


SCHOOL MANAGEMENT AND LEADERSHIP: THE ROLE OF THE PRINCIPAL IN SCHOOL SUCCESS

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ABSTRACT

This study addressed the problem of the difficulty in implementing management practices that promote equity and inclusion in schools. The general objective was to analyze how school management practices could contribute to the promotion of inclusive education. The methodology adopted consisted of a bibliographic review, in which works by various authors who discussed school management and its relationship with inclusion were selected and analyzed. The results indicated that communication between the school and the family is a determining factor for the success of management practices. Schools that implemented participatory management strategies and used technologies to facilitate communication obtained positive results in the inclusion of students. The analysis revealed that the engagement of the school community and the appreciation of the contributions of all actors involved favored the construction of a collaborative educational environment. The final considerations highlighted the importance of school management that prioritizes inclusion

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and equity, emphasizing that additional studies are needed to broaden the understanding of management practices and their impact in different contexts.

Keywords: School Management. Inclusion. Communication. Equity. Educational Practices.

INTRODUCTION

School management is a field of study that has gained prominence in educational research, especially in a context in which the quality of education becomes essential. The role of the school manager, including the principal, is fundamental in creating an educational environment that favors the development of students and the inclusion of all members of the school community. The transformative leadership exercised by these managers is essential to promote changes that meet the needs and expectations of students, teachers, and families. In a society characterized by social and educational inequalities, school management must adapt to ensure equity in access and retention of students in school.

The justification for this research is based on the need to understand how management practices can influence the quality of teaching and the inclusion of students with different profiles. The school reality presents challenges that, if not addressed, can result in an environment that does not favor the learning and participation of all students. Thus, the analysis of management practices and their relationship with communication between school and family becomes essential to identify strategies that contribute to the formation of an inclusive school, capable of meeting the demands of contemporary society.

The problem to be investigated refers to the difficulty of implementing management practices that truly promote inclusion and equity in schools, especially in contexts where social inequality is evident. Understanding how school management approaches can be improved to meet this demand is a central question that guides the research.

The objective of this study is to analyze school management practices and their implications for promoting inclusion and educational quality, seeking to identify strategies that can be adopted by managers to face the challenges present in contemporary schools.

The text is structured in different sections that will present the theoretical foundations of school management, discussing the challenges faced by managers, communication practices with families, and the use of technologies in educational management. In addition, the methodology used will be described, followed by the analysis of the results obtained. The final considerations will summarize the main findings and suggest directions for future research in the area.

THEORETICAL FRAMEWORK

The theoretical framework of this bibliographic review is organized into sections that address fundamental concepts about school management, the relevance of leadership in the educational context, and the relationship between management and inclusion. The first section will present an analysis of the theories that support school management, focusing on the practices and principles that guide the work of managers. Next, the role of the principal in promoting transformative leadership will be discussed, highlighting their influence on the school environment and student performance. Finally, the relationship between educational management and social inclusion will be explored, addressing how management practices can contribute to equity in student access and retention in educational institutions. This structure will allow for a deep understanding of the challenges and practices that characterize contemporary school management.

CHALLENGES OF SCHOOL MANAGEMENT

The challenges of school management are varied and complex, requiring managers to have the skills and strategies needed to deal with the difficulties that arise in the educational environment. Efficient school management faces significant obstacles, especially in contexts marked by social inequality. This reality affects the quality of teaching and student inclusion, making it necessary to pay close attention to management practices that can mitigate these problems.

One of the main challenges faced by managers concerns effective communication between the school and the family. Mallement et al. (2018, p. 262) state that “communication between the family and the school is essential to establish a relationship of trust and collaboration, promoting an educational environment conducive to learning.” It is important to emphasize the importance of building a solid partnership between these two sectors, as a lack of communication can result in disinterest and disengagement among students, in addition to making it difficult to solve problems.

In addition, social inequality is a factor that aggravates the difficulties faced by managers. According to Jesus and Araújo (2024, p. 01), “the relationship between school inequality and social inequality is evident since schools located in less favored regions face structural and resource challenges that negatively impact student learning.” The analysis presented by these authors highlights how social disparities affect the school environment, making the task of managers seeking to implement inclusive practices challenging.

The difficulties related to school management are, therefore, influenced by a series of social and economic factors. Lück (2010, p. 12) emphasizes that “managers must be aware that educational management does not occur in a vacuum, but rather in a social context that demands the construction of solutions that consider the specificities of the school community.” This perspective suggests that school management must be adaptable and sensitive to local conditions, allowing managers to identify and implement solutions that meet the specific needs of students.

Overcoming these challenges therefore requires a set of strategies that promote equity and inclusion, considering the diversity of social contexts. Moran (2003, p. 153) highlights that “the implementation of technologies in school management can be an alternative to improve communication, facilitate community participation, and promote inclusive educational practices.” The author points to the need for innovation in management approaches to ensure that all students have access to quality education, regardless of their socioeconomic context.

Given the above, it is possible to conclude that the challenges of school management are multiple and interconnected, requiring managers to have a deep understanding of social and educational realities. The search for solutions that promote inclusion and quality in education is a path that must be followed with attention and commitment, recognizing the specificities of each school community.

COMMUNICATION PRACTICES IN EDUCATION

Communication practices in education play an essential role in building a collaborative school environment. Efficient communication between school and family is essential for student’s educational success, as it establishes a channel of dialogue that allows for the exchange of information and the alignment of expectations. According to Mallement et al. (2018, p. 260), “building efficient communication between school and family is not only a desirable aspect but a necessity for the student’s comprehensive development, as it allows both parties to be aligned with educational goals.”

Communication should not be seen as a mere formality, but rather as a strategic element that contributes to parental engagement and improving students’ academic performance.

The importance of continuous communication is highlighted by Oliveira (2016, p. 5), who argues that “parental participation in school life is proportional to the quality of communication established between school and family.” This perspective reinforces the

idea that the more transparent and accessible communication is, the more likely it is that parents will feel motivated to actively participate in school activities. A lack of communication, in turn, can result in disinterest and misinformation, which can harm students' educational development.

In addition, institutions need to adopt strategies that promote community participation in school management. According to Castro et al. (2023, p. 15), "implementing programs that encourage family participation in school life, through regular meetings, workshops, and events, is essential to strengthening ties between the school and the community." The authors suggest that promoting events that involve parents and guardians is a strategy to create a collaborative school environment, encouraging the exchange of experiences and engagement around educational processes.

The relationship between the school and the community can also be enriched by the use of technologies that facilitate this communication. Moran (2003, p. 161) mentions that "the use of digital platforms can increase interaction between school and community, providing a space for discussions, information exchange, and even joint activities." This statement indicates that technology can be an ally in building dynamic and participatory communication, allowing the school to reach an audience and promote the inclusion of different voices in educational management. Therefore, communication practices in education are essential for the creation of a school environment that values the participation of families and the community. Implementing strategies that foster this dialogue is an important step in ensuring the construction of collaborative relationships, which, in turn, contribute to the educational success of students. Effective communication is not only a desirable practice, but a necessity for creating an educational space that respects and integrates everyone involved in the teaching-learning process.

USE OF TECHNOLOGIES IN EDUCATIONAL MANAGEMENT

The use of technologies in educational management has proven to be a significant resource for facilitating communication and administration within schools. Technological tools allow for greater efficiency in administrative processes and, at the same time, promote a dynamic dialogue between the school and the community. According to Moran (2003, p. 152), "the implementation of educational technologies is not limited to the use of digital resources, but involves a change in the way school management is conceived and practiced, allowing for innovation in pedagogical and administrative approaches." It is worth

noting that the integration of technologies goes beyond simple modernization; it is a restructuring that seeks to transform the way management is carried out, facilitating access to information and collaboration among all actors involved.

In addition, technologies enable the creation of communication channels. Castro et al. (2023, p. 14) state that “the use of digital platforms for communication between schools and families provides an agile and transparent flow of information, contributing to parental engagement in school activities.” This statement demonstrates how digital tools can facilitate the dissemination of information, making the relationship between school and family closer and more collaborative.

The adoption of innovative practices in schools is a reflection of the potential of technologies in educational management. Maldonado (2015, p. 78) highlights that “schools that use educational management systems and digital platforms have observed significant improvements in the organization of administrative processes and the participation of the school community since these tools facilitate access to information and promote transparency in actions.” The author indicates that the implementation of technologies not only improves school administration but also encourages the active participation of stakeholders since everyone has access to relevant information.

Practical examples of technological innovations can be found in several institutions that implement school management systems. Oliveira (2016, p. 6) mentions that “schools that use applications for task management and communication between teachers, students, and guardians have been able to create a collaborative and organized environment, resulting in better academic results.” The use of specific applications can transform the school environment, making it functional and aligned with the needs of all those involved.

Therefore, the use of technologies in educational management is essential for improving administrative processes and promoting communication between the school and the community. Technological innovations not only facilitate management but also create a collaborative environment that favors the participation of all stakeholders involved in education. The adoption of these tools should be seen as an opportunity to transform school management and improve the quality of education offered.

METHODOLOGY

The methodology of this research is characterized as a bibliographic review, the objective of which is to gather and analyze relevant information on school management,

with an emphasis on leadership and inclusion practices. The type of research is qualitative, allowing for an in-depth understanding of the topics addressed in the selected references. The approach consists of analyzing academic texts, articles, dissertations, and books that deal with challenges and practices in educational management. The instruments used for data collection were works and articles available on academic platforms, journals, and university repositories. The research focused on searching for references that discuss the relationship between school management and inclusion, as well as communication practices between school and family. The procedures involved selecting sources, and prioritizing those that presented methodologies and results relevant to the topic in question. The table below presents a summary of the main references consulted, highlighting the authors, titles, year of publication, and type of work. This organization facilitates the visualization of the sources that support the discussion on school management and its implications for inclusive education.

Table 1: References Consulted in the Literature Review

Author(s)	Title as Published	Year	Type of Work
MARQUES, R.	School-Family Collaboration: A Concept to Improve Education.	1992	Article
MORAN, J. M.	Innovative School Management with Technologies.	2003	Book Chapter
LÜCK, H.	Conceptions and Democratic Processes of Educational Management.	2010	Book
MALDONADO, L.	School Management - For a Transformative Praxis: An Innovative Public School Emef. Desembargador Amorim Lima.	2015	Master's Thesis
OLIVEIRA, E. C.	School Management: The Role of the Principal in the Perspective of Participatory Management.	2016	Undergraduate Thesis
MALLEMONT, R.; MARTINS, K.; COUTINHO, D.	The Importance of Effective Communication in the Family-School Relationship in Early Childhood Education.	2018	Article
PERES, M. R.	New Challenges in School and Classroom Management in Times of Pandemic.	2020	Article
CASTRO, F. S. S.; MELO, G. M.; XAVIER, I. C.	The Transformational Leadership of the Principal in School Management from a Pedagogical Perspective.	2023	Article
JESUS, S. A.; ARAUJO, V. S.	The Relationship Between School Inequality and Social Inequality.	2024	Article
NARCISO, Rodi et al.	Promoting Equity in School Management: Inclusive Strategies and Practices.	2024	Article

Source: Author's work

The presentation of this table provides the reader with an overview of the sources that support the bibliographic review, highlighting the diversity of materials consulted and the relevance of the authors for the discussion on school management and inclusion. The

references presented here are essential for the construction of the argument throughout the text, contributing to an understanding of educational management practices.

ANALYSIS OF SCHOOL MANAGEMENT PRACTICES

The analysis of school management practices is essential to understand the effectiveness of the approaches adopted in educational institutions and their impact on the quality of education. Management practices play a significant role in creating an educational environment conducive to learning, and their effectiveness can be assessed based on the experiences reported in the references consulted. According to Lück (2010, p. 45), “the effectiveness of school management is determined by the ability of managers to mobilize human and material resources, in addition to establishing an environment of collaboration and trust among all those involved in the educational process”. The author highlights that the ability of managers to articulate and coordinate actions is fundamental to the success of school management.

In addition, management practices must be continually evaluated and improved. Maldonado (2015, p. 82) states that “school management must be seen as a dynamic process, in which reflection on the practices adopted allows for constant adjustments and improvements to meet the needs of students and the school community”. This statement suggests that critical reflection on the actions taken is vital for educational institutions to be able to adapt to the changes and challenges that arise in the school environment.

Another relevant aspect to be considered is the relationship between school management and student performance. Moran (2003, p. 159) highlights that “management practices that prioritize community participation and effective communication have shown positive results in student academic performance, promoting a collaborative learning environment”. This argument points out that the effectiveness of management practices is not limited to the internal organization of the school, but is also reflected in the results obtained by students.

In addition, participatory management is a strategy that can enhance the effectiveness of management practices. Oliveira (2016, p. 10) mentions that “the inclusion of teachers, parents, and students in decisions about school management favors the construction of a democratic environment that is conducive to dialogue, impacting the quality of education”. This perspective reinforces the importance of management that

values the participation of all those involved, creating a space where opinions and contributions can be heard and considered.

Therefore, the analysis of school management practices reveals that their effectiveness is linked to the ability of managers to promote a collaborative environment, reflect on actions, and encourage community participation. School management must be understood as a process in constant evolution, where adaptation and improvement are essential to meet contemporary educational demands. Thus, reflecting on the effectiveness of management practices is a fundamental step to ensure that educational institutions fulfill their mission of promoting quality and inclusive education.

EQUITY IN SCHOOL MANAGEMENT

Equity in school management is a fundamental theme for building an educational environment that meets the diverse needs of students. Management practices play an essential role in promoting equity, contributing to the inclusion of all students, regardless of their social background or personal conditions. According to Jesus and Araújo (2024, p. 02), “Schools that implement inclusive management practices can reduce inequalities, providing a space where all students have the opportunity to learn and develop.” The relevance of proactive actions in school management that aim at inclusion and support for students in vulnerable situations is highlighted.

Promoting equity in education also requires that managers be attentive to the specificities of their communities. Maldonado (2015, p. 79) states that “school management must be guided by an inclusive vision, which recognizes the particularities of each student and seeks to meet their needs on an individual basis.” This perspective indicates that management must take into account the unique characteristics of each student, adapting strategies and practices to ensure that everyone has access to a quality education.

The participation of the school community is an important factor in promoting equity. Lück (2010, p. 47) mentions that “creating a collaborative environment, where parents, students, and teachers feel part of the educational process, is fundamental to ensuring that everyone’s needs are met and respected.” The author emphasizes that including the community in school decisions not only strengthens management but also ensures that different voices are heard, promoting a democratic space.

Another relevant aspect is the use of technology as a tool to promote equity. Moran (2003, p. 155) highlights that “the integration of technologies in school management can

facilitate access to information and communication, allowing all students, regardless of their socioeconomic conditions, to have equal opportunities to participate in school activities.”

This statement suggests that technologies can be a means to level educational opportunities, contributing to equity in education.

COMMUNICATION AND INCLUSION RESULTS

Communication between school and family is an essential element in promoting inclusive education. Constant and transparent interaction between these two sectors is essential to ensure that students receive the necessary support for their academic and personal development. According to Castro et al. (2023, p. 16), “the quality of communication between school and family influences student inclusion, as a good relationship facilitates understanding of students’ needs and promotes active parental participation.” It is worth noting that effective communication is not limited to the exchange of information, but also involves building a partnership that benefits student learning.

In addition, the presence of open communication allows families to feel connected to the school, which can result in increased involvement in school activities. Oliveira (2016, p. 12) states that “parental engagement in school decisions and their children’s daily lives is related to the clarity and regularity of communication established by the school.” This statement reinforces the idea that the more accessible and continuous communication is, the greater the willingness of parents to collaborate with the educational process.

On the other hand, the lack of effective communication can lead to misunderstandings and disinterest on the part of those responsible. Mallement et al. (2018, p. 263) state that “when communication fails, parents tend to feel disconnected from their children’s school life, which can result in a lack of support and monitoring in the educational process.” The lack of communication can harm the inclusion and development of students, as the disconnection between the family and the school prevents the needs and challenges faced by students from being adequately met. The implementation of communication strategies that promote inclusion is therefore essential. Lück (2010, p. 50) highlights that “schools that adopt inclusive communication practices, such as regular meetings and feedback channels, can create an environment of dialogue that values the contributions of all involved.” The author indicates that inclusion in communication not only strengthens the ties between the school and the community but also ensures that the voices of parents and students are heard, enriching the educational process.

FINAL CONSIDERATIONS

The final considerations of this literature review highlight the main findings related to school management practices and their influence on promoting inclusion and equity in education. The analysis showed that the effectiveness of management practices is related to the ability of managers to establish effective communication between the school and families.

One of the central findings was the identification that schools that adopt participatory management strategies tend to obtain better results in terms of student inclusion. Promoting an environment where communication is open allows the individual needs of students to be better understood and met. In addition, practices that value the contribution of the school community, through meetings and feedback channels, have proven effective in creating a climate of trust and cooperation, essential for the success of the educational process.

Another relevant aspect identified in the research is the positive impact that the use of technologies can have on school management. The integration of digital tools facilitates communication and the dissemination of information, allowing all members of the school community, regardless of their socioeconomic conditions, to have equal access to educational opportunities. In this way, technologies not only improve management but also promote an inclusive environment.

Based on the findings, the research answers the initial question of how management practices can promote equity in education. Through management that prioritizes communication, community participation, and the use of technologies, it is possible to create an educational environment that meets the needs of all students, contributing to an inclusive and equitable education.

The contributions of this study are significant, as they offer an overview of the practices that can be adopted by school administrators to improve the quality of education and promote inclusion. The results obtained highlight the importance of an integrated and collaborative approach, which involves all actors in the school community in the search for solutions to the challenges faced.

However, there is a need for further studies that complement the findings of this research. Additional research could explore in depth the relationship between specific management practices and their impacts on students' academic outcomes. In addition, it would be interesting to investigate how different social and cultural contexts influence the effectiveness of these practices. Thus, continued research in this area will contribute to the

development of adaptable management models that can meet the demands of a society in constant transformation.

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