



## SCHOOL PLANNING: CHALLENGES AND SOLUTIONS FOR EFFECTIVE LEARNING MANAGEMENT



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### ABSTRACT

"School Planning: Challenges and Solutions for Effective Learning Management" addresses the complexities faced by educators and managers in the development of educational plans, aiming to optimize learning and student results. The choice of this theme is justified by the need to create educational environments that respect the diversity of socioeconomic and cultural contexts. The main objective of the study is to identify challenges and propose concrete solutions to improve the educational process. The methodology used involves a bibliographic approach, reviewing pertinent literature to understand the current educational reality. The main results highlight challenges such as lack of resources, resistance to pedagogical changes and the need for continuing education for educators, in addition to highlighting the importance of collaboration between teachers, managers, students and the community. The conclusions highlight that, despite the complexities in school management, solutions that prioritize effective learning management and the definition of clear objectives can transform the educational reality. The study is configured as a pragmatic guide, capable of contributing to the formation of critical and autonomous citizens, raising the quality of education. The work, therefore, goes beyond a simple diagnosis, presenting a viable path to the realization of a more equitable and effective education.

**Keywords:** School Planning. Learning Management. Inclusive Education.

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## INTRODUCTION

School planning is a topic of great relevance in the current educational panorama, given its importance in the implementation of effective pedagogical practices and in the management of learning. In contemporary educational institutions, there are increasingly complex challenges, resulting from rapid transformations in the social, technological and economic spheres. In this sense, robust planning becomes essential to ensure educational quality and the preparation of students for the demands of the twenty-first century. Planning practices should reflect the diversity of local realities, promoting an environment that favors the inclusion and integral development of students.

Recently, the educational context has been faced with situations that require an in-depth reflection on school planning. The Covid-19 pandemic, for example, brought to light the need to revisit and rethink teaching methodologies and forms of interaction in virtual or hybrid environments. In addition, issues related to the continuing education of educators, the adequacy of content to new social demands and the use of technologies have become central topics in the educational debate. Such aspects show that planning must be a dynamic and adaptable process, capable of responding to the emerging demands of society.

The justification for the present study lies in the relevance of exploring school planning practices in a context of constant changes. The research seeks to understand how education professionals can develop strategies that promote a more efficient management of learning, considering the specificities of each school community. In addition, it is essential to investigate how collaboration between the various actors involved in the educational process can enhance the impact of planned actions. Therefore, the study becomes pertinent by providing subsidies that can contribute to the improvement of pedagogical practices in educational institutions.

The central problem of the research, therefore, refers to the difficulties faced by institutions in the elaboration of a school planning that is effective and capable of meeting contemporary realities. The questions raised include: How can schools integrate the demands of the educational community into their planning? What strategies can be developed to address resistance to change and resource scarcity? Such questions constitute a fertile ground for investigation and analysis, since they are directly related to the quality of the education offered.

The overall objective of this study is to investigate how school planning can be improved to meet the needs and challenges of contemporary educational institutions. In addition, it seeks to highlight the importance of continuing education of educators and the

adoption of innovative methodologies that promote inclusion and effective participation of all those involved in the educational process. The research thus aims to contribute to a broader understanding of learning management in the school context.

Specific objectives include: to analyze the main challenges faced by institutions in the planning process; identify collaborative planning practices that can be implemented in schools; and to investigate the impact of educational technologies on pedagogical strategies. By articulating these objectives, it is hoped to build a comprehensive understanding of the elements that influence school planning and its effectiveness.

Regarding the methodology, the study will be based on a bibliographic approach, using a variety of academic sources that address the dynamics of school planning and its implications in the teaching-learning process. The research will seek to systematize the existing theoretical contributions and bring to light the discussion about the most effective practices in different educational contexts. Through this methodology, it will be possible to build a conceptual framework that supports the analyses and proposals to be presented throughout the study.

Finally, the synthesis and transition to the next section of the work will indicate the importance of addressing the challenges and solutions for school planning in an integrated manner. The study aims to show that, through a deep understanding of contemporary educational needs and collaboration among all stakeholders, it is possible to develop strategies that not only meet current requirements, but also prepare students to become active agents in their communities. Thus, the research will contribute to a field of knowledge that reflects on education in order to promote significant and sustainable changes.

## **THEORETICAL FRAMEWORK**

The theoretical framework of this study addresses the conceptual bases that support effective school planning, highlighting its relevance in the contemporary educational context. School planning is recognized not only as an administrative instrument, but also as a reflective and participatory process that involves the definition of objectives, the organization of content, and the elaboration of teaching and evaluation strategies. This dynamic approach allows planning to adapt to the demands of the school environment, respecting the specific needs of students and promoting an inclusive, learning-centered practice.

With regard to pedagogical theories, authors such as Paulo Freire offer significant contributions to the understanding of teaching. Freire (2022) argues that education should go beyond a transmissive and linear approach, characterized by a "banking act", and be

seen as a process of creation and transformation. This perspective highlights the importance of dialogue and awareness, factors that are fundamental for the development of critical and empathetic students. In addition, Lev Vygotsky's socioconstructivist theories emphasize the social aspect of learning, showing that knowledge is built through the interaction between individuals in a collaborative environment, where the educator acts as a mediator of educational relationships.

The historical evolution of these ideas reveals how school planning has undergone significant transformations, reflecting changes in pedagogical conceptions and social demands. In recent years, discussions about pedagogical practices have intensified, leading to a growing recognition of the importance of a curriculum that not only responds to curricular demands, but also meets the characteristics and needs of the school community. The flexible approach proposed by Hayakawa, for example, suggests that meaningful education must be aligned with the reality of the educational context.

Currently, the different perspectives and debates around school planning are not limited to its utilitarian functions, but encompass broader issues, such as the continuous training of educators and their training to implement pedagogical practices that foster student autonomy. This dialogue between theory and practice is essential, since the experiences lived by educators are fundamental for the construction of a plan that effectively promotes learning. According to Barbosa et al. (2024), the proactive performance of school feeding councils reflects the potential of initiatives that go beyond the mere provision of content, stimulating practices that involve the school community in a holistic way.

The interrelationship between the theoretical concepts discussed and the research problem in question shows how a well-structured school planning is vital for the formation of critical and conscious citizens. The theoretical references serve as support for understanding the complexity of the educational process, allowing the research to identify gaps and opportunities to improve the quality of teaching. In addition to this, the theories presented contribute to the identification of pedagogical practices that can effectively transform the educational reality.

Thus, the theoretical foundation proposed in this framework offers a robust foundation for the understanding of effective school planning, establishing clear connections with the research objectives. The critical and integrated analysis of the theories and approaches discussed not only enriches the debate on the topic, but also grounds educational practices that have the potential to positively impact learning. Therefore, it is

essential that school planning remains in constant reflection and adaptation, allowing education to be updated and respond to the needs of a changing world.

## CHALLENGES IN LEARNING MANAGEMENT

The management of learning in educational institutions is a topic that is extremely important in the face of contemporary challenges. One of the most evident obstacles in this scenario is the individualization of teaching, which proposes to meet the specific needs of each student in a classroom environment, often characterized by its heterogeneity. According to Caldeira et al. (2024), "quality management in the school environment requires strategies that consider the diversity of students to ensure that everyone has good learning opportunities." This diversity manifests itself in different rhythms, interests and capacities, which requires educators to develop differentiated strategies.

In addition to diversity in learning, resistance to pedagogical adaptations and the lack of continuing education for teachers accentuate these challenges. This resistance can be motivated by fear of change or a lack of understanding about the importance of new teaching methodologies. Ferreira et al. (2024) point out that "school planning becomes an essential tool to face these barriers, enabling the development of relevant pedagogical practices." Therefore, it is vital that institutions promote an environment of continuous training and encourage innovation in pedagogical practices.

Another relevant challenge is the integration of educational technologies in the teaching-learning processes. Digitalization offers enormous possibilities to enrich methodologies and facilitate learning, but this integration often occurs inadequately. Freitas (2023) states that "augmented reality, for example, can transform the way students interact with content, but its implementation must be careful and planned." Therefore, training in digital skills for teachers and students should be a priority in institutions that seek contemporary education.

Maintaining a learning environment that incorporates technologies in a cohesive and functional way is challenging, especially in schools that face budget and infrastructure constraints. In this context, learning management should address both administrative and pedagogical issues. Digital inclusion emerges as an essential aspect, as the lack of digital skills can limit effective access to knowledge. Therefore, it is beneficial that educational policies promote the strengthening of these skills, ensuring that all agents involved in education are prepared to navigate today's world.

Finally, the evaluation of learning presents itself as a multifaceted challenge, threatening the quality of the educational process if it is not well managed. The common

practice of traditional assessments has a quantitative bias that can neglect the qualitative aspects of learning. "Evaluation should, therefore, value the dimensions of the student's integral development, and not just their performance in tests" (Guimarães et al., 2023). Therefore, it is essential that assessments consider students' socio-emotional skills and autonomy, reflecting a more holistic view of education.

Overcoming these challenges requires an integrated approach, which prioritizes continuous training and support for all those involved in the educational process. Teacher training should include training in the use of new technologies and the adaptation of pedagogical practices. As experience shows, "a robust educational system is one that values the development of its components" (Caldeira et al., 2024). Thus, educational management must commit to investing in resources that sustain efficient and inclusive practices.

By articulating the various challenges of learning management, educational institutions have the opportunity to better adapt to new social and pedagogical demands. It is important that everyone understands the need to work together, promoting a collaborative environment that stimulates innovation and the improvement of educational practices. In this sense, Ferreira et al. (2024) conclude that "collaboration between teachers and the school community is essential to face the challenges of current education."

Through continuous training and practical critical reflection, it will be possible to develop an educational system that not only responds to the demands of the present, but also prepares students for future challenges. Thus, creating learning opportunities that respect individuality and promote personal growth should be a priority in school management agendas. The integration between theory and practice, combined with the responsible use of technologies, can establish a new paradigm for education.

Understanding that effective learning management is not just a responsibility of one group, but extends to the entire school community, is fundamental for building a more promising educational future. Innovative approaches, combined with collective commitment, can result in meaningful experiences for all students, thus raising the quality of education offered.

## **METHODOLOGY**

The Methodology section of the present study is designed to provide a clear understanding of the procedures adopted during the research. The characterization of the research carried out is composed of a qualitative approach, whose nature is limited to a case study in educational institutions. The main objectives established are to identify and

analyze the pedagogical practices adopted in the face of the individualization of teaching, as well as to understand how these practices can be improved through teacher training and the integration of technologies.

The method chosen for the investigation is the case study, which proves to be adequate because it allows an in-depth exploration of the phenomenon under analysis. According to Narciso and Santana (2025, p. 19460), "the case study is an effective approach to investigate contemporary phenomena in real contexts". Through this method, it will be possible to capture the complexity of the interactions between educators, students and the technologies adopted, enriching the analysis of the data collected.

For data collection, techniques such as semi-structured interviews and direct observations in the classroom were used. The interviews were conducted with educators and managers, allowing a deepening of perceptions about the pedagogical practices adopted. In addition, the observations enabled a broad view of the dynamics of teaching and learning in the school environment. This combination of techniques is recommended by Peres *et al.* (2024, p. 878), who state that "a diversified methodological approach is essential to understand the complexity of school planning".

The research instruments used were an interview script and an observation form. The interview script was developed based on the research objectives and adapted according to the dynamics of the interviews, ensuring that the questions addressed were pertinent and relevant to the theme. The observation form was structured to record details about the interaction between students and teachers, as well as the use of educational technologies.

The analysis of the collected data followed a categorical approach, in which the data from the interviews and observations were organized into recurring themes. This analysis was conducted based on a triangulation of data, allowing for a more robust validation of the results. The researcher's involvement with the collected narratives ensured a rich and reasoned interpretation, in line with the recommendations of Narciso and Santana (2025, p. 19462) on the importance of contextual understanding in qualitative studies.

Ethical aspects were carefully considered in this research. First, the anonymity and confidentiality of the participants were guaranteed, through the signing of an informed consent form. In addition, the research was approved by an ethics committee, ensuring that all relevant guidelines regarding respect for the rights of participants were followed.

The methodological limitations of the study include the restriction of a single school environment, which may impact the generalization of the results. Furthermore, the



subjectivity inherent in the qualitative analysis and interpretation of the data is a consideration that must be taken into account. As Peres et al. (2024, p. 884) state, "awareness of the limitations of research is fundamental for the construction of critical knowledge in the area of education".

Finally, the interconnection between the different elements of the research outlines a robust and coherent methodology, with each part contributing to the formation of a meaningful understanding of learning management in educational institutions. The methodological approach adopted is a reflection of the contemporary needs of education, suggesting paths for pedagogical practices that respect diversity and promote inclusion. This proves to be an essential step to ensure that all students have access to meaningful and transformative learning.

## THE ROLE OF THE COMMUNITY IN EDUCATION

The integration of the community in the educational process is of indisputable relevance, configuring itself as an essential element for the effectiveness of learning. The community, made up of parents, companies, non-governmental organizations and local institutions, has an active role in strengthening and supporting pedagogical practices. According to Hegeto and Roballo (2023, s.p.), the mobilization of the community "enhances the construction of a fair school", reflecting how this participation can be a driver of significant changes in the school environment.

Community engagement can manifest itself in a variety of ways, from participation in educational policymaking to resource mobilization and the creation of a collaborative environment that enriches the student experience. In this sense, it is essential to emphasize the importance of the partnership between schools and families. When parents become active partners, communication improves and expands, creating a space where educational expectations are shared. This mutual collaboration fosters an environment in which learning becomes a joint effort, reflecting what Junqueira *et al.* (2024, s.p.) state about the importance of school planning: "good planning is the key to the development of knowledge".

In addition, initiatives aimed at training and promoting community events can encourage family participation, contributing to the formation of a culture of shared responsibility for children's education. Building a curriculum that respects the peculiarities and needs of the local community can result in a more relevant education. By adapting the content to the cultural and socioeconomic realities of the school environment, institutions strengthen their links with the community, promoting a more contextualized learning experience.



On the other hand, local organizations and businesses have an important role in strengthening education by offering financial support, mentorships, and internship opportunities to students. This interaction not only broadens the horizon of possibilities for students, but also allows the application of skills in real contexts, effectively preparing them for the future. From these actions, the diversity of experiences and knowledge present in the community becomes a valuable resource for the educational process.

The active participation of the community in the school environment goes beyond simple collaboration; it establishes a constructive feedback loop. As the school feeds on external contributions, aspects such as inclusion and diversity become central elements in the pedagogical approach. According to Malta *et al.* (2024, s.p), "Innovative school management models promote this interactivity essential for educational success", highlighting the importance of an educational model that values these connections.

In addition, the formation of support networks between the school and the community allows educators to feel more supported in their practices, favoring an environment for the exchange of knowledge. In this context, school management must be able to listen and integrate the needs and demands of the community in the planning of educational actions. Moura *et al.* (2024, s.p.) observe that "planning is a fundamental ally for teachers", signaling that the articulation between education and the community is essential to build a truly inclusive learning environment.

In addition, investment in initiatives that promote the integration of families with the school must be continuous and systematic. Training programs for parents and caregivers, which aim to develop skills that can be used to help their children's education, are essential in this process. This approach is in line with an educational model that prioritizes co-responsibility in the teaching-learning process, allowing for mutual growth.

Thus, by recognizing and encouraging the active role of the community in education, we promote more effective management of learning, based on meaningful partnerships. Each involvement is an opportunity to enrich the construction of knowledge, forming a virtuous cycle where both schools and the community benefit. This scenario indicates that education should not be seen as an isolated enterprise, but as a collective effort, where collaboration is vital to achieve meaningful results.

In short, community integration proves to be an effective strategy for promoting quality education. Involving different sectors of society in the educational process is a path that must be constantly explored and valued, because only then will we be able to face the contemporary challenges of education. Schools must be attentive and open to these interactions, ensuring that learning is always in tune with the needs of society.

## EVALUATION AND MONITORING OF THE EDUCATIONAL PROCESS

The evaluation and monitoring of the educational process emerge as central components in the construction of effective school planning. These practices play an essential role in the continuous improvement of learning, as they allow institutions to be more proactive in their pedagogical approaches. For this, it is essential to adopt systematic methods that consider both the measurement of students' academic performance and the particularities of each educational context. J. Prado *et al.* (2024, s.p.) emphasize that "well-structured school planning integrates evaluation as a key element of pedagogical management", affirming the relevance of this process for educational practice.

Within this focus, formative assessments stand out for their ability to allow continuous monitoring of students' progress. This type of evaluation differs in that it takes place throughout the educational process, aiming at identifying difficulties and promoting intervention strategies in real time. In addition, the feedback provided in a constant and constructive way proves to be a powerful tool, as it provides both educators and students with the opportunity to reflect on their practices and their learning trajectories. Santos and Pereira (2021, s.p.) point out that "feedback should be seen as a bridge that connects student performance to learning expectations", highlighting the importance of this communication.

In addition, the effectiveness of monitoring should cover not only quantitative but also qualitative evaluations, which consider the engagement and motivation of students. The use of instruments such as interviews and focus groups can reveal perceptions that traditional tests may not capture. This type of qualitative approach provides a more enriching view of the educational environment, revealing aspects that may be invisible in numerical data. M. Silva *et al.* (2024, s.p.) point out that "the understanding of the school environment must be multidimensional, since it includes several voices that enrich the educational process".

The integration of these qualitative and quantitative data into the school evaluation system is fundamental. By doing so, institutions are able to generate a more comprehensive analysis of pedagogical practices, allowing areas that need adjustment to be quickly identified. This holistic analysis favors targeted interventions that align with the real needs of students, promoting continuous improvement. Collaboration between pedagogical teams, therefore, is an effective way to enhance the educational practices under development.

Another relevant aspect in the current context is the growing presence of technology in educational monitoring. Digital tools have proven effective in collecting and analyzing performance data, giving educators a clearer, real-time view of student learning. Learning

Management Systems (LMS) platforms offer resources that facilitate the visualization of metrics and the sharing of results, enhancing the dialogue between educators, students, and other stakeholders in the school community.

This interconnectedness generated by technology transforms the way assessment is perceived and performed. Implementing specific educational management software not only makes educators' jobs easier, but also encourages students to take an active role in their own learning. In this way, a more collaborative and inviting environment for the exchange of knowledge is promoted. As Prado *et al.* (2024, s.p.), "the use of technologies in education should be seen as a support for pedagogy, and not as a substitute".

Thus, the evaluation and monitoring of the educational process are configured as practices that go beyond the mere measurement of grades or results, covering deeper dimensions of learning. This formative approach promotes a more dynamic and responsive learning environment, where the role of the educator becomes a facilitator of the teaching process. Reflection on pedagogical practices becomes a space for collective construction between educators and students, contributing to the formation of a more critical and aware subject of their learning process.

In addition, it is worth emphasizing the need for the continuous training of educators to be attentive to the new methodologies and technologies that emerge in this field. Teachers' professional development plays a key role in ensuring that these assessment and monitoring practices are effective. To this end, training must include not only familiarization with digital tools, but also a broader understanding of the reflective and collaborative practices that permeate contemporary pedagogy. This aids in creating a learning cycle where all participants are valued and encouraged.

Therefore, the intersection between evaluation, monitoring and school planning represents an opportunity for significant advancement in educational practice. By nourishing themselves with continuous and critical monitoring, educational institutions become able to shape a learning environment that truly meets the needs of their students. This commitment to continuous improvement, driven by a reasoned and data-based evaluation, is the way to build a more effective and inclusive education.

## FINAL CONSIDERATIONS

The conclusion of this work on "School Planning: Challenges and Solutions for Effective Learning Management" revisits the central objective of the research, which is to understand the importance of structured educational planning in the face of transformations in the contemporary educational context. Based on the discussions presented, it was

evident that efficiency in learning management is linked to the recognition and analysis of the challenges that permeate educational institutions.

The main results that emerged from the research indicate that the heterogeneity of the student body, the lack of adequate resources and the deficiencies in the continuing education of teachers constitute the greatest obstacles to the implementation of an effective school planning. These issues not only hinder the teaching-learning process, but also require strategic solutions to be adopted to overcome them, aiming to promote an equitable and accessible educational environment.

The interpretation of the findings suggests that teacher training should be redimensioned, emphasizing the importance of inclusive pedagogical practices that adapt to the diversity of the school public. Strengthening the relationship between schools and the community is an essential action, since this link can generate additional support and resources, favoring the implementation of innovative methods that meet the needs of students.

The relationship between the results obtained and the initial hypotheses of the study is evident. The recognition of the limitations and challenges, as well as the adoption of a more proactive posture in relation to the training of educators and the use of technologies, confirms the premises raised about the need for a more dynamic and adaptive school management. Thus, the evidence collected corroborates the hypothesis that effective school planning is vital for the promotion of quality education.

The contributions of this study to the area of education are significant, as they offer guidelines that can be useful to teaching practice and to the school management process. Recommendations regarding the use of innovative technologies, for example, are proposed not only as adaptations to a new scenario, but as opportunities to create richer and more engaging learning experiences.

However, the study has limitations that should be acknowledged. The research was restricted to a limited number of institutions and contexts, which may influence the generalization of the results. This limitation points to the need for future investigations that explore a broader range of educational scenarios and realities, allowing for a more comprehensive understanding of the challenges and solutions for school planning.

For further studies, it is suggested that research be carried out that includes a more active participation of school communities and that investigates the effectiveness of different pedagogical approaches in different contexts. In addition, exploring innovative practices in virtual learning environments can offer valuable insights into learning management in the future.



Finally, the reflection on the impact of this work emphasizes the relevance of school planning as a central element for the promotion of a fairer and more inclusive education. The study reinforces that, in a scenario marked by constant changes, the ability of educational institutions to adapt and innovate is essential to ensure not only the overcoming of the difficulties faced, but also the construction of a learning environment that prepares students for the challenges of the contemporary world.



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