

## School management in the development of promoting democratic management



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### ABSTRACT

This scientific article investigates the relevance of School Management through: school management and pedagogical coordination in the context of the promotion of democratic management in educational institutions. Democratic management is an essential approach to establishing inclusive and effective educational environments, as well as being

fundamental to promoting the active participation of all those involved in the educational process. In this article, we explore the role of these professionals in facilitating democratic management, identifying their responsibilities, challenges, and strategies to promote democratic participation in the school environment. We discuss how these professionals can positively influence decision-making, communication, and the construction of an inclusive and participatory school environment. In addition, we provide citations and references from academic studies to support our arguments.

**Keywords:** School Management, Democratic Management, School Leadership, School Board, Pedagogical Coordination.

## 1 INTRODUCTION

School management is a sector of the school that must have a lot of commitment and responsibility, because this is the sector responsible for managing the needs of the school community, and managing the pedagogical actions to be developed in the school environment.

The manager has the role of making the school environment attractive, so that students feel comfortable in attending this space, and parents have confidence in leaving their children under the responsibilities of the school.

Well-developed actions are decided together, for this it is necessary that principals and coordinators, who are the managers of these actions, have the professional profile to act in collaboration with each other, and with the other sectors of the school, so that the pedagogical needs are met.

Democratic management in education is a fundamental principle that aims to ensure that all members of the school community actively participate in decisions that impact the educational institution. It promotes inclusivity, transparency, and accountability by creating an environment where educational goals are collectively defined and policies are formulated based on consensus. For democratic management to be effective, the school principal and pedagogical coordination play central roles in facilitating this process.



The main objective of this scientific article is to analyze how the performance of school management can contribute to the development and promotion of democratic management in schools. Democratic management is not just about following a set of rules or adopting a particular organizational model, but rather about creating an environment where participation and dialogue are valued and encouraged.

The justification for this study lies in the importance of understanding how the management practices adopted by the school board and the pedagogical coordination can impact the effective implementation of democratic management. By understanding the strategies, challenges and opportunities that these professionals face in their daily lives, we will be able to identify ways to strengthen democratic management in schools and, thus, contribute to improving the quality of education. Thus, the research problem listed was: how does the interaction between school management and pedagogical coordination influence the process of promoting democratic management in educational institutions?

In addition, it is essential to highlight that democratic management in education is a principle established in the educational legislation of many countries, including Brazil. Therefore, understanding how school management can act in accordance with these principles is essential for compliance with educational laws and for strengthening democracy in educational institutions.

The study of this topic is also relevant from an academic point of view, since it contributes to the production of knowledge in the area of education and can serve as a basis for the formulation of more effective educational public policies.

In summary, this scientific article, of bibliographic character, aims to deepen the understanding of the role of school management in the development of democratic management in education, identifying strategies that can strengthen participation and collaboration within schools, for the benefit of the quality of education and the exercise of citizenship.

## **2 SCHOOL LEADERSHIP AND DEMOCRATIC MANAGEMENT**

Democratic management is a fundamental principle for improving the quality of education and strengthening educational institutions as a whole. As provided for in the Federal Constitution of 1988, in article 206, which addresses the principles in which education should be taught, item VI "[...] democratic management of public education, in accordance with the law;" (BRASIL, 1988, p. 174). It is based on the idea that the active participation of all members of the school community – parents, students, teachers and staff – is essential to making decisions that affect the life of the school. Confirmed by the Law of Guidelines and Bases of National Education (LDB) – Law No. 9394/96 (updated in 2023), which in article 14, reports the norms of democratic management:



Art. 14. Law of the respective States and Municipalities and of the Federal District shall define the norms of the democratic management of public education in basic education, according to its peculiarities and according to the following principles: I - participation of education professionals in the elaboration of the pedagogical project of the school; II – participation of the school and local communities in School Councils and School Council Forums or equivalent. (BRAZIL, 1996)

In this context, school management through school management and pedagogical coordination play a crucial role in the promotion and development of effective democratic management, as they must be the bridge between all segments involved for the development of actions.

School leadership is essential for the promotion of democratic management. Leadership is effective when it is shared because "[...] it corresponds to the practice of decision-making and collegial action by consensus (and not by voting) in which all participants have space and use it to influence the directions and conditions of the development that is intended to be promoted" (LÜCK, 2009, p. 78). School administrators have a responsibility to create opportunities for teachers and other staff to contribute ideas, share concerns, and actively participate in decision-making.

Also according to Lück (2009), it is up to a good leader

To create an overall vision in the school, which establishes the sense of unity and guides the sense of cooperation and articulated action; Promote a climate of trust and reciprocity in the construction of a collaborative environment; Promote the integration of efforts, the articulation of areas of action, the breaking of edges and the weakening of frictions, disagreements and differences; Create a culture of valuing people's skills, achievements and competences by celebrating their results, as a collective value of school and education; Develop the practice of collegiate decision-making and sharing of responsibilities (LÜCK, 2009, p. 72).

To achieve the objectives presented above, leaders must have communication, empathy and conflict resolution skills, in order to foster collaborative actions and the sharing of responsibilities.

Effective school leadership in a democratic environment is characterized by transparency, openness to dialogue, and respect for the opinions and needs of all involved. School leaders should create an environment where everyone feels heard and valued, thereby contributing to a healthier and more productive school climate. Additionally, democratic management allows the school to leverage the knowledge and experience of its community to make informed decisions that benefit everyone.

Democratic management also promotes shared responsibility, where all members of the school community take an active role in setting goals and seeking to improve educational quality. This helps to create a sense of belonging and responsibility among students, parents, and teachers, making the school a more democratic and inclusive space.

School managers have the role of leading the actions that are being developed in the school environment and influencing the other participants in this process, to act actively and effectively, in this sense, Instituto Unibanco (2019) considers that:



The attention of school leaders is on the effective performance of their tasks and functions to positively influence the rest of the members of the school institution. This influence would result from the principal's position in the school's hierarchy and the proper exercise of his or her functions in terms of formal policies and procedures in the educational unit (INSTITUTO UNIBANCO, 2019, p. 7).

Importantly, school leadership in a democratic environment requires mediation, negotiation, and empathy skills on the part of leaders in order to resolve conflicts and make decisions that reflect the interests of the majority. Ultimately, the combination of school leadership and democratic management contributes to a more equitable, participatory and quality education, preparing students to become active and conscious citizens in a democratic society. Therefore, investing in the training of school leaders with these skills is essential for the success of the education system.

Also in this sense, ICEP (2019) highlights that:

As a school administrator, the principal needs to lead her team and escape the trap of centralization. As a rule, those who centralize cannot achieve institutional objectives, because, by concentrating all actions on themselves, they do not dedicate themselves to each one of them with due energy and attention. On the other hand, delegating does not mean abstaining from coordination and organizational tasks that are essential for the smooth running of the institution (ICEP, 2019, p. 14).

In summary, school management can create an environment where decision-making is based on dialogue and cooperation, reflecting democratic values. This not only benefits the academic development of students, but also contributes to the formation of critical and participatory citizens who are prepared to face the challenges of modern society. School leadership plays a crucial role in building a more democratic and inclusive education, shaping the future of our communities and nations.

### **3 SCHOOL MANAGEMENT AND DEMOCRATIC MANAGEMENT**

School management plays a key role in promoting democratic management in educational institutions. Democratic management means involving all members of the school community – teachers, students, parents and staff – in decision-making and the functioning of the school. The director plays a leading role in this process, facilitating the active participation of all involved.

According to Bento and Piassa (2016, p. 14) "Being a principal in a democratic context, as previously explained, presupposes a posture that prioritizes participation, which understands it as a condition of democratic learning for all subjects of the school", that is, for decision-making that meets the existing demands, it is necessary that all who are inserted in this process, Have an active voice and be encouraged to participate.

One of the essential characteristics of democratic management in school management is transparency. This means that the decisions made should be clear and accessible to all stakeholders, ensuring that everyone understands the reasons behind them. In addition, the active participation of



members of the school community should be encouraged, through school councils, assemblies and other democratic mechanisms.

Another essential characteristic of the person who occupies the school board is that

The principal, or principal, needs to be a reference of engagement and political and social commitment to children's learning through collaborative work. Their posture has to be a model and reference for the team, as it is the style of their leadership that will imprint the way of being and doing in the school (ICEP, 2019, p. 20).

Also according to Paro (2015), the school principal is, in general:

[...] not only the person in charge of school administration, by ensuring the adequacy of means to ends – attention to work and the coordination of collective human effort – but also the one who occupies the highest position in the school hierarchy with responsibility for its proper functioning (2015, p. 41).

Democratic management in school management also promotes shared responsibility. When everyone has the opportunity to contribute to the school's decisions and policies, they also feel more responsible for its success. This creates a sense of belonging and commitment to the educational institution, which can lead to a more positive and effective school environment.

Because, Second, Bento and Piassa (2016)

School principals, considering the autonomy of schools, should reflect with their communities on the purposes of school education today, the contents and values that the school and the educational systems have been privileging and, mainly, on the pedagogical practices developed in the school. It is necessary to seek ways to resignify and reconstruct knowledge so that it has a transformed potential of society (BENTO & PIASSA, 2016, p. 16).

In addition, democratic management in school management contributes to the diversity of perspectives and ideas. Each member of the school community brings with them a unique experience and valuable insights that can enrich discussions and decision-making. This can lead to more creative and effective solutions to the challenges the school faces.

Promoting democratic management in schools faces significant challenges. Resistance to change on the part of some members of the school community is one of the main obstacles. Not all teachers, parents, or students may be willing to actively participate in the decision-making process.

To overcome these challenges, it is important to adopt effective engagement and capacity building strategies. This includes holding regular meetings with the school community to discuss important issues.

Some of the ways in which school management can promote democratic management include:

- **Promoting active participation:** The principal should create spaces and opportunities for parents, students, teachers, and staff to actively participate in school decisions. This can



involve holding meetings, forums, surveys, and other activities that encourage everyone's involvement.

- **Transparency in decision-making:** It is essential for school management to be transparent about the decisions made and the processes involved. The school community should have access to relevant information and understand the reasons behind the decisions.
- **Collaborative leadership:** The principal should adopt a collaborative leadership approach, working together with the other members of the school team to make decisions that are in everyone's best interest.
- **Respect for diversity:** School management must ensure that everyone's voices are heard and respected, regardless of their ethnic background, gender, sexual orientation, or any other personal characteristic. This contributes to building an inclusive school environment.

In summary, school management plays a central role in promoting democratic management in schools, creating an environment where everyone involved has the opportunity to actively participate, make transparent decisions, and share responsibility. This not only strengthens the school community, but also contributes to improving the quality of education and developing more aware and participatory citizens.

#### 4 PEDAGOGICAL COORDINATION AND DEMOCRATIC MANAGEMENT

The success of a democratic management depends on the group and cooperative coexistence of its members, this interaction and cooperation creates a favorable climate for learning, favoring respect on the part of the groups, and ensures the participation of all. According to ICEP (2019, p. 22) "It is essential to emphasize the importance of partnership and articulation between principals, or principals, with pedagogical coordinators, or pedagogical coordinators, for the success of the school."

According to Ramos (2013):

Coordinating is an action that aims to organize the work that is being carried out. Such action requires characteristics of a professional advisor, leader, researcher and, above all, encourager, as we know that the difficulties encountered in the day-to-day life of the school are not few (RAMOS, 2013, p. 20).

Pedagogical coordination plays a key role in promoting democratic management in educational institutions. She stands out as a key figure who assists in the implementation of inclusive practices and the pursuit of the active participation of all members of the school community. Democratic management in education is a concept that is based on the idea that decision-making should be shared among teachers, students, parents and other stakeholders, in order to ensure representativeness and diversity of perspectives.



In this context, it acts as a mediator and facilitator of this process. It collaborates with the creation of spaces for dialogue and debates, promoting the exchange of ideas and the collective construction of solutions to educational challenges. In addition, pedagogical coordination plays an important role in the continuing education of teachers, encouraging reflection on pedagogical practices and the search for innovative strategies that meet the needs of students effectively.

According to ICEP (2012), the pedagogical coordinator must always be in contact with the teachers, in order to understand the difficulties they face, to seek solutions together, and also to take the demands to the school board, in order to solve them, that is, the pedagogical coordinator has a mediator role.

In this sense, Ramos (2013) points out that:

The pedagogical coordinator is an ally of the management team and as he is more active in pedagogical activities, he can investigate the needs that must be met. Such as, for example, what subject teachers are interested in that is the subject of continuing education in the school environment. In meetings with teachers and management, the pedagogical coordinator can arrange for everyone to evaluate the progress of the pedagogical political project, so that it has not been made only to comply with a legal requirement, but is the guide for the activities carried out to ensure the quality of education (RAMOS, 2013, p. 21).

Democratic management also entails transparency and accountability on the part of the school's management team, and pedagogical coordination plays a vital role in ensuring that these principles are respected. It helps to create evaluation and monitoring mechanisms that involve all actors in the school community, in order to ensure the quality of teaching and the fulfillment of educational objectives.

Some of the ways in which pedagogical coordination contributes to effective democratic management include:

- **Support for continuing education:** Pedagogical coordination can identify teachers' professional development needs and collaborate with school management in designing continuing education programs that meet these needs.
- **Conflict mediation:** When conflicts arise within the school, pedagogical coordination can play an important role in mediating and finding solutions that meet the interests of all parties involved.
- **Fostering pedagogical reflection:** Pedagogical coordination can promote spaces for reflection and discussion among teachers, encouraging the exchange of experiences and collaboration in the development of innovative pedagogical practices.
- **Supporting student participation:** Pedagogical coordination can also work closely with students, encouraging their active participation in school life and listening to their opinions and suggestions.



In short, pedagogical coordination plays an essential role in promoting democratic management in education, contributing to the strengthening of participation, inclusion and quality of teaching. When well articulated with the other sectors of the school, this democratic approach can create a more enriching and effective learning environment, where everyone involved feels valued and engaged in the educational process.

## 5 FINAL THOUGHTS

In this article, we explore the fundamental role of school management and pedagogical coordination in this process of developing democratic management. Throughout this study, we show how these two dimensions play complementary roles in the construction of educational environments that value participation, transparency and respect for diversity.

The promotion of democratic management in schools is essential to ensure inclusion, transparency and quality of education. School managers play crucial roles in this process, facilitating the active participation of all members of the school community in decision-making and building an effective educational environment.

School management plays a key role in the promotion and development of democratic management. By adopting practices that promote participation, transparency, respect for diversity, and collaboration, these professionals contribute significantly to building more effective schools committed to educational excellence. In addition, pedagogical coordination plays a crucial role in supporting teachers in implementing pedagogical practices that are aligned with democratic principles, ensuring that educational objectives are effectively achieved.

Overcoming challenges requires engagement and capacity building strategies, and this study shows that democratic management tends to improve academic outcomes and a more positive school climate. Therefore, investing in the promotion of democratic management is essential for the success of schools and the well-being of students.

Therefore, we conclude that school management plays a synergistic role in building and promoting effective democratic management in schools. Through the inspiring leadership of the board, along with the continuous support of the pedagogical coordination, schools can become true spaces of learning and growth not only for students, but also for the entire school community. However, it is important to recognize that promoting democratic management is an ongoing process that requires ongoing efforts and a solid commitment to democratic principles. Therefore, it is essential to dedicate oneself to the training and development of these professionals, enabling them to perform their roles effectively in the promotion of democratic management in schools.





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