MANAGEMENT OF EDUCATIONAL INSTITUTIONS IN THE CONTEMPORARY SCENARIO: PARADOXES AND CHALLENGES

GESTÃO DE INSTITUIÇÕES DE ENSINO NO CENÁRIO CONTEMPORÂNEO: PARADOXOS E DESAFIOS

LA GESTIÓN DE LAS INSTITUCIONES EDUCATIVAS EN EL ESCENARIO CONTEMPORÁNEO: PARADOJAS Y DESAFÍOS

How to reference this paper:

MARTINS, A. M.; BOTLER, A. M. H. Management of educational institutions in the contemporary scenario: Paradoxes and challenges. Revista @mbienteeducação, São Paulo, v. 16, n. 00, e023023, 2023. e-ISSN: 1982-8632. DOI: https://doi.org/10.26843/ae.v17iesp.2.1385

| Submitted: | 17/05/2024 |
| Revisions required: | 08/06/2024 |
| Published: | 11/07/2024 |

Editors: Prof. Dr. Margarete May Berkenbrock Rosito
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1 Universidade Cidade de São Paulo (UNICID), São Paulo – SP – Brasil. Professora do Programa de Pós-Graduação e do Programa de Mestrado Profissional Formação de Gestores Educacionais da UNICID. Pesquisadora CNPq.
2 Universidade Federal de Pernambuco (UFPE), Recife – PE – Brasil. Professora do Programa de Pós-graduação em Educação da UFPE e do Departamento de Política e Gestão da Educação.
The dossier "Management of educational institutions in the contemporary scenario: Paradoxes and challenges", gathers articles presenting results from theoretical studies and empirical analyses on challenges faced by public schools and education professionals in the post-pandemic context. It discusses developments in the management of educational institutions amidst the deepening intensification and precariousness of work for principals and teachers in Portugal and Brazil. The paradoxes arising from the pandemic scenario have posed new and complex challenges for educational policies and school practices.

The articles prompt us to reflect on school organization – anchored in procedures, strategies, teaching methods, and methodologies established in past times – which now demand deeper discussion on themes that emerged during the pandemic: leadership and school climate; overcoming socio-economic, and educational inequalities; community engagement and participation in school spaces; addressing the precarization and intensification of principals' and teachers' work; student autonomy and protagonism; the organizational, professional, pedagogical, and didactic reinvention of public schools; ramifications of the pandemic scenario in elementary schools, from the perspective of pedagogy students.

The traditionally centralized and bureaucratic structure of school management in Portugal was challenged by demands that required swift solutions and a constant capacity for organizational, professional, pedagogical, and didactic reinvention following the pandemic context. How did the school organization react to sudden confinement in this scenario? What ruptures emerged, and what continuities persisted beyond the pandemic crisis? These are the questions that Leonor Maria de Lima Torres seeks to address in the article analyzing the effects of these factors on school organization during times marked by uncertainty, unpredictability, and risk.

The article by Angela Maria Martins, Cláudia de Oliveira Pimenta, Fabiana Fernandes, and Sanny da Silva Rosa discusses data produced in the second stage of a research project entitled “Actions of school principals in the pandemic scenario: Between official guidelines and schools limitations”, funded by the Carlos Chagas Foundation and conducted from 2020 to 2022. The research, anchored in the notion of triangulation, was implemented through the following stages: 1) collection, systematization, and analysis of the broad scope of official guidelines that directed remote teaching and the process of resuming in-person school activities in the São Paulo state context; 2) conducting field research through a focus group with principals and vice-principals of the São Paulo state school network.
The process of constituting a group of Portuguese schools is analyzed by Maria Cecília Luiz and Maria Fernanda Martins, based on Decree No. 75/2008, of April 22, through a case study. The authors state that the study enabled the identification of challenges in school administration, considering that the said Decree was imposed and implemented without the significant participation of school actors. The research sought to understand the configuration of relationships between establishments and school actors before and after the mandatory implementation of the Decree. It is noteworthy that previously, in the studied grouping, each school had its form of organization. After the legal imposition, the teaching units underwent reorganizations that sometimes prevented the maintenance of their singularities, resulting in numerous conflicts. The authors conclude that there is still a long way to go for the effective grouping of schools and their integration into a common educational project that makes sense for all the aggregated units.

Alice Miriam Happ Botler and José Almir do Nascimento analyze the Jovens Protagonistas Project, a demand from the Full-Time Education Program in Pernambuco, within the context of expanding the Reference Schools for Secondary Education in that state, funded by Capes and CNPq. Anchored in the theoretical field of micropolitics, the research discusses the complexity of constructing new exercises in citizenship among young people. The authors conclude that public schools have been distancing students from learning democratic values through an official narrative aimed solely at fulfilling legal and normative scopes regarding the protagonism of children and adolescents.

Inês de Souza and Elisabete Ferreira explore aspects of the Movement and the voice of secondary school students in Portugal in an article presenting data from a larger research conducted by the authors. The study, of a quanti-qualitative nature, was carried out in a public secondary school located in northern Portugal. The authors emphasize that the ramifications of the pandemic period in school contexts pose significant challenges on an international scale, particularly concerning issues impacting student life.

Cristiane Machado analyzes reports prepared by Pedagogy students during Supervised Internships in School Management, aiming to understand the actions implemented in the organization of school pedagogical work and their potential to positively impact and minimize distortions generated by the pandemic process. The observations detailed in the students' reports indicate, among other findings, the difficulty of access and student retention upon returning to in-person activities in schools. Additionally, curriculum reorganization and democratic
management were re-signified to better respond to the challenges at the beginning of the school year.

In an article focusing on the perception of pedagogical coordinators from two schools in Fortaleza/CE during the pandemic and the return to classes, located in high vulnerability areas with good educational indicators, Rodnei Pereira, Maria do Carmo Meirelles Toledo Cruz, and Alexsandro do Nascimento Santos analyze the conception of the right to education. This conception is observed through the lens of strategies used regarding instructional aspects and connections with students, families, and teachers. Based on content analysis of interviews with coordinators, the authors conclude that at the beginning of the pandemic, the focus shifted towards the food security of students and their families, maintaining school connections, and supporting teachers in developing digital technological skills. Upon returning to in-person activities, organizing classes while respecting sanitary protocols, providing emotional support to teachers and students, and returning to previous levels of learning were central concerns.

Débora Oliveira Diogo, Vanda Mendes Ribeiro, and Maíra Mamede analyze the concept of equity, presenting teachers' perceptions of the school climate in a Fortaleza school located in a high social vulnerability neighborhood that achieves educational equity, considering the proficiency of 5th-grade students in the Portuguese language. They consider aspects such as teachers' involvement in student monitoring processes, leadership, discipline, adoption of affective and pedagogical strategies, and the important role of the management team. The authors conclude that regardless of socioeconomic status, race, or gender, students achieve adequate results to ensure a smooth educational trajectory, precisely due to the school's capacity for action, which is part of the "Programa de Aprendizagem na Idade Certa - PAIC" (Program for Learning at the Right Age).

Aline Cristina de Souza's article seeks to understand, from the perspective of the Relationship with Knowledge (ReS), how the relational knowledge of school principals is configured, based on 1313 responses obtained from these professionals. The author emphasizes that it is possible to infer from the data that there is constant blame on each of the parties/institutions involved and a lack of knowledge about the spaces to be occupied by families.

Sandra Riscal and Ana Maria Stabelin provide a significant analysis of secondary school students' occupation of public schools in 2015. The text discusses concepts of self-management, participatory democracy, and political praxis. In terms of methodology, media, interviews, and
literature on the topic were consulted. The authors conclude that the movement was firmly anchored in the notion of self-management.

Enjoy your reading!