LUMEN ET VIRTUS
ISSN: 2177-2789

RETHINKING SCHOOL MANAGEMENT TODAY: PRINCIPLES AND PRACTICES

https://doi.org/10.56238/levv16n47-109

Submitted on: 03/27/2025 **Publication date:** 04/27/2025

Adriano Rosa da Silva[1]

ABSTRACT

The main objective of this study was to establish the relationship between educational data from evaluation reports and school daily life, with a view to improving the quality of teaching. With the documentary analysis, information was found on the degree of achievement of the objectives established in the curricula of the courses and the adequacy of the curricula to the professional profile according to the area of activity, as well as the degree of attendance of the training offered in the courses to the needs of the labor market, with regard to the performance of positions and the exercise of technical functions provided for in its organizational structure. The methodology used was the descriptive qualitative, based on the selection and documentary analysis of pedagogical reports on the graduates of professional courses at the technical level and technological courses at the undergraduate and graduate levels, so that the information and data contained in these sources were selected and organized during the research, with the aim of qualitatively analyzing the given educational perspective, opening the possibility of quantifying data about the professional performance of recent graduates. The results were later interpreted and analyzed, in the light of the theorists who make up the bibliographic references of this theme, such as Zabala, Lück, Luckesi, Perrenoud, among other authors.

Keywords: Post-School Evaluation. Teaching-learning process. School Management.

[1]Master's degree in Social History from the Fluminense Federal University (UFF). Master's student in Education at the University of Lisbon (ULisboa). Degree in Pedagogy from the Federal University of the State of Rio de Janeiro (UNIRIO). MBA in School Management from the University of São Paulo (USP). Lattes: http://lattes.cnpq.br/7228184007145445

INTRODUCTION

The present study seeks to analyze the theoretical bases about the conception of competencies, which constitutes a new context of the international division of labor, inserting school education in this context. In this way, competence[2], as a broad and polysemic concept, can be understood as the set formed by the association of skill, attitude and knowledge. In the light of Perrenoud (2013), the conception addressed here places competencies "as a product of learning and, at the same time, as the foundation of human action" (p. 45). This contribution is important because, according to Zarifian (2001), discussions about competencies leave the narrow circle of researchers and critics and enter the public social debate.

In this horizon, at the heart of the educational strand called pedagogy of competencies[3], we sought to weave a more specific discussion about the notion of curriculum by competencies, based on the evaluation of graduates of training courses, when they are in the internship period, being an important instrument of school [4]management, considering all the actors participating in the educational process, to evaluate the quality of teaching, because, according to Oliveira, Moraes and Dourado (2014), the school culture cannot be changed without collective work, without the search for solving problems in a participatory way.

> The great richness of everyone's participation lies in the extent to which each group has its perceptions about the reality that surrounds it when the defined objectives and action plans are impregnated with these different perceptions (PELLEGRINI, 1986 *apud* HORA, 2004, p. 127).

It is important to highlight that the positive point of this research is the relevance of the study with the field of confluence with an area that has currently been widely discussed, that of the curriculum by competencies from a set of historically and socially constructed connotations, being fundamental for the work of school managers, configuring this professional practice, according to Lück (2014), in a sum of actions with the aim of

---

[2] Competence is the ability to act, in foreseen and unforeseen situations, quickly and efficiently, articulating tacit and scientific knowledge, life and work experience lived throughout life histories, [...] linked to the idea of solving problems, mobilizing knowledge in a way that transdisciplinates psychophysical behaviors and skills, and transferring them to new situations: it supposes, therefore, the ability to act by mobilizing knowledge. (KUENZER, 2002, p.11).

[3] The "pedagogy of competences" presents itself as another face of the "pedagogy of learning to learn", whose objective is to provide individuals with flexible behaviors that allow them to adjust to the conditions of a society in which their own survival needs are not guaranteed. Their satisfaction is no longer a collective commitment, but is under the responsibility of the subjects themselves, who, according to the epistemological root of this word, are subjugated to the "invisible hand of the market" (SAVIANI, 2021, p. 437).

[4] The school management process should be aimed at ensuring that students learn about the world and about themselves in relation to this world, acquire useful knowledge and learn to work with information of gradual and contradictory complexities of social, economic, political and scientific reality, as a condition for the exercise of responsible citizenship (LÜCK, 2000, p. 8).

promoting the improvement of the teaching-learning process. In this regard, Rabelo (2009) asserts that the main task of an educational institution is to awaken the potential of students, in an idea of broad human formation.

In this way, taking as a parameter the proposed object of investigation and the selected bibliographic reference, the following research problem was started: Does the post-school evaluation report, as an instrument for the collection of educational data by school managers in the context of institutional evaluation, enable the improvement of educational practices? From this aforementioned question, it is based on the understanding, as an investigation hypothesis, that the pedagogical and administrative task of an educational institution

> It is not a simple task, it requires reasoning, observation, replanning, search for new ways to make mistakes and failures. Therefore, the school environment needs democracy, to the point that all those involved can participate in decisions consciously, for this it is necessary willingness, teamwork and redistribution of responsibilities, which will promote the success of the school (SILVA, 2017, p. 172).

In this sense, it is important to highlight that the main objective of the present study was to establish the possible relationship between the educational data of the post-school evaluation reports produced by school managers and the school daily life in technical and technological courses, with a view to identifying, from those documents, the consequent improvement in the quality of teaching. Understanding the research objective as a goal to answer the problem.

LITERATURE REVIEW

It is interesting to observe that the Brazilian educational system, as the central axis of study in this work, has basic education and higher education. The object of this research, for the purpose of delimiting the study, is the analysis of the pedagogical results concerning technical professional education in the context of high school and undergraduate and graduate technological professional education, aimed at providing the qualification for the exercise of technical functions and for the performance of technological and specialized activities.

In this dynamic, in order to briefly contextualize the object of study, it should be emphasized that the Brazilian education system obeys a continuous and progressive process of education, based on specific legislation and with its own characteristics at each level of education, from initial training to the highest levels of qualification, based on the formative perspective of education and evaluation. which proposes the monitoring of the development of learning, as Perrenoud (2009) explains.

Thus, in order to provide the technical knowledge of secondary level and technological knowledge of higher education necessary to comply with the dictates of the regulatory bodies and supervisors of national education, under the terms of the legislation in force, because, as stated by Lück (2012), in order to know, analyze and control what happens inside the school, it is necessary to examine it in a systemic way. In this aspect, having as a guideline that the competency-based curriculum demands an evaluation aligned with professional practice and is something complex, it is necessary to

> Competence is not something that can be directly observable. It is the condition for having a certain performance, which it makes possible, non-random and predictable. Competence is, in a sense, a promise of performance. [...] performance is an observable action related to a scale of excellence or effectiveness; competence is a stable disposition that makes performance possible and explains it (PERRENOUD, 2013, p. 46).

In view of the above, the post-school evaluation process should include a planned work of collection and analysis of information and statistical data, as well as the dissemination of results, aiming to identify the degree to which the purpose of the courses to train professionals has been met, in accordance with the provisions of the Law of Guidelines and Bases of National Education (LDBEN/1996).

Thus, post-school monitoring is of the utmost importance, because, according to Giacaglia and Penteado (2015), it denotes the commitment of the educational institution to the identification of factors that facilitate learning in the education of students beyond the limits of regular courses. This feedback on the professional performance of the graduates of the courses is important to feed back the educational institution, especially when it comes to curricula based on technical-professional competencies[5], and is therefore

> a combination of knowledge, motivations, values and ethics, attitudes, emotions, as well as other social and behavioural components that, together, can be mobilised to generate effective action in a particular context. It allows you to manage complex and unstable situations that require resorting to detachment, metacognition, decision-making, and problem-solving. We can therefore say that competence is characterized by being complex, projected into the future (in a bet on the powers of becoming). It is exercised in a situation, it is complete, conscious and transferable to other contexts (DIAS, 2010, p. 75).

Institutional evaluation is an essential tool not only to measure, but, above all, to raise the quality of technical secondary education or technological higher education offered by various educational institutions in Brazil. It is, therefore, important to conceive

[5] The competency-based curriculum is circumscribed within the scope of rational and efficient individual performance aiming at the adequacy between ends and means, objectives and results; a behavioural profile of personnel that aggregates cognitive, socio-affective and emotional capacities, psychomotor skills and operational skills, etc., acquired through individual paths and trajectories (school, professional paths, etc.); professional actions resulting, primarily, from training strategies brokered and planned aiming at the functionality and profitability of a given organism and/or social subsystem (MANFREDI, 1998, p.33).

educational evaluation, as stated by Souza (2005), in a continuous and dynamic research process, enabling a critical look at that particular academic reality.

It is important to consider that the post-school evaluation consists of the observation of the performance of the graduates of the courses, evaluating the recent graduate, in the exercise of their functions, aiming to measure their development during their professional practice in the work context, that is, in an environment conducive to the professional competence being concretized and better appropriated by the former students, leading them, according to Zabala and Arnau (2014), to face diverse situations effectively and to mobilize knowledge, skills and attitudes, in an interrelated way.

Therefore, considering that evaluation instruments are not an end in themselves, as stated by Depresbiteris and Tavares (2009), and that evaluation has a subsidiary function in the construction of satisfactory results, according to Luckesi (2011), information was collected and analyzed on the impacts of courses based on competency-based curricula for the promotion of the provision of quality education, starting from the educational data of educational institutions.

From this perspective, according to Moretto (2014), it is based on the understanding that competence is not achieved, it is developed, that is, it can be continuously improved throughout life. This process of evaluation and supervision has, therefore, as Rangel (2013) states, a pedagogical character, making it possible to subsidize improvement actions in the courses, based on the results analyzed, through, for example, proposals for curricular changes or proposals for readjustment of the methodologies used in educational practice, and it is important that these propositions of school management, that drive changes, are shared by all the subjects that make up that particular educational context[6].

It should be noted that the purpose of the post-school evaluation is the practical complementation of the training carried out, the evaluation of performance and the verification of the teaching-learning process, being carried out after the entry of the former student who has just left the courses, now in the condition of former intern, in the work space in which he was inserted, regardless of the organizational structure of destination, There is, therefore, a variability regarding these occupational spaces, considering that

> competence is really the competence of an individual (and not the qualification of a job) and is manifested and evaluated when it is used in a professional situation (in the practical relationship of the individual with the professional situation, therefore, the way he faces this situation is at the core of competence) (ZARIFIAN, 2001, p. 67).

[6] Some fundamental changes implicit in management involve, for example, the understanding that global processes demand joint action; that joint action, that is, participatory, is associated with competent autonomy; that the conception of management surpasses administration, and does not replace it (LÜCK, 2006, p. 38).

Thus, the counting of the period of realization of this evaluation moment begins at the moment of presentation of the former student to the work where, under the guidance of more experienced professionals, he will initially develop his functions. These more experienced professionals guide the graduate in the execution of technical-professional tasks, according to the area of activity, in order to allow continuous monitoring of their performance, using the evaluation form as a reference to carry out guidance, monitoring and partial evaluations of the intern's performance.

It is worth emphasizing that the main objective of this study is to establish the relationship between these institutional documents, that is, the evaluation reports, with the school routine, that is, with the network of relationships, interactions and activities that are unveiled in the school[7]. In this context, it is reiterated that the post-school evaluation has the purpose of verifying the teaching-learning process, by evaluating the training offered in the courses of professional and technological education institutions through professional task relations that comprise the technical references of each area of activity, intending, above all, to subsidize improvements in the courses taught.

In fact, it is important to point out, based on the reports analyzed, that there needs to be a joint effort by the institution to, in fact, implement the curriculum based on technical-professional competencies, seeking to articulate different areas of knowledge to develop knowledge more applied to practice, as exposed by Zabala and Arnau (2014). From this angle, the role of school management is fundamental in this process, as

> constitutes a dimension of institutional education whose practice highlights the intersection of regulatory intentions and the exercise of control by the educational administration, the needs felt by teachers to face their own professional development in the most immediate context of their performance and the legitimate demands of citizens to have a close interlocutor who gives them reason and guarantee of quality in the collective provision of this educational service (SACRISTA *apud* FERREIRA, 2000, p. 15).

Highlighting the importance of the process of change that must occur in the school space, in the search for constant improvement of educational performance, because according to Rangel (2013), this process of fostering the skills and competencies of students is directly applied in didactic practice, and it is necessary, whenever possible, to replan curricula and programs.

[7] In school, the activities are complementary, to the extent that each of them, developed by a certain individual agent, requires the participation of the other, or other activities so that, together, through the actions of the respective agents, they can be transformed into a single action towards the achievement of any objective or goal of the school (FALCÃO FILHO, 1997, p. 15).

In this sense, seeking to evaluate the evidence regarding the technical performance of the former trainees in comparison to what is expected of these professionals, in terms of whether or not they reach this profile, it is also possible to verify, in a qualitative approach, the tasks that these graduates performed in their occupational spaces, corresponding to what Souza (2005) states as a valuable dimension of educational evaluation. In this way, as educational evaluation seeks to verify the achievement of previously established learning objectives, according to Rabelo (2009), it is important to compare the evidence regarding professional performance in practice and the learning objectives established in the course curricula.

> Practice is a theme that accompanies the development of curricular theory, assuming different meanings. In Dewey, on the other hand, the concern with bringing thinking closer to practical life, to human experience, is highlighted, and the defense of the applicability of knowledge is central to his notion of curriculum. Schooling only makes sense to the extent that it builds conditions for subjects to be able to solve real social problems (LOPES and MACEDO, 2011, p. 141).

In this perspective, regarding the relationship between the technical-professional tasks evaluated and the learning objectives in the course disciplines, it can be observed that all the contents of the activities contained in the scripts need to be evaluated, in which those with lower scores need an evaluation and review, either of planning or methodologies, and it is necessary to be reinforced by the professors in their respective disciplines in order to further improve the results Achieved.

Thus, based on the assumption brought by Perrenoud (1999), that the process of formative and continuous evaluation contributes greatly to optimize the learning in progress, it is relevant that the institution redirects its gaze to its evaluation process, in the sense of constantly engaging the student in the didactic situation. In this regard, Lück (2012) emphasizes the importance of evaluation for the educational process, not only as a measurement instrument, but as an expansion of the realistic representation of individual and institutional learning, making it possible to replan better teaching conditions.

RESULTS AND DISCUSSION

The importance of care with the choice and treatment of data collection instruments was observed, as they provide important subsidies in the sense of feeding back the teaching and learning process, which contributes to raising the quality of training offered by professional and technological education institutions. Thus, the results from the comments and feedback from the institutions that receive the former students are useful for the curriculum review process, allowing for the redesign of didactic practices, when necessary.

In this way, it is important to point out that the data collected help school managers to understand the profile of the institution, with regard to that organizational culture and the subjects that make up this educational space, considering that, for Lück (2000), school management

> constitutes a dimension and a focus of action that aims to promote the organization, mobilization and articulation of all the material and human conditions necessary to ensure the advancement of the socio-educational processes of educational establishments oriented towards the effective promotion of learning by students (LÜCK, 2000, p. 7).

From this perspective, in order to present the results of the research, that is, the results obtained through the application of the proposed methodology, it is worth noting that it could be observed, through the analysis of the post-school evaluation forms and the consequent pedagogical reports, aspects that reinforce the importance of this evaluation for the improvement of the professional education courses taught in educational institutions and for the indication of improvements in the training offered.

Thus, two aspects were analyzed and observed, with a focus on the methodological delimitation of this study, one referring to the type of performance of the graduates of the courses in the work environment, by the result of the application of evaluation scripts to the former students, where it was possible to quantify indicators corresponding to the percentages of the concepts attributed to them, and another referring to the improvement of the training offered, by the result of the suggested improvement actions, where it was possible to analyze and quantify the actions necessary for the improvement of the curricula of the courses to be implemented in the subsequent curricular review/update.

The process of revising the curriculum is understood as updating a basic document that defines a course and regulates teaching, ensuring uniformity of training. Thus, the curricular approach demands other more detailed teaching planning documents, describing each teaching unit, the learning objectives to be achieved, the workloads, the didactic practices to be adopted and the bibliographic references, allowing the teacher to prepare the lesson plans. Thus, the educational activities included in the curriculum should emphasize the appreciation of the practical application of the knowledge acquired and the standardization in the training of personnel.

In this perspective, it is important to point out the need for the results to be taken to a deliberative council with the participation of representatives of the different sectors of the institution, as far as possible, for greater dissemination of the report prepared, with the purpose of compiling, analyzing and forwarding the data to competent bodies and bodies, disclosing the results of the evaluation process and the resulting actions. raising collective

participation, for collegiate decision-making on suggestions for improvement actions, which constitutes an important feedback for the evaluation of the educational establishment's own didactic-pedagogical practices[8].

METHODOLOGY

In order to present a detailed description of the material used and the methods used in the analysis of the data and the results of the research, it is interesting to note that the instrument of data collection was the documentary research based on the analysis of the data contained in pedagogical reports. The methodology of data analysis used was content analysis, using an analytical procedure on the quantitative/statistical data and the value judgments contained in the analyzed documents.

In view of the conceptual character of this research work, it is worth emphasizing that the methodological procedure adopted was the selection and documentary analysis of pedagogical reports, which were applied to the graduates of the courses of certain levels of education, so that the information and data contained in the primary sources were identified, selected and organized during the documentary research, with a view to qualitatively analyzing the analyzed perspective. Thus, as it is a bibliographic research, according to Lakatos and Marconi (1987), the present study

> It is the survey, selection and documentation of all bibliography already published on the subject that is being researched in books, encyclopedias, magazines, newspapers, pamphlets, bulletins, monographs, theses, dissertations and cartographic material. In order to put the researcher in direct contact with all the material written about him (LAKATOS and MARCONI, 1987, p. 66).

This thus enabled both the serial treatment of the research sources, opening the possibility of quantification to identify regularities about the professional performance of recent graduates in their work spaces, and revealing the vicarious experiences that allow generalizations, so that the content of the institutional documents analyzed was inserted in different databases. It is interesting to note that the documentary analysis aims to offer the educational institution access to information that can contribute to professional training, allowing the visualization of the learning results to be achieved.

From this perspective, as this documentary research addresses primary sources, the educational data analyzed were understood as discourses and researched by the descriptive qualitative method, with a view to providing a coherent interpretation of these

[8] To the extent that it manages to get the participation of all sectors of the school - educators, students, parents and employees - in decisions regarding its objectives and its functioning, the school is better able to put pressure on the upper echelons, in order to appropriate autonomy and resources. It will be much more difficult to say no when the request is not from a person, but from a group, which represents all segments and is instrumentalized by the awareness that its own organization provides (HORA, 2004, p. 136).

organizational data related to the evaluation of the technical performance of part of the graduates of professional courses, in the work contexts where they are inserted.

It is worth noting that the document analysis process had the scope to contribute to the resolution of this research problem, with the possibility of elaborating an action plan based on the identified problem and the subsequent evaluation of its implementation. Thus, it was sought to obtain information about the educational data of educational institutions produced by school managers, through the documentary analysis of pedagogical reports, which were later interpreted and analyzed in the light of the selected bibliographic references.

Certainly, it was expected to find, with the documentary analysis, information on the degree of achievement of the objectives established in the curricula of professional courses, as well as to verify the adequacy of the curricula to the desired professional profile and the degree of attendance of the training offered in the courses, with regard to the performance of positions and the exercise of technical functions provided for in different organizational structures that absolve this demand for graduates.

In view of the above, the study sought to provide the basis to develop explanations about the importance of post-school evaluation at the heart of a specific educational context, emphasizing the importance that learning also takes place through the contextualization of knowledge in the work environment and makes it possible to feed back into the formative process, so that the results can be used to develop a process of improvement of educational practices.

In view of the above, with a view to investigating possible limitations or positive points based on the results found, in order to verify whether the suggestions and proposals contained in the analyzed documents were fulfilled. In this sense, it was verified, therefore, the need to present the observations contained in the pedagogical reports of post-school evaluation in education councils and commissions, so that there is a participatory planning of these actions and decisions that are necessary about curricular changes and school dynamics.

Therefore, it was observed that, for the proper execution and control of the desired professional training, it is necessary to have a detailed planning that can encompass the entire process, presented in this methodology, in order to ensure that all educational actions and practices carried out in the school space converge to achieve the objectives set for the development of professional skills, which thus contributes to raising the quality of the education offered.

FINAL CONSIDERATIONS

By way of conclusion, from the analytical basis presented in the present study, it is observed the importance of collective decision-making about the curriculum review process that actually helps to design the curriculum to favor the development of students' professional skills at the levels that are required of them in their respective areas of professional activity. It is, therefore, the expression of what is considered appropriate in terms of the training of students and that can later be evaluated in the different work spaces.

In this way, in parallel with the analysis of the proposal for curricular changes resulting from these and other possible demands, it is also necessary to review the relations of technical-professional tasks, in order to keep up with the constant scientific and technological evolution in these areas. In this way, it is necessary to elaborate and apply an action plan, which in this case can constitute collective participation in decision-making on curricular changes, emphasizing the ultimate meaning of educational action.

> Far from possessing the logic of the company, the school organization understood dialectically is not based on functional rationality, hierarchy, objectivity, impersonality, whose objective is the exploitation of alienated labor. Without disregarding its reproductive characteristics, the school, contradictorily, can seek knowledge through the subject-object relationship, understood as a personalized process, which takes place between independent men, in which transformation is sought (ZUNG, 1984 *apud* HORA, 2004, p. 46).

Thus, in the light of the theorists referenced in the technical literature of the area and the data scrutinized and analyzed in the research, it is inferred that the search for excellence in teaching does not consist only in having well-trained students, but also through a teaching team provided with means and resources that allow them to develop and apply their professional skills, in a continuous cycle of knowledge construction, in order to respond to current social demands[9].

In summary, therefore, it is urgent to emphasize that the situations that a professional faces nowadays are dynamic and unpredictable, so that the pedagogical reports of post-school evaluation, when well interpreted, enable a broader and more comprehensive analysis of the educational institution and of intervention alternatives in the teaching-learning process so that the subjects are better prepared for the current and future challenges that are unveiled in the organizational sphere, due to the evolution of society

[9] The school, as an institution that must seek the socialization of knowledge, science, technique and socially produced arts, must be politically committed and be able to interpret the needs revealed by society, directing these needs according to educational principles capable of responding to social demands (HORA, 2004, p. 34).

and the complexification of social relations in the different societal spheres, in the sense that

> the school that is open to the participation of citizens does not only educate the children who are in school, the school becomes a fundamental institutional agent in the process of organizing civil society (WEFFORT, 1994, p. 99).

REFERENCES

1. Depresbiteris, L., & Tavares, M. R. (2009). Diversificar é preciso: Instrumentos e técnicas de avaliação de aprendizagem. São Paulo, Brazil: Editora SENAC.

2. Dias, I. S. (2010). Competências em educação: Conceito e significado pedagógico. Revista Semestral da Associação Brasileira de Psicologia Escolar e Educacional, 14(2), 275–286.

3. Falcão Filho, J. L. (1997). A gestão compartilhada na escola. Revista Brasileira de Administração da Educação, 8(2), 9–33.

4. Ferreira, N. S. C., & Aguiar, M. A. da S. (Eds.). (2000). Gestão da educação: Impasses, perspectivas e compromissos. São Paulo, Brazil: Cortez.

5. Giacaglia, L. R., & Penteado, W. M. (2015). Orientação educacional na prática: Princípios, histórico, legislação, técnicas e instrumentos (6th ed.). São Paulo, Brazil: Cengage Learning.

6. Hora, D. L. (2004). Gestão democrática na escola (11th ed.). São Paulo, Brazil: Papirus.

7. Kuenzer, A. Z. (2002). Conhecimento e competências no trabalho e na escola. Retrieved April 17, 2025, from http://www.educacao.rs.gov.br/dados/seminariointernacional/acacia_kuenzer_conhec_compet_trab_esc.pdf

8. Lakatos, E. M., & Marconi, M. de A. (1987). Metodologia do trabalho científico (2nd ed.). São Paulo, Brazil: Atlas.

9. Lopes, A. C., & Macedo, E. (2011). Teorias de currículo. São Paulo, Brazil: Cortez.

10. Lück, H. (2000). A escola participativa: O trabalho do gestor escolar. Rio de Janeiro, Brazil: DP & A.

11. Lück, H. (Ed.). (2000). Perspectivas da gestão escolar e implicações quanto à formação de seus gestores. Em Aberto: Gestão Escolar e Formação de Professores, 17(72), 1–16.

12. Lück, H. (2006a). Gestão educacional: Uma questão paradigmática (Série: Cadernos de Gestão, Vol. I). Petrópolis, Brazil: Vozes.

13. Lück, H. (2006b). Concepções e processos democráticos de gestão educacional (Série: Cadernos de Gestão, Vol. II). Petrópolis, Brazil: Vozes.

14. Lück, H. (2012). Perspectivas da avaliação institucional da escola. Petrópolis, Brazil: Vozes.

15. Lück, H. (2014). Liderança em gestão escolar (9th ed.). Petrópolis, Brazil: Vozes.

16. Luckesi, C. C. (2011). Avaliação da aprendizagem escolar: Estudos e proposições (22nd ed.). São Paulo, Brazil: Cortez.

17. Manfredi, S. M. (1998). Trabalho, qualificação e competência profissional – Das dimensões conceituais e políticas. Retrieved April 17, 2025, from http://www.educadores.diaadia.pr.gov.br/arquivos/FILE/2010/veiculos_de_comunicacao/EDS/VOL/19N64/EDS_ARTIGOS19N64_1.PDF

18. Moretto, V. (2014). Planejamento: Planejando a educação para o desenvolvimento de competências (10th ed.). Petrópolis, Brazil: Vozes.

19. Oliveira, J. F., Moraes, D. N., & Dourado, L. F. (2014). Gestão escolar democrática: Definições, princípios e mecanismos de implementação. Retrieved April 12, 2025, from http://www.gestaoescolar.diaadia.pr.gov.br/arquivos/File/sem_pedagogica/fev_2014/NRE/5gestao_escolar_democratica_definicoes_principios_mecanismo_implementacao.pdf

20. Perrenoud, P. (1999). Avaliação: Da excelência à regulação das aprendizagens: Entre duas lógicas. Porto Alegre, Brazil: Artmed.

21. Perrenoud, P. (2013). Desenvolver competências ou ensinar saberes?: A escola que prepara para a vida. Porto Alegre, Brazil: Penso.

22. Rabelo, E. H. (2009). Avaliação: Novos tempos, novas práticas (8th ed.). Rio de Janeiro, Brazil: Vozes.

23. Rangel, M. (2013). Supervisão pedagógica: Princípios e práticas (12th ed.). Campinas, Brazil: Papirus.

24. Sacristán, J. G. (Ed.). (2013). Saberes e incertezas sobre o currículo. Porto Alegre, Brazil: Penso.

25. Saviani, D. (2021). História das ideias pedagógicas no Brasil (6th ed.). Campinas, Brazil: Autores Associados.

26. Silva, J. N. (2017). Os desafios da gestão democrática. EDUCERE. Retrieved April 14, 2025, from http://educere.bruc.com.br/arquivo/pdf2017/24636_13546.pdf

27. Souza, A. M. (2005). Dimensões da avaliação educacional. Petrópolis, Brazil: Vozes.

28. Zabala, A., & Arnau, L. (2014). Como aprender e ensinar competências. Porto Alegre, Brazil: Penso.

29. Zarifian, P. (2001). Objetivo competência: Por uma nova lógica. São Paulo, Brazil: Atlas.

30. Weffort, F. (1994). Por que democracia?. São Paulo, Brazil: Brasiliense.