- and hetero-evaluation of performance;
- continuous updating of methods and processes to guide student learning, through the adoption of information technology and its regular use in class;
- the regular development of interpretive reading practices.

As can also be seen in the writings of Lück (2009, p. 103), it is up to the director to act to:
• the development of a curriculum that contemplates the new demands that the contemporary world brings to schools;
• the construction of the identity and autonomy of the school and its professionals, based on the development of competence and the fulfillment of the responsibilities inherent to their work with quality;
• the development of the actions proposed in the political-pedagogical project and in the various school plans;
• the welcoming and interaction between the various orientations on what and how to teach and learn, in order to give an interdisciplinary and comprehensive meaning to this process;
• a critical curriculum construction;
• the access by the student to the fundamental knowledge necessary for quality of life and citizenship;
• the building of unity of action among school professionals, based on their orientation by common principles, guidelines, and goals;
• the establishment of guiding parameters for pedagogical coordination, teaching action, in-service teacher training, and the evaluation of the effectiveness of their educational work.

All these indications, if carried out, should signal other paths for the formation of school managers, much broader and deeper than those that are currently followed by the Pedagogy courses, as they exist today.

Another aspect that is incumbent on the school manager is to take care of and manage, obviously involving the other school participants, everything that refers to the evaluations of the students’ school performance, which are also of the entire work of the educational professionals of the institution. This is not only the internal evaluations made by the teachers and pedagogical team, but also the so-called external evaluations, carried out periodically nationally and internationally. Lück (2009) lists these various assessments and indicates actions expected of the school principal in relation to them:

• It guides all segments and areas of the school in defining quality performance standards in the school and in verifying their fulfillment.
It comparatively analyzes the school's performance indicators in recent years, identifying advances and aspects in which more effort is needed to improve them.

It promotes and guides the systematic application of student learning monitoring mechanisms, in order to identify students and learning areas that need differentiated and special pedagogical attention, individually and collectively.

Analyzes comparatively the performance indicators of his school with those referring to the national level (IDEB, SAEB, Prova Brasil, etc.), state and local, if any, and sets goals for improvement.

Informs the school and local community about the statistics or indicators produced by external assessments discussing the meaning of these indicators in order to identify areas for improving educational quality.

He diagnoses differences in the performance and learning conditions of the students in his school, identifying variations in results in subgroups and conditions to overcome these differences.

It adopts a system of educational indicators to guide the collection and analysis of data on educational processes as a condition for monitoring and evaluating their performance.

It promotes in the school the commitment to accountability to parents and the community about learning outcomes and the use of resources allocated to the educational institution. (Lück, 2009, p. 55).

It is a set of actions that take up much of the time of the manager's work and require skills to involve the school staff in the best way to carry out internal evaluations and analyze their results, as well as the results of external evaluations and the implications of both. This aspect of school management requires solid preparation, both from the theoretical point of view to ground its actions, and the mastery of skills to deal with their data, which are presented in reports with specialized language. The pedagogical issues related to evaluation, although traditionally contemplated in Pedagogy courses, are not always treated
with the necessary breadth and depth, and this creates difficulties for the effective work of the school principal.

The list of aspects that make up the set of duties of a school manager is not small. For this reason, some aspects are worth highlighting when thinking about their formation. School is a place of people, among them: students, who are the main target of the educational work performed there; educators, especially teachers (without students and teachers there are no schools); managers; administrative support people, especially the secretary; not forgetting to point out the importance of the other sectors of this support, such as the people who take care of the hallways, the courtyard, the cleaning, the kitchen and the cafeteria. As we can see, what makes a school work are people and not machines. There are also some of them, besides physical structures, but people and their actions are what makes everything work.

And so we see one of the fundamental roles of the school principal: knowing how to work with people, to perform what has been called "people management". According to Lück (2009), there are "fundamental elements of people management", namely:

- Motivation and the development of a spirit of commitment to educational work, whereby the participants in the school community recognize in themselves the values corresponding to educational values and the prospect of, with their commitment and skills, contributing to the achievement of its goals, and, while contributing to the education and learning of their students, achieving and recognizing the same results in themselves.
- Formation of spirit and teamwork, an action constituted by the daily monitoring of organizing, guiding, and articulating the interactions that take place inside the school, which are naturally guided by multiple interests of different validity and intensity, overcoming eventual situations of ups and downs, getting over this diversity in order to equate motivations around the educational goals.
- Cultivation of open and continuous dialogue and communication,
which are fundamental educational elements for a team to be constituted and maintained as such and guided by common goals of promoting learning and development.

• Personal inter-relationships guided by the human and educational spirit, according to which, building a good relationship with others and having the tact to expose a point of view or make some criticism of the other's work become differentials in the educational work and constitute both a motivational aspect among the school participants and an element of formation for the students.

• In-service training guided by the promotion of an environment focused on continuous learning. The social-educational process in the school and the experiences related to it are elements of learning and training for the people who work in this environment. This learning does not occur spontaneously and must be guided according to the development intended by the school, in relation to its educational process. This orientation takes place in a process of continuous and in-service training.

• Development of a culture of continuous performance evaluation and self-evaluation, which corresponds to the practice carried out in order to allow guiding reflection on the review of practices and promotion of their continuous development (Lück, 2009, p. 83).

The author mentions several other aspects of people management that should deserve the school principal's attention. The goal is to point out what is required, to emphasize the training needs, both initial and continued, of this educational professional. Still in relation to people management, Lück (2009, p. 91-92) points out.

In association with the promotion of motivation, team development, continuous training and performance evaluation of people at school, in order to continually raise the quality of education, it is up to the director to take care, in the daily school, elements that permeate the performance of people, which are: communication, interpersonal relationships, conflict resolution. [...]
Understanding group dynamics, power games, and the artifices of verbal and non-verbal communication is, therefore, a fundamental element for the exercise of people management.

With only a few hours of classes focused on school management in a course that should include other preparations (for teaching in kindergarten and elementary school, for pedagogical coordination, for working in EJA and others), is it possible to expect a sufficient initial formation that offers some preparation for the pedagogue to be able to develop all the attributions that are expected of him/her in school management?

Besides people management, there is that of material and financial resources, for which the school manager must have the necessary preparation. Among the material resources, there is the care with the building and with safety items, with the maintenance of all the school environments, with repairs, due to natural deterioration, with furniture and equipment, and so on. In relation to financial resources, there is always care to be considered regarding the documentation coming from the sponsors (in the case of public schools, the sponsor is either the municipality or the state, or even the Federal Government), as well as care with the records of the use of these resources, with the supporting documents and with the rendering of accounts.

5 CONCLUDING REMARKS

Thus, it is considered that the role of the school manager in school units is extremely complex. Being involved with multiple and distinct dimensions, he/she must know how to draw the necessary strategies in view of the objectives and goals to be achieved, and together with the subjects of the educational action; manage the various and distinct educational practices that exist within the school, an action that is necessary to manage this institution and all its demands, especially the process of teaching and learning. It is important to note that the school manager in line with the principles of democratic management should be a leader who can articulate everyone in the process of collective construction and not be seen as a boss who imposes conditions without direct
voice and listening, limiting the other from developing autonomy and knowledge, thus hindering the growth of student learning and the performance of those involved in the pedagogical field.

Faced with the various challenges presented by the school manager, we cannot fail to mention the financial management, because it involves all members of the Collegiate in the decision process and at times lacks the participation and involvement of some in resolutions, leaving only responsibility for decisions in charge of a representation in toning the decisions. It is worth mentioning that through pedagogical and personal management it is possible to promote the participation of all in the process of democracy in the school environment reflecting on the social one. Thus, the function of the school manager is extremely important in the field of education so that a favorable environment for development can be built in the school. Therefore, the leadership competence in his pedagogical-administrative action should be seen as of utmost importance for the development of his duties in office.

It is also important to point out that the guidelines pointed out in the current Resolution CNE/CP no. 2/2019, even though they institute the increase of the workload through the deepening of studies in other spheres promoted in the specialization courses, do not guarantee that the graduates who wish to become specialists in education have the necessary knowledge to work in the areas of Administration, Planning, Inspection, Supervision, and Educational Guidance for Basic Education.

The current legislation that trains this professional does not seem to follow the evolution and social transformations that society has been going through, nor has it given importance to the demand that falls on the school, given the responsibility of the school manager, who has to deal with competencies that are required by means of tasks related to the function.
REFERENCES


