STRATEGIC PLANNING IN SCHOOL MANAGEMENT: IMPACTS ON TEACHING AND LEARNING

Marcos Antônio Bernardino[1], Adna Miriã da Silva[2], Antonio Marcos Firmino da Silva[3], Glicélio Corrêa dos Santos[4], Hellen Cristina Araújo de Carvalho Neves[5], Robson Storch[6], Silvana Maria Aparecida Viana Santos[7] and Vanessa Vasconcelos Lima[8].

ABSTRACT

This study investigated the impacts of strategic planning in school management on students' teaching and learning. The general objective was to analyze how the implementation of a strategic plan can influence pedagogical practices, academic performance and the relationship between the school community. The research adopted a qualitative approach, characterized as a bibliographic review, in which several publications on the subject were analyzed. Case studies and planning practices in different schools were examined, with emphasis on the participation of the school community, the use of technologies and the challenges faced by managers. The results revealed that strategic

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[1] Master's student in Religious Sciences
United College of Vitória
Rua Engenheiro Fábio Ruschi, 161 - Bento Ferreira – Vitória – ES
E-mail: marcosab1983@hotmail.com

[2] Master's student in Emerging Technologies in Education
Must University (MUST)
70 SW 10th St, Deerfield Beach, FL 33441, United States
E-mail: adnamiria23@gmail.com

[3] Specialist in Curriculum and Teaching Practice in the Early Years of Elementary School
Federal University of Piauí (UFPI)
Ministro Petrônio Portella University Campus - Ininga, Teresina - PI
Email: antonio_marcos@ufpi.edu.br

[4] Master in Linguistics
University of the State of Mato Grosso (UNEMAT)
Santos Dumont Avenue. s/nº - Cidade Universitária, Bairro Santos Dumont
Cáceres - MT
E-mail: correa.glicelio@gmail.com

[5] Master's student in Emerging Technologies in Education
Must University (MUST)
70 SW 10th St, Deerfield Beach, FL 33441, United States
Email: hellendecarvalho@yahoo.com.br

[6] Doctorate student in Educational Sciences
Inter-American Faculty of Social Sciences (FICS)
Calle de la Amistad casi Rosario, 777, Asunción, Paraguay
Email: rhobyshon@hotmail.com

[7] Doctorate student in Educational Sciences
Inter-American Social Sciences Faculty (FICS)
Calle de la Amistad Casi Rosario, 777, Asunción, Paraguay
E-mail: Silvanaviana11@yahoo.com.br

[8] Master in Emerging Technologies in Education
Must University (MUST)
70 SW 10th St, Deerfield Beach, FL 33441, United States
Email: vanessa.vlima@hotmail.com

planning contributes to the organization and efficiency of educational processes, promoting teaching focused on the needs of students and increasing their engagement. In addition, the use of technological tools in school planning enabled an accurate and efficient monitoring of educational results. However, obstacles were identified, such as resistance to change and lack of financial resources, which could jeopardize the execution of planned strategies. The final considerations highlighted that strategic planning has a positive impact on teaching and learning, but there is still a need for studies to better understand the best practices of implementation and teacher training.

Keywords: Strategic Planning. School Management. Teaching. Apprenticeship. Technologies.

INTRODUCTION

Strategic planning in school management is an essential process for organizing and improving the quality of teaching and learning in educational institutions. In order to optimize available resources and direct pedagogical actions, the implementation of effective planning allows school management to achieve its goals in an organized and efficient way. Strategic management in schools involves the formulation of clear objectives, the analysis of resources, and the definition of strategies aimed at the continuous improvement of educational processes. This process, in addition to being a guide for the actions of managers and teachers, enables a long-term vision, where decisions are made based on detailed analyses of the school context, identifying challenges and opportunities for improvement.

The justification for the study of strategic planning in school management lies in the growing need for schools to adopt effective practices to improve educational results. Globalization and technological advancement bring new challenges to the educational environment, requiring school managers to adapt to rapid and constant changes. In this sense, strategic planning presents itself as a crucial tool, as it allows the anticipation of problems and the search for effective solutions, contributing to the transformation of the school environment. By considering school management as a determining factor for the quality of teaching, it becomes evident that a strategic approach can positively impact pedagogical practices, teaching conditions and, consequently, student learning outcomes. In view of this, strategic planning emerges as a tool of great relevance for academic success and the integral development of students.

The central question that guides this research is: what are the impacts of strategic planning in school management on the teaching and learning of students? This inquiry seeks to understand how the strategies adopted by managers influence the educational process, identifying the potentialities and limitations of this approach in improving pedagogical practices and students' academic performance. Through this analysis, it is expected to understand how strategic planning can constitute a relevant factor in the transformation of teaching practices, aiming at quality teaching that meets the needs of students and the school community.

The main objective of this research is to analyze the impacts of strategic planning on school management, focusing on its implications for teaching and learning. The research aims to explore how the adoption of school management strategies contributes to the

improvement of academic performance, the efficiency of pedagogical processes and the engagement of the school community in achieving educational goals. Through this analysis, it seeks to highlight the importance of a well-structured strategic planning for the educational development of schools.

The text is structured as follows: after this introduction, the theoretical framework will be presented, which addresses the fundamental concepts about strategic planning and its application in school management, including the relationship between planning, management and educational results. Then, three main development topics will be discussed: the importance of the school community's participation in strategic planning, the use of technologies to support this process, and the challenges faced by schools in implementing effective strategies. The methodology will be described, detailing the procedures adopted to carry out the research, followed by three topics of discussion and results, in which the impacts of strategic planning on pedagogical practices and student performance will be analyzed. Finally, the final considerations will bring a summary of the main findings of the research, highlighting the contributions of the study to school management and the teaching-learning process.

THEORETICAL FRAMEWORK

The theoretical framework is structured in order to present the main concepts and approaches on strategic planning in school management, seeking to provide a solid basis for understanding the impacts of this practice on teaching and learning. Initially, the definition of strategic planning and its importance in the educational context will be addressed, highlighting the different models and methodologies used in schools. Then, the functions of school management will be discussed, focusing on the role of the manager in the implementation and monitoring of the planned strategies. The relationship between strategic planning and educational outcomes will also be explored, with an emphasis on how the strategies adopted can influence pedagogical practices, students' academic performance, and the involvement of the school community. This theoretical set aims to provide a comprehensive view of how strategic planning is articulated with educational processes, grounding subsequent research analyses.

THE IMPORTANCE OF THE PARTICIPATION OF THE SCHOOL COMMUNITY IN PLANNING

The participation of the school community in strategic planning is a fundamental factor for the success of school management actions, as it enables a comprehensive and collaborative view of the needs and challenges faced by the school. The inclusion of teachers, students, and parents in the planning process enriches the decisions made, allowing different perspectives to be considered. According to Soares, Engers and Copetti (2019, p. 45), the contribution of teachers in strategic planning can provide a better understanding of pedagogical practices that need adjustments and improvements, in addition to strengthening the implementation of effective methodologies in the school environment. In this way, the active participation of educators contributes to the alignment between teaching strategies and the needs of students, creating a dynamic environment adapted to educational demands. According to Paschoalino (2018, p. 1308):

> The introduction of emerging technologies in school management provides greater efficiency and modernization of administrative and pedagogical processes. Digital tools, such as data management platforms and real-time communication systems, allow managers to monitor performance indicators and implement corrective actions in an agile way. In addition, emerging technologies promote greater integration among the school community, facilitating the active participation of teachers, students, and parents in the planning and execution of educational strategies.

In addition, the integration of parents in strategic planning is a crucial aspect, as it strengthens the partnership between the school and the family, creating a space for continuous dialogue about the educational process. Parental collaboration allows strategic planning to take into account the particularities and needs of students in the family context, which can positively influence student engagement and academic performance. Vilela's research (2022, p. 68) highlights that the participation of parents in school planning also contributes to the strengthening of comprehensive education, as it promotes mutual understanding between the school and the family about educational objectives and expectations.

The integration between school management and the school community is not restricted only to participation in the planning process, but also to its implementation and monitoring. When managers, teachers, students and parents act collaboratively, strategic planning becomes effective, as each party involved understands and takes ownership of the proposed actions, creating an environment of collective commitment. According to Garcia and Boning (2024, p. 158), the active participation of the school community allows

action plans to be continuously evaluated and adjusted according to emerging needs, which ensures greater flexibility and adaptation of planning to changes that may occur over time. Therefore, integration among all members of the school community not only strengthens strategic planning, but also promotes a culture of collaboration and belonging, which is fundamental for educational success.

THE USE OF TECHNOLOGIES IN STRATEGIC PLANNING

The use of technologies in school strategic planning has proven to be a fundamental resource to optimize the decision-making process and improve educational management. Technologies can be applied in different ways to plan, monitor and evaluate the school's actions, allowing greater precision and agility in management activities. According to Silva, Silva and Almeida (2020, p. 65), the integration of digital platforms in school planning enables continuous monitoring of the goals and proposed activities, facilitating the adjustment of strategies according to the evolution of educational processes. Technological tools allow managers and educators to have access to up-to-date and accurate data, which contributes to efficient and evidence-driven management. According to Grützmann et al. (2019, p. 13):

> With the advancement of emerging technologies, schools have the opportunity to integrate tools such as artificial intelligence, big data, and advanced communication networks to optimize the management of educational resources. These technologies support strategic planning, academic performance monitoring, and school infrastructure management, allowing for a more effective and sustainable use of available resources, while promoting digital inclusion and equitable access to information.

In addition, the use of technologies in strategic planning can also optimize the evaluation of the school's actions, making it dynamic and interactive. The use of school management software, such as performance evaluation and monitoring systems, offers managers a comprehensive view of the results obtained, facilitating the decision-making process. According to Souza and Barreto (2023, p. 9042), technologies allow for a detailed and real-time analysis of educational indicators, which enables quick adjustments in pedagogical and administrative practices, in addition to providing subsidies for the creation of new action plans.

With regard to school management tools, they have a direct impact on strategic planning, providing greater control over school processes and facilitating communication between the different members of the school community. Tools such as learning

management systems (LMS), academic management platforms, and online communication tools allow information on student progress, the execution of pedagogical activities, and the performance of teaching teams to be monitored in a continuous and integrated way. According to Webber and Flores (2022, p. 79), these tools not only improve administrative efficiency, but also promote greater transparency in the school's actions, allowing all those involved in the educational process to monitor the development of the goals and objectives of the strategic planning. In this way, the use of technologies contributes to the construction of an organized, transparent, and results-oriented school environment.

CHALLENGES AND OPPORTUNITIES IN STRATEGIC PLANNING IN SCHOOL MANAGEMENT

Strategic planning in school management faces several challenges that can hinder its implementation and effectiveness. One of the main obstacles is the resistance to change on the part of education professionals and the school community as a whole. According to Silva, Silva and Almeida (2020, p. 71), many teachers and managers show difficulties in adopting new planning approaches, since they are used to traditional management methods that do not require a detailed and continuous analysis of processes. In addition, the lack of adequate training of managers and educators in relation to the use of technological tools for planning can also be a limiting factor, which compromises the effectiveness of strategic planning. Resistance can be further accentuated when there is no culture of collaboration and involvement of all members of the school community in the decision-making process. According to Fernandes et al (2024, p. 7):

> The integration of emerging technologies in school management presents challenges and possibilities that demand innovative strategies to achieve a more efficient and student-centered administration. Digital tools, such as data management and analysis platforms, offer managers the opportunity to monitor school performance in real time, facilitating informed decisions and more targeted actions. This approach promotes not only efficient administration but also encourages a more interactive and dynamic educational environment.

Another obstacle identified is the scarcity of financial and material resources to enable strategic planning effectively. As pointed out by Souza and Barreto (2023, p. 9045), many schools face budgetary difficulties that make it difficult to implement actions provided for in the strategic planning, compromising the achievement of the established goals. The lack of adequate infrastructure and trained human resources also impacts the quality of planning and the execution of the defined strategies. In this sense, it is essential that

managers seek alternatives to overcome these challenges, including partnerships with other institutions and the use of available public and private resources.

However, despite the obstacles, there are several opportunities for improving strategic planning in schools. One of the possible solutions is the continuous training of the professionals involved in the management process, which can increase the acceptance of new approaches and strengthen the implementation of strategies. According to Webber and Flores (2022, p. 80), the continuous training of managers and teachers in strategic management and the use of educational technologies can promote a cultural change within the school, favoring the adoption of innovative and efficient practices. In addition, promoting greater collaboration among all those involved in the educational process, such as parents, students, teachers, and managers, can create an environment conducive to the implementation of effective strategic planning. The active participation of the school community, as already discussed, is an opportunity to strengthen planning actions and ensure that strategies meet the real needs of the school.

Another opportunity is in the use of technologies such as management tools, which, in addition to facilitating planning, allow real-time monitoring of processes and continuous evaluation of results. The implementation of digital platforms for monitoring and school management can optimize control over the actions carried out, in addition to promoting greater transparency in communication between managers and members of the school community. For Vilela (2022, p. 69), the use of these technologies offers a significant opportunity to improve strategic planning, as it enables a detailed analysis of educational indicators and allows for quick adjustments in strategies, ensuring that planning is always aligned with the needs of the school and its students. Thus, overcoming the aforementioned challenges and taking advantage of these opportunities can result in effective strategic planning, with a positive impact on teaching and learning.

METHODOLOGY

The research adopted a qualitative approach and is characterized as a bibliographic research, as it was carried out based on the analysis of secondary sources, such as books, scientific articles, dissertations, theses and other academic materials related to the theme. The choice for bibliographic research is justified by the need to raise and analyze the main concepts, theories and practices that address strategic planning in school management and its impacts on teaching and learning. The qualitative approach was chosen because it

allows an in-depth and interpretative analysis of the content found in the selected sources. There was no primary data collection, since the research focused on the review of already published works, which made it possible to understand and discuss the contributions of several authors to the proposed theme.

The instruments used for data collection consisted of the search and selection of bibliographic materials in academic databases, such as Google Scholar, SciELO, and other platforms that provide articles and electronic books. The selection of materials was made based on criteria of relevance, timeliness and quality of the publications, with priority given to recent studies that presented a robust theoretical approach to strategic planning and school management. The technique used for the analysis was the systematic review of the literature, which allowed the organization and synthesis of the information, highlighting the relevant contributions and identifying the gaps in the theme.

The following table presents a synthesis of the main sources used to support the research, listing the authors, titles, year of publication and the type of work. This table aims to facilitate the visualization of the works that support the theoretical analysis carried out, allowing the reader to understand the academic bases on which the arguments were built.

Chart 1: Main Sources Used in the Research

| Author(s)	Conforming title published	Year	Type of Work
TOSCHI, M. S.; RODRIGUES, M. E.	Infovias and education.	2003	Article
VIEIRA, A. E. R.; BUSSOLOTTI, J. M.	School management.	2019	Article
SOARES, R. G.; ENGERS, P. B.; COPETTI, J.	Teacher training and the use of active methodologies: an analysis of theses and dissertations.	2019	Article
SPERANDIO, M. R. *et al.*	Digital technologies in teacher training: communication and information technologies.	2019	Report
SCHLEMMER, E. *et al.*	OnLIFE Education: the ecological dimension of digital learning architectures.	2020	Article
SILVA, M. F. da; SILVA, M. J. S. da; ALMEIDA, D. L. R. de.	Practices and challenges of teaching geography in times of the COVID-19 pandemic.	2020	Book Chapter
SILVA, J. B.; BILESSIMO, S. M. S.; MACHADO, L. R.	Integration of technology in education: proposal for a model for teacher training inspired by TPACK.	2021	Article
VILELA, L. L. C.	Scientific initiation in integral education in Goiás: performance, continuing education and teachers' perspectives.	2022	Dissertation
WEBBER, C. G.; FLORES, D.	Teaching artificial intelligence: addressing ethical aspects in teacher training.	2022	Article
SOUZA, L. M.; BARRETO, M. A. M.	Updating prison education.	2023	Article

SOUZA, M. I. M.	The school manager's work: challenges and possibilities of his professional performance, as a facilitator of the teaching-learning process.	2024	Book Chapter
GARCIA, Denilson Aparecido; BONING, Julmara Galvani Garcia.	Youth and adult education (EJA) in times of change: challenges and the role of the school manager.	2024	Book Chapter
SANTOS, Anderson César de Souza; DIAS, Claudia Aparecida Vale; BARBOSA, Danara Pianssolla.	Artificial intelligence in educational assessment: redefining the curriculum for 21st century competencies.	2024	Book Chapter
REZENDE, Antonio Pinheiro de; SANTOS, Silvana Maria Aparecida Viana; FRANQUEIRA, Alberto da Silva; GARCIA, Denilson Aparecido; BOECHAT, Gisela Paula Fatinanti.	Education and technological space: advantages and risks of the digital environment in the current model.	2024	Book Chapter
CAMPOS, Érica Rafaela dos Santos; MARIANETO, Claudia Furtado de Melo; MALTA, Daniela Paula de Lima Nunes; AMBRÓSIUM, Denise Sousa; BARBOSA, Tatiane Oliveira.	Use of digital platforms and virtual learning environments in teacher training.	2024	Book Chapter

Source: authorship

From the sources listed in the table, the research was carried out based on the analysis of publications that deal with strategic planning in school management and its implications for teaching and learning. This table presents an overview of the relevant works that supported the research, allowing a clear understanding of the main theoretical approaches on the subject.

RESULTS AND DISCUSSION

Image 1

Nuvem de Palavras: Termos Frequentes nas Referências
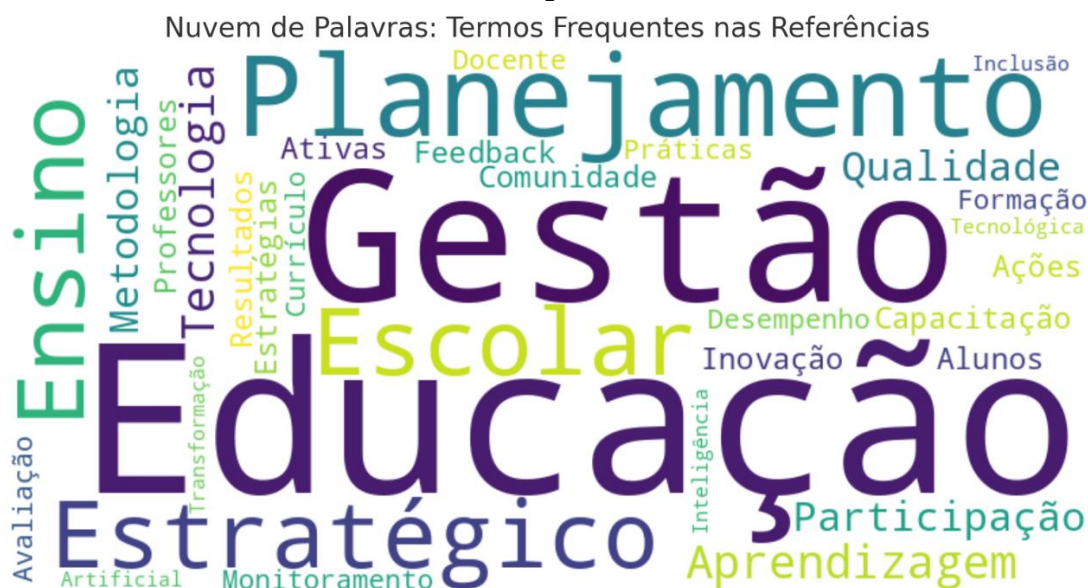
Source: authorship

The Word Cloud presented above highlights the frequent and significant terms found in the frame of reference used in this research. These terms emerge as central points in the topics that will be addressed in the results and discussions, reflecting the key concepts related to strategic planning in school management, the impact of technologies in teaching and the participation of the school community. The visualization of the recurring terms offers a clear understanding of the focus areas of this research, highlighting the importance of integrating factors such as innovation, teacher training, and evaluation in the educational context. The analysis of these keywords will help to direct the discussions and reflect on the results that will be presented below.

CRITICAL ANALYSIS OF STRATEGIC PLANNING IN SCHOOLS

The critical analysis of strategic planning in schools involves reflecting on its main positive and negative points, highlighting both the benefits and limitations of this approach in educational management. Regarding the positive points, it is possible to observe that strategic planning contributes to the organization and efficiency of school processes. Silva, Silva and Almeida (2020, p. 75) highlight that strategic planning allows a clear view of educational goals, providing managers with precise direction for pedagogical and administrative actions. In addition, the implementation of well-structured planning facilitates the allocation of resources efficiently, which can lead to improved teaching and learning

conditions. Planning also allows schools to identify challenges and opportunities in advance, providing proactive management that is aligned with the needs of the school community.

However, there are also negative aspects that deserve attention in the implementation of strategic planning in schools. One of the main challenges is the difficulty of adapting some education professionals to the new management methods. As pointed out by Souza and Barreto (2023, p. 9049), many educators and managers find it difficult to adopt a strategic approach, especially when the school is used to traditional and centralized management practices. Resistance to change can compromise the effectiveness of planning, hindering its execution and the achievement of established objectives. In addition, the lack of training of professionals in strategic management and the use of technological tools are also pointed out as barriers to the success of planning in schools, as observed by Webber and Flores (2022, p. 82), who emphasize the importance of continuous training for the successful implementation of planned strategies.

Another critical point concerns the scarcity of financial and material resources, which can limit the implementation of planned actions. Many schools face budgetary difficulties, which compromises the execution of the strategies defined in the planning. Vilela (2022, p. 71) points out that, in many cases, the lack of adequate infrastructure and the limitation of trained human resources end up harming the school's performance in meeting its strategic goals. The lack of a robust budget to implement the proposed actions can result in planning that is not fully executed, negatively affecting the achievement of the expected results.

In summary, although strategic planning in schools has a number of benefits, such as improved organization, administrative and pedagogical efficiency, it also faces significant challenges. Resistance to change, lack of capacity building, and financial problems are obstacles that can limit its positive impact. However, when overcome, these challenges can result in effective planning that is aligned with the needs of the school, contributing to the improvement of teaching and learning.

THE INFLUENCE OF STRATEGIC PLANNING ON PEDAGOGICAL PRACTICE

Strategic planning plays a crucial role in pedagogical practices, influencing the way teachers organize and execute their teaching activities. The clear definition of goals and objectives, which is a fundamental characteristic of strategic planning, allows teachers to guide their pedagogical practices in a targeted and focused way on educational results.

According to Soares, Engers and Copetti (2019, p. 48), the use of structured planning provides teachers with a clear view of educational goals, which contributes to the adaptation of pedagogical methodologies and strategies, favoring effective teaching and aligned with the needs of students. In this way, strategic planning helps to define teaching methods that are appropriate for different contexts and for the different learning profiles of students.

In addition, strategic planning also impacts the relationship between teacher and student, as it promotes a personalized and collaborative approach. Silva, Silva and Almeida (2020, p. 68) highlight that, by planning strategically, teachers have the opportunity to identify the specific needs of students, which allows for individualized care. This results in greater motivation of students, as they perceive that their needs are being considered in the teaching-learning process. The teacher-student relationship is strengthened when the teacher uses strategic planning to offer accurate feedback adjusted to the progress of each student, creating a dynamic learning environment focused on the integral development of the student.

On the other hand, strategic planning can also generate challenges in pedagogical practice, especially when it is not properly aligned with the realities of the classroom. According to Vilela (2022, p. 73), when planning is too rigid or disconnected from the needs and characteristics of students, it can become an obstacle to the teacher's creativity and flexibility. In this context, strategic planning should be seen as a tool that guides, but also offers room for constant adjustments and adaptations, according to circumstances and student feedback. The integration of all these elements results in a positive impact on pedagogical practices, favoring the adaptation of teaching to the demands of the learning process and the construction of a productive and collaborative relationship between teacher and student.

CASE STUDY RESULTS

The analysis of case studies on the implementation of strategic planning in schools has shown significant impacts on teaching and learning. These studies illustrate how the adoption of well-structured planning can generate improvements in pedagogical practices and educational outcomes. Vilela (2022, p. 75) presents a case study in a full-time school, in which the implementation of a strategic plan focused on the integration between theory and pedagogical practice resulted in an increase in the academic performance of students,

in addition to greater engagement on the part of the school community. The planning, by involving all members of the school, from managers to parents, created a collaborative environment that enhanced educational results.

In addition, a study conducted by Souza and Barreto (2023, p. 9048) in a public high school revealed that the use of technological tools in strategic planning positively impacted the way teachers managed their pedagogical activities. The use of digital platforms to track student progress and to plan lessons has enabled teachers to accurately identify student difficulties, enabling effective and timely pedagogical interventions. This study showed that strategic planning, combined with the use of technologies, can facilitate the personalization of teaching, meeting the individual needs of students and improving the quality of the learning process.

Another important case study, according to Webber and Flores (2022, p. 84), analyzed the application of strategic planning in a full-time school, focused on the implementation of active methodologies. The study showed that, by planning based on innovative pedagogical strategies and with the active participation of the entire school community, the school was able to create a dynamic and engaging learning environment. The change in the teaching model, provided by strategic planning, resulted in an increase in student participation and an improvement in their cognitive and socio-emotional skills, demonstrating that well-executed planning can have a profound impact on the integral education of students.

These case studies indicate that the implementation of strategic planning, when well structured and adapted to the reality of the school, can generate substantial changes in teaching and learning, benefiting both the academic performance and the personal development of students. In addition, the participation of the school community, the use of technologies and pedagogical innovation are key elements that enhance the results of strategic planning in schools.

FINAL CONSIDERATIONS

The final considerations of this study aim to synthesize the main findings and reflect on the implications of the results obtained. The question that guided this research was: "What are the impacts of strategic planning in school management on the teaching and learning of students?" Through the analysis of the data and the review of strategic planning practices in different schools, it was possible to observe that strategic planning has a

significant impact on the academic performance of students, pedagogical practices and the relationship between the school and the school community.

One of the main findings of this study was the finding that strategic planning contributes to the organization and efficiency of educational processes, facilitating the definition of clear goals and the allocation of resources effectively. By integrating all members of the school community, including managers, teachers, students, and parents, strategic planning creates an environment of collaboration that strengthens the implementation of strategies and favors the achievement of established goals. This collaborative process has a positive impact on student engagement, as when they realize that their needs are considered in the planning, they become motivated and committed to the learning process.

In addition, the study revealed that the use of technologies in strategic planning can optimize school management, allowing accurate monitoring of student performance and pedagogical actions. School management tools, such as digital monitoring platforms and evaluation systems, provide real-time data that allows quick adjustments to the strategies adopted, contributing to the continuous improvement of teaching. The use of these technologies not only improves the organization of the school, but also enables a personalized approach to teaching, better meeting the needs of each student.

However, important challenges were also identified in the implementation of strategic planning. Resistance to change on the part of teachers and other members of the school community, as well as the scarcity of financial and material resources, can make it difficult to fully implement the proposed strategies. The lack of specific training for the use of management and planning tools was also pointed out as an obstacle to the effectiveness of the process. These challenges, although significant, can be overcome with the adoption of continuous training strategies for education professionals and the search for alternatives to obtain the resources necessary for the execution of strategic planning.

Thus, this study contributes to a deep understanding of the impacts of strategic planning on school management, highlighting the importance of this approach for the improvement of teaching and learning. Relevant contributions include evidence that strategic planning can promote efficient management, which favors the personalization of teaching and strengthens collaboration between the school and the community. In addition, the survey highlights the importance of using technologies such as tools for monitoring and

evaluation, which help optimize the execution of planning and achieve educational objectives.

However, there is a need for further studies to complement the findings of this research, especially with regard to the analysis of specific cases and the exploration of strategic planning methodologies adapted to the reality of different school contexts. The research could also deepen research into best practices in training education professionals, seeking ways to overcome resistance to change and to ensure that strategic planning is effectively implemented in schools. Thus, future investigations will be able to expand and refine knowledge about the impact of strategic planning in the educational context, contributing to the construction of effective school management aligned with the needs of students and the school community.

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