


THE ROLE OF THE SCHOOL INSTITUTION MANAGER

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ABSTRACT

The present work refers to the theme: Role of the School Institution Manager, his methods and actions developed during the pandemic period and his importance for the school community. This research is characterized by bibliographic character, as it was necessary

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to research academic articles, electronic journals, websites and books, which defend the same theme of this research. This is based on the bibliographic reviews of; VERGARA (2003)(GARCIA (apud) BIANCHINI, 2005, KALOUSTIAN (1998), LÓPEZ, (1999) among others, who contributed to the structuring of arguments involving the theme studied.

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INTRODUCTION

Given the context in which we live, many changes have occurred in all areas that involve human beings; including the educational area which will be dealt with in this academic work. The role of the school institution manager in this moment of change and adaptation, through the actions carried out in school administration that involves the teaching and learning process: planning, teaching and evaluation of a school institution go far beyond managing a physical space or meeting bureaucratic goals. It is taking responsibility for an entire community, where students, teachers, staff and families connect in a common purpose: education, because we live in an increasingly dynamic world, where the challenges of the school range from lack of resources to inclusion and pedagogical innovation, the manager becomes a fundamental piece to ensure that the school environment is welcoming, inspiring and efficient.

More than an administrator, the school manager needs to be a leader, a leader who listens, who dialogues and understands the multiple realities that make up the school environment and must be attentive to the needs of students and teachers, creating strategies to enhance learning and strengthen the ties between the school and the community. After all, a well-managed school is not only one that achieves good educational indexes, but also one that forms critical, ethical citizens prepared for life's challenges.

In this sense, the role of the manager is not restricted to coordinating administrative tasks, he must promote a positive organizational climate, encouraging collaboration, valuing education professionals and ensuring that each student has real learning opportunities and being a conflict mediator, a team motivator and an agent of transformation.

It is necessary to constantly rethink school management and seek new strategies to make the school a space of belonging, innovation and growth, because the manager who understands his role as an articulator of knowledge and collective well-being can transform realities and impact lives, building quality education and a more promising future for all.

It is notorious that the scientific, technological, social, economic, and cultural political changes that have occurred in the contemporary world have caused great impacts on educational processes, thus over the years directly and indirectly influenced the organization of society that concretely reflects on its educational processes. In sync with these changes, which have been going on for the past years, the organization of education mediated by these relationships was reflected in historical contexts with different forms of

development, pedagogical and administrative management, seeking references in the most varied spaces of social composition, for this it is important to know the importance of the pedagogue as a school manager.

Throughout this work, the importance of the pedagogue in school management, management models and the impacts caused by the modernization of school institutions after the Covid 19 pandemic are addressed. We know that the pedagogue, in addition to being directly in the classroom, is also part of the school management of a school, being able to act as a manager, supervisor, advisor, as well as a teacher, as usually happens.

Pedagogy is also addressed around the knowledge of school management and in school environments, how the pedagogue acts in the school, and the importance of this knowledge for the scope of pedagogy because it has a legal and literary basis for the performance to be more efficient with knowledge from the management area as an evaluation of the most important points of pedagogy in school spaces and outside the traditional process, that occurs to graduates in pedagogy in course.

Bizol (2018) states that:

School management means the act of managing the cultural dynamics of a school together with the guidelines and educational public policies for the implementation of its political-pedagogical project and, in addition, it must be committed to the principles of democracy and methods that provide conditions for an autonomous educational environment (its solutions, within the scope of its competences), but also allowing the participation and sharing of other people involved in this educational process (joint decision-making and effective results) with self-control (monitoring and evaluation with feedback of information).

Therefore, the school manager works democratically, sharing ideas and opinions with the other school employees, in this way the work becomes more pleasurable and pleasant, according to Brandão (1983), the management is responsible for ensuring an acceptable level of education, which brings motivation and innovations to the teachers, stimulating their personal and professional growth, pointing out a new way of approaching students, thus conveying greater reliability and expectations for the future

THEORETICAL FRAMEWORK

Given the current scenario of the labor market, the various constant changes that society has already gone through, numerous institutions have come to feel the need to have a pedagogue as a school manager, as he is a professional with a broad vision, high knowledge of the world, always having the ability to create and solve problems. It is

detected that the practice of school management does not occur in isolation, but where innovation from development to learning is sought.

Holtz (2006) defines pedagogy as a science that investigates and defines the objective of education through investigation and practice, how art determines, applies and executes technologies and the result of research on theories known by the pedagogue, to reach the objectives of education. The author also comments that, despite the time of its existence, pedagogy took a long time to be considered a science, that is, "as a systematized set of demonstrated truths about education".

Pedagogy studies and applies doctrines and principles to a program of action. With the most efficient means and stimuli of the faculties of human personality, according to ideals and objectives appropriate to a certain conception of life (Holtz, 2006, p. 28).

In this sense, the formation of the Pedagogue historically walks between two processes, above all, one of which guarantees teaching, which focuses on the practice of teaching and its interpersonal didactic characteristics. And another aspect, now in disuse, is the guarantee of training for management and from which some fragmentary practices of specialists have been established, whether they are supervisors, administrators, inspectors, counselors, educators for people with special needs, early childhood educators and educators of young people and adults.

It is evident that the whole society lives in a constant process of transformation, and the educational area has also received influences through these technological transformations; Thus, we highlight the chosen theme: The role of the school institution manager in this topic we will report how school management occurred in one of the most remarkable moments of the twenty-first century.

Regarding the concept of people management to which Chiavenato (2010) refers, it is a very sensitive area of organizations, being contingent and situational, which depends on various aspects of the culture and structure of the organization. In this way, the environmental characteristics of the organization's business influence how the management process will be conducted.

In the school management environment, it could not be different, because the school, as an institution that aims to serve the educational sector, is also characterized as a company, as it has employees or collaborators from the most diverse areas of activity, who need to be directed by a manager, as he has a social and business responsibility, and

this professional is responsible for making decisions, guiding its employees ethically, respecting opinions and the collectivity. For this to occur, school management models were implemented, two of which stand out:

Centralized management, known as bureaucratic management, and decentralized management, known as democratic. Centralized or bureaucratic management is the model in which the board works with total autonomy for decision-making, without the participation of other people in the school community. This hierarchical model has specific positions and functions based on the guidance of the principal, he has responsibilities to supervise the tasks performed. These managements have a vertical communication with objectives focused on results, but currently some schools that had this management model have started to adapt to a new model, which invests in shared decisions with their employees and managers.

Participatory management or democratic management is based on an international trend of decentralization of school management, prioritizing decision-making and participation of the entire school community in its programming, thus involving coordinators, parents, students, teachers and school employees.

With the changes that occurred, both educational sectors were in tune to apply essential methods according to the Teaching and Learning Process: Management and teaching, through the school deficit presented during the pandemic.

According to Hodges et al state that:

Remote educational work is a job that requires patience and at the same time creativity, because despite being applied at a distance, it should advocate the real-time transmission of classes, promoting constant contact between educator and student. Remote education refers to spatial distance and what is currently being done is emergency remote teaching that should be considered a temporary solution to an immediate problem. (Hodges et al, 2020 p. 2 and 3).

This look was awakened by us aiming at the following objectives: To identify and observe the methods to be applied by managers during the period of social isolation, caused by covid 19, to observe the role of school management in times of pandemic and new style of distance management. The entire school environment has changed, including in the technological area, so the area of management stands out, as it is also of great importance in the school institution, it can be said that the teacher and the students are protagonists in this story, as both interact, so that the school received credibility regarding the new education system.

The last few years have been important and marked by great impacts that have influenced the dynamics of the school space, confirming its importance for educational institutions to obtain the expected results. De Souza (2015, p. 640) reinforces the idea about the main functions of the school manager and how he is current as a mobilizing agent of his team.

This adaptable process resulted in emerging training meetings necessary to list positive and negative points of the current situation implemented to improve teaching, as well as facilitating the learning of both students and educators in the digital age. Aware that the technological area has resulted in an important and positive role for teaching, causing transformations in the interaction between teachers and managers and students, interventions by managers were necessary so that schools do not seem to work.

As for school management, the digital age provides benefits for the development of the institution, developing agility in enrollments, making the process of entering students and new enrollments more assertive; Another highlight regarding the release of grades, the didactic contents, activities, control of absences, occurrences, resulting in a better monitoring of students in an individualized way, causing organization to the information obtained.

And amid the current challenges regarding educational pedagogy in the face of changes in legislation, which has also changed the curriculum of Pedagogy courses, much has been discussed around these changes, but everyone concludes that they were necessary in this context. For the National Curriculum Guidelines for the Pedagogy Course, in this case the resolution CNE/CP No. 1, of May 15, 2016, about the purpose. In this way, it is understood that the pedagogue can carry out observations, analyses, evaluations, focused on the teaching practice that reflect or not on learning, and in the same way, guide actions to manage school educational processes.

METHODOLOGY

To achieve the objectives proposed in this work, actions were sought, such as statistics experienced by bibliographic research, to compose this work of great relevance about the school manager and its importance in the current scenario for both students and teachers.

It is of paramount importance to exercise management in the school environment, this work seeks to show how important this professional is in the educational institution, for

knowing the pedagogical area is more prepared to perform their functions as managers. Within, of course, their educational realities, looking for means and strategies that facilitate the path of delivery of these professionals in the environment of managers (Vergara, 2005, p.47-48).

Bibliographic research is the systematized state developed based on material published in books, magazines, newspapers and electronic networks, that is, material accessible to the general public. It is worth noting that the tools mentioned by Vergara (2005) were used to conclude the research and expand the knowledge and results of this work.

RESULTS AND DISCUSSION

After analyzing and raising questions during the work, it was possible to verify some points about the role of the school institution manager, his activities and contributions to the development of the school's administrative environment. Priore noted the perspectives of the profession of school manager, which over the years has undergone modifications, no longer bureaucratic and autocratic, to a new, more humane and rational pedagogical version, focused on the interests of the collective and the school community. Poti (2014, p. 17) conceptualizes the characteristics of the manager in a main figure who promotes the quality that the school needs, as well as the management activity both in terms of its historical context and its development, as well as its practice in the day-to-day of the school context.

This work made it possible to observe the importance of the role of the school manager, throughout the managerial and teaching process and the changes that occurred in the school management process. Observing the impacts caused by the pandemic on education and the technological transformation of school management, because while teachers are in the classroom daily working on the pedagogical difficulties of students, managers work behind the scenes of the educational institution, generating goals, developing evaluation methodologies to be applied by teachers and motivating everyone on the school team.

De Souza (2015, p. 6) emphasizes that this relationship must be dynamic, to ensure the unity and awareness of the school environment, as it also works by building a pedagogical proposal that aligns with the needs and context of each student to bring family and school closer together.

FINAL CONSIDERATIONS

After all this research process, it is concluded how important the role of the school manager is, whether he is coordinator or pedagogical director, because he is in constant formation and reintegration of his attributions.

Discussions on this subject have gained a lot of strength over the years, as the importance of school management is based on the conscious participation of its role, schools need to have a qualified professional committed to a transformative and quality education.

Thus, the need for effective public policies focused on the formation of the management group of schools throughout the country is indisputable, considering that, as presented in the research, the well-trained manager produces satisfactory results, in addition to having a team that works in an aligned way and aware of its role as a school community. It makes it possible for him, the manager, to also act as a trainer of his teaching staff, guiding and resignifying the practice in the classroom and consequently, generating brilliant results in the school he manages as well as for the entire community it covers.

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