


The influence of democratic school management on the work of pedagogical coordination

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ABSTRACT

Democratic school management plays a crucial role in the effectiveness of the work of pedagogical coordination. The accomplishment of this research is relevant because it included investigating what democratic school management is, emphasizing its influence on the performance of pedagogical coordination in schools. Through a literature review, the impact of the participation of the various actors of the school community in decision-making, in the promotion of autonomy and in the establishment of a collaborative culture is examined. Democratic management favors the exchange of experiences, dialogue and the collective construction of educational projects, strengthening the role of pedagogical coordination as a mediator between the demands of the community and educational practices. In addition, it addresses how democratic leadership contributes to the professional development of pedagogical coordinators, encouraging reflection and continuous improvement of their practices. Finally, this article was an experience that served to expand the knowledge about the importance of democratic school management for the work of pedagogical coordination, seeking to understand how these strategies influence the management process and the quality of the education offered.

Keywords: Democratic School Management, Pedagogical Coordination, Education, School.

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INTRODUCTION

It is notorious in the field of education that the community demands an egalitarian institution, so that it is pertinent to meet the demand of the population. A democratic school, which performs its social function, always becomes a management concerned with its society, in the performance of its employees of the school unit directed by a manager, with the participation of teachers, pedagogical coordinators, parents and students in general.

For all areas of education, the institution is responsible for the transmission of knowledge, making the school have another way of visualizing the demands and globalization, different ways of working, renewing its posture to transmit a high level of knowledge, preparing its students with creativity and that they can have positive thoughts. Forming citizens with the capacity to participate in society, to obtain satisfactory and favorable results for the development of the human being in the current perspectives.

Each question that was generated had answers with the concept of equal share and observed, in view of this, the following question arose: How does democratic school management contribute to promote the participation of pedagogical coordination in decision-making?

In view of the elaborated questioning, this work aims to show some important points of the influence of school management in the work of the pedagogical coordinator so that the educational process of the school is democratic and consistent, in order to stimulate the collective and/or individual moment based on a democratic and participatory school management.

DEFINITION OF DEMOCRATIC SCHOOL

The democratic school is always open to dialogue for the entire school community, creating new ways of interacting with the school community, and establishing a democratic teaching environment with everyone, showing that the school and community must walk together in the same purpose and changes.

This interaction is directly linked to the construction of the school unit (preparation of the PPP, execution and evaluation) respecting the construction of each project and pedagogical processes regarding the issue of a bureaucratic nature.

With the responsibility and process of the community around it, showing that the school was able to cross barriers and establish a commitment to society.

Even so, we know that it is not easy to interact between school and community, because in the world of school it is where relationships of conflict and dispute for power are created, in a way where sometimes decisions are made without the participation of the community, leading through authoritarian and bureaucratic strategies." We cannot stay in the world, with the world with gloves in



our hands, looking only for accommodation in me and only for addiction, which implies courage, choice, action in reality" (Freire, 2014).

Deconcentration, therefore, seems to be more the case practiced in Brazil, in the name of fuller decentralization. As also pointed out by Parente and Luck (1999, p.13)

What has been happening in Brazilian educational practice (...) is the displacement of the decision-making process, from the center of the system, to the executive levels closest to its users, that is, the decentralization of the federal government to the subnational levels, where the Union ceases to directly execute educational programs and establishes and strengthens its relations with the states and municipalities. reaching the level of the school unit. In the same way, the state systems have been adopting a similar policy, that is, they transfer resources and responsibilities for the provision of educational services, both to the municipality and directly to the school.

Even knowing that the decisions come from the union, it does not favor or determine the demands of the schools, because it is a process that flows directly from educational programs, so that the schools can receive the resources, to maintain their school and their resources come to administrative and financial management. Even so, talking about public policy within a school is still complicated, as managers are not always able to manage the resources sent by the government according to the school's needs.

DEMOCRATIC AND PARTICIPATORY MANAGEMENT

The manager is very important within a school, as he is the one who leads and ensures the democratic and participatory performance of the school council or body, similar to the class council and the Student Council and other school collegiate bodies, as well as assisting the pedagogical coordinator in his decision-making. Because it is the manager who encourages the participation of all segments of the school and school projects, keeping abreast of the issues of society and the school community with its social processes, making the community have a better view of the path inside and outside the school.

Democratic management is a principle defined in the Law of Guidelines and Basis of National Education (ART.3 Item VIII). And in the Federal Constitution (ART.206, item VI). It is based on the assumption that education is a collaborative social process that demands the participation of everyone from the school's external community, such as parents and society in general.

As indicated by Carvalho (1979), "... As social consciousness develops, duty is transformed into collective will", that is, it creates within the school its own culture guided by the realization of the ideals of education, which become a natural part of the way of being and doing school and, for this very reason, does not need to be imposed from the outside in.



The definition of management is a simple participation in which several people work together for a quality school. Democracy is a word that is always present in almost all speeches within education.

At the moment it doesn't mention the administrator, it talks about the manager. Therefore, the school management. According to Luck (2009):

It should be understood as a work that is carried out together, with the presence of everyone in the school community, popularized as a school manager, in a concept of popular management sovereignty, with a direct connection of knowledge directly with the culture and coexistence where the school community is inserted.

To this end, the main idea of democratic school management is,

Seek opportunities for knowledge and open new experiences in the area of Education, respecting the individual specificities of each student, providing a characteristic environment for them to overcome their personal and collective challenges (Brasil, Mec, 2007).

School management is a democracy of possibility involving everyone with nature and their citizenship, seeking to achieve freedom with the people involved, within the context of experience, whether formal or informal, with autonomous and creative responsibility.

In order for "management to collaborate for the progress of autonomous citizenship, these four elements are fundamental for its effectiveness to occur." (Brazil/MEC, 2007)

- A) PARTICIPATION - is the moment when projects are developed where all participants have the opportunity to expand their knowledge together, seeking ways to improve education;
- B) PLURALISM - when diversity plays a fundamental role in the actions of those who collaborate with the institution;
- C) AUTONOMY – withdrawal from power, when the school will finally be able to adapt to the true needs in which it is inserted, being able to give life to its Political Pedagogical Project – PPP – in a joint way, aiming at independence and social reform;
- D) TRANSPARENCY – is the image of the school area, showing the space and that it is open to the community society and the various opinions of those who want to collaborate with school structures.

For these are the four elements of the columns that are supported by democratic school management, highlighting the important actions in knowledge with education and vision of new democratic postures and cultures. They are necessary to obtain a quality education where individuals can be critical and responsive, creating in their environment an environment adapted to their reality.

... Democratization begins inside the school, creating spaces where staff, students, parents, teachers, etc.



Be able to discuss everyday school life. In this way, the school has the function of indoctrinating critical and participatory individuals [...] (Oliveira; Martin; Golden, 2014)

MECHANISMS THAT CONTRIBUTE TO THE EXERCISE OF DEMOCRATIC SCHOOL MANAGEMENT

In democratic school management there are several mechanisms for an effective democracy and that can be used in the most different ways within the education system. These procedures will assist in the scope of democratic educational management, and one of these mechanisms will be represented by school councils.

SCHOOL BOARD

The council is represented by both the local community and the school community. 'It is through these councils that all those involved in the school community will decide the direction that school should take in its daily life'. (Brasil/MEC, 2007).

As for the collegiate management structure. The Ministry of Education (MEC) itself guided the organization of these structures, with the objective of systematizing and ordering the formation of these management mechanisms, generically calling them the Executing Unit, whose responsibility would be to receive, execute and manage financial resources of the school unit:

The executing unit is a generic name, adopted to refer to the various nomenclatures, found throughout the national territory to designate a private, non-profit entity, linked to the school, with the objective of managing financial resources, transferred to the maintenance and development of education. It does not matter what denomination the school unit and the community choose for the Executing Unit, be it Association, School Fund, Parents' Circle and others. The basic principle is the search for the promotion of school autonomy and community participation, in all its dimensions: pedagogical, administrative and financial (Brasil, 1997).

It is known that talking about public resources is complicated, because these organizations aim to move to a financial resources manager, so that they can manage their money, unfortunately not all managers have this ability to organize according to the needs of the school.

It is impossible to compare the family with a community as a participatory group within schools, because there are few who still go to school to learn about their children, in front of a school, because each human being has a way of seeing and thinking. It is necessary to improve and bring parents into the school and the relationship of society with what we are experiencing is important, perhaps in this way we can form a concept of knowledge to form a group that can encourage and show the reality of life of each community.



PARENT-TEACHER ASSOCIATION

It is an invocation of participation, which "signifies a great way of participating in a meeting between family and school, creating significant bonds for the smooth running of a democratic school management". (Brazil/MEC, 2007)

In order to contribute to the development of leadership, the parent-teacher association promotes an educational culture and an important association to analyze the issues between parents and teachers, making them have more participation of the family in the school, with a perspective of quality teaching guided by the practice of leadership within the school.

CLASS COUNCIL

Within a synthetic approach of the Ministry of Education document that deals with the organization and performance of the Class Councils, it establishes that:

It is represented by the school community, and is composed of all the components and all the segments existing in the institution, establishing itself as a matter of urgency. It is a body that links all the other institutions, it is where the democratic function takes place.

Despite these assignments and participations we have not yet seen or established with a group of people who approve and fail students at the end of each school year. However, it must be a body that acts on the needs of the institution and in continuous evaluations, always showing the results achieved, proposing necessary interventions that avoid problems in student learning, in which it is important to review and reevaluate the attribution of the Class Council to interact in the students' difficulties.

STUDENT COUNCIL

The student council awakens in the student the interest in the school, Beyond the classroom it induces the member of the Guild to organize himself, "offering the students a responsibility to create some decision-making, having the opportunity to create an internal and participatory action to the Guild itself related to the school conditions of the students.

According to the Ministry of Education and Culture (2014), the following are classified as an obligation of a Student Council:

- a) to organize the approximation and relationship of the students with the staff and the teaching staff of the school;
- b) strengthen the understanding of companionship and collaboration between the collegiate and the school;
- c) allow students to create and develop social actions both within the school environment and outside it together with the community;
- d) support the construction of the school community.



This range of activities should serve as stimuli to insert broader actions, so that students will be able to have a reflection of their own activity in citizenship and social life.

THE ROLE OF THE MANAGER IN DEMOCRATIC SCHOOL MANAGEMENT

Luckesi (2007) shows that, "the school is the mirror of its administrators, its educators, parents, students and the community; in the school it arises from the joint action of all these elements".

"The figure of the manager was seen as authoritarian, who dictated rules, aiming at the proper functioning of the school" SEED (2008). This hierarchical pyramid of a manager who did not accept opinions ended up leaving a negative appearance about education, which has been seeking the interests of the powerful. With the purpose of a new democratic school management, this image of the manager is being detached from this aforementioned authority.

The manager employs a democracy that concentrates attention to stimulate the democratic process of the school unit, offering an environment where everyone participates, thus being able to share the decision-making power.

"In democratic management, the principal is presented as a school and local leader, with the ability to exercise with mastery the exercise of public manager" (Brasil, 2007).

A democratic school management grants the participation of all, not only the student, the manager elected by the community or by the members of the school, has the duty to act in an appropriate way to the needs of the school and interact directly with the pedagogical coordination.

The population in general demands a new attitude: "from the perspective of management as a strategic resource for the evolution of any society, a bureaucratic manager is no longer allowed, guided only by a regimental manual" (Araújo, 2009).

It is necessary that the true values of the school are developed together with the democratic manager, transmitting and sharing knowledge, respect and trust, the values of the school integrate the lead and generate collaboration and stimuli of collective and cooperative activities.

In this regard, the democratic manager carries out his "activities respecting adversities, knowing how to listen, maintaining dialogue among colleagues, observing, staying informed, seeking opinions and relating in a healthy way with the members of the community" (Silva, 2009).

THE INFLUENCE OF DEMOCRATIC SCHOOL MANAGEMENT ON THE WORK OF PEDAGOGICAL COORDINATION

The influence of democratic school management on the work of pedagogical coordination, focusing on the decentralization of decisions and school autonomy. Starting with the construction and implementation of the Political Pedagogical Project (PPP), democratic management seeks to



involve the entire school community in decision-making and promote a participatory culture in the school.

Democratic school management, based on the participation and collaboration of all members of the school community, is an essential element for the promotion of inclusive and quality education. According to Veiga (2013), "a school maintained by a democratic management begins with the construction of the PPP and its realization". This implies the need for the involvement of all school actors in the definition of the institution's future.

The decentralization of decisions, as highlighted by Luck (2009), is a central aspect of democratic school management. The PPP is the instrument that guides the school's actions and should reflect the interests and needs of the community. This fosters a culture of participation and engagement among education professionals. In addition, school autonomy allows the institution to develop its own pedagogical and administrative practices, aligned with its local characteristics and demands, thus including the indispensable work of pedagogical coordination.

Democratic school management within the scope of pedagogical coordination is also concerned with promoting inclusion and respect for diversity. Castiglioni (2011) points out that "the interaction of the population is an essential part of the democratization of the school". For this, it is essential that the pedagogical coordination promotes inclusive practices that are sensitive to the individual needs of students. This requires the development of appropriate pedagogical strategies and emotional support to ensure the participation of all students, regardless of their differences.

Despite the benefits of democratic school management, there are challenges to be faced. As Freire (2004) points out, "education involves the democratization of the knowledge produced". This implies the need for a continuous commitment to participation and dialogue, as well as the development of leadership and management capacities on the part of the pedagogical coordination.

THE ROLE OF THE PEDAGOGICAL COORDINATOR IN A DEMOCRATIC SCHOOL MANAGEMENT

The role of the pedagogical coordinator in a democratic school management is multifaceted and challenging. He acts as an articulator, promoter of dialogue, guarantor of the quality of teaching and facilitator of the educational process. In order to perform this role effectively, it is essential that the coordinator has a strong background, leadership skills, and an unwavering commitment to the principles of democracy and educational quality.

The pedagogical coordinator is one of the most important actors in school management, acting as a link between the principal, teachers, students and the community. In a democratic management approach, its function is even more relevant, as it has the responsibility to promote the



participation of all those involved in the educational process, ensuring that decisions are made collectively and transparently.

The pedagogical coordinator plays a fundamental role in the articulation between the various actors of the school community. It should establish effective communication channels, promote dialogue, and encourage the participation of all those involved in the educational process. According to Luck (2009), "the active participation of the coordinator is essential for the success of a democratic school management".

Another important function of the pedagogical coordinator is to ensure the quality of the education offered by the school. It must monitor the work of teachers, offer pedagogical support, identify and propose solutions to problems that arise in the school day-to-day. For Libâneo (2004), "the pedagogical coordinator is a fundamental agent in the search for continuous improvement in the quality of teaching".

In addition to articulation, the pedagogical coordinator is responsible for promoting reflection among teachers and other members of the school community. It should create spaces for teachers to share experiences, discuss pedagogical practices through dialogue, and reflect on the challenges and possibilities of education. As Veiga (2013) points out, "dialogue is a powerful tool for building a democratic culture at school".

CONCLUSION

The implementation of a democratic, efficient and quality school is a social request. With this new social model for the school environment, new theories also appear to assist in the pedagogical coordination that plans, works with subjects of the most different levels, which means facing an immense diversity within the school environment.

In conclusion, the influence of democratic school management on the work of pedagogical coordination is indisputable. Through the active participation of all members of the school community in the definition and implementation of educational policies, democratic management provides an environment of collaboration and engagement. The decentralization of decisions and the valorization of school autonomy allow pedagogical coordination to play a more significant role in promoting quality education, adapted to the local and individual needs of the collegiate.

In short, democratic school management is an essential element for the success of pedagogical coordination and for the promotion of a more equitable and effective education. By creating an environment of collaboration, autonomy and inclusion, democratic management allows pedagogical coordination to play its role more effectively and collaboratively.



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