SUPERVISION FROM THE PERSPECTIVE OF STRENGTHENING SCHOOL MANAGEMENT

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ABSTRACT

This article, based on a qualitative research based on literature review and content analysis, investigated the role of the educational supervisor in strengthening democratic school management. The results indicate that the supervisor acts as an agent of transformation and continuous improvement, going beyond the merely supervisory function. Its work involves the promotion of a collaborative environment, conflict mediation, encouragement of continuing teacher training and support for the construction of innovative solutions to the school's challenges. In addition, its ability to articulate partnerships with other education professionals and the community stands out, expanding learning opportunities and strengthening the ties between school and society. It is concluded that the supervisor is a strategic and indispensable actor for the consolidation of a democratic, participatory school committed to the quality of teaching.

Keywords: Evaluation; Continuing Education; Democratic Management; Leadership; School Supervision.

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INTRODUCTION

School supervision plays a crucial role in improving the quality of teaching and learning, promoting efficient management that is aligned with educational goals. By systematically monitoring the pedagogical work, the supervisor identifies the needs of teachers, offering support and encouraging the exchange of experiences, which fosters a collaborative and innovative environment. In addition, supervision is vital for the implementation and evaluation of pedagogical projects, ensuring that educational actions are in accordance with the established goals and guidelines.

The complexity of contemporary school management requires supervisors to develop leadership and management competencies, in addition to improving their pedagogical knowledge and communication skills and evaluation of school performance. In this context, research on the performance of the supervisor, especially from the perspective of strengthening school management, becomes of great relevance for current education.

According to Luckesi (2002), supervision goes beyond a simple control function, being a continuous process of training that involves the entire school community. The supervisor acts as a mediator between pedagogical theory and practice, stimulating critical reflection on the school routine and encouraging innovation through new methodologies and practices that meet the specific needs of each school reality.

Democratic management, a fundamental principle of Brazilian education, requires the active participation of all members of the school community. Libâneo (2013) highlights that supervision must be based on democratic principles, promoting dialogue and the collective construction of the Pedagogical Political Project (PPP). In this context, the supervisor becomes an essential facilitator of the democratic process of institutional planning, due to his or her in-depth knowledge of the various areas of school life.

The curriculum, a key part of pedagogical practice, also benefits from supervision, which contributes to its implementation and continuous evaluation. Sacristán (2000) proposes a view of the curriculum as a space of social and cultural construction, in which the various cultures present in the school are intertwined. Supervision, in this scenario, has the function of contributing to the creation of more relevant and meaningful curricula for students.

Faced with an educational scenario marked by constant changes, such as new technologies, cultural diversity, and social demands, supervision needs to take on a leadership role, guiding the school to face these challenges and build a more promising future. The continuous training of supervisors is essential so that they can keep up with educational transformations and develop the necessary skills for the exercise of their

function. Gadotti (2013) reinforces that teacher training is a continuous process and inseparable from pedagogical practice, and the same principle should be applied to the training of supervisors.

Therefore, school supervision, when exercised with competence and commitment, can be a determining factor for improving the quality of teaching and building fairer and more democratic schools. The training of supervisors should, therefore, be a priority investment of the Departments of Education, aiming to ensure that education professionals have the necessary tools to face the educational challenges of the twenty-first century. This research aims to highlight the importance of the pedagogical supervisor in strengthening school management, evidencing the impacts of their actions on the relationships with teachers, students, the community and school administration. The methodology, the results and the discussions arising from the analysis of the data will be presented throughout the article.

METHODOLOGY

The research carried out is qualitative. The method used for data collection was the Bibliographic Review developed through the notion of *theoretical corpus*, referring not to a complete collection of literature, or an entire bibliography of certain authors, but to a finite collection of materials (BAUER, AARTS, 2015) defined by the researcher. Although the older body meanings of a text imply the complete collection of texts, according to some common theme, "more recently the sense accentuates the purposeful nature of the selection..." (BAUER; AARTS, 2015, p.45). The notion of theoretical *corpus* can be used both in linguistic and social research and in the humanities in general, as is the case of this article (BAUER; AARTS, 2015). Here the method was developed by choosing books and articles by current researchers in the area of Education, more especially about school supervision.

The data analysis used was carried out through Content Analysis (CA), which makes it possible to "bring to the surface facts of the social context (...) not understood" (CAMPOS, 2015, p. 21) entirely in a more objective analysis, hence the researcher can make interpretations and inferences in the analysis of the data collected. The CA is divided into the following stages or phases: 1) organization of the analysis; 2) extraction of thematic units or coding; 3) categorization of data; 4) inference of the researcher from prominent interpretative points; and 5) computer treatment, relating the categorization to the various authors read (BARDIN, 2016).

RESULTS AND DISCUSSIONS

The results and discussions are presented below, according to the categories originated in the Content Analysis process according to Bardin (2016).

SCHOOL SUPERVISION AND DEMOCRATIC MANAGEMENT

Supervision is an ancient educational practice, existing since the formation of the so-called ancient State in a period prior to the Christian Era. It developed, going through several transformations throughout history, until it reached what is currently in activity in the educational environment. Lourenço *et. al.* (1973) conceptualize supervision as

> a technical activity, with philosophical and scientific foundations, which may or may not be structured in the form of a service, involving all participants in the educational process through democratic action, which presupposes cooperation, interrelationship (sic), leadership and teamwork, aiming at the improvement of all education and especially teaching, with an emphasis on research. (LOURENÇO *et. al.,* 1973, p. 30).

To better understand the activity of supervision, a brief historical development of it is presented.

The historical evolution of school supervision

School supervision has evolved throughout history, following social and educational transformations, and assuming different roles and functions according to historical contexts. In ancient civilizations, supervision was centered on maintaining the norms and values established by the elites, being exercised by privileged members of society. During the Middle Ages, the Catholic Church played a central role in educational supervision, with a rigid hierarchical structure and strong authoritarian base, reflecting the ecclesiastical power over teaching (LOURENÇO et. al., 1973).

With the advent of municipal schools, supervision began to be exercised by lay citizens, focusing not only on surveillance, but also on external control of teaching, a model based on principles of authority and strict supervision. Modernity, from the seventeenth century onwards, brought a new perspective to school supervision, with a more inspectual model, similar to that observed in the factories of the time. The supervisor's role, which resembled that of an inspector, was to ensure that teachers followed established norms, as if they were inspected workers on the production lines.

With the emergence of the Normal Schools in the nineteenth century, supervision began to focus on teacher training, with an authoritarian model, still centered on principles

of scientific management, which emphasized the need for control and efficiency. The first half of the twentieth century was marked by the transition from the authoritarian model to a more humanistic approach, influenced by Scientific Management and Human Relations, which promoted a focus on the participation and professional development of educators (LOURENÇO et. al., 1973).

In recent decades, school supervision has come to be understood as a process of continuous monitoring, focused on the professional development of teachers, rather than just a control activity. The supervisor now acts as a mediator and facilitator of the educational process, helping to promote the autonomy of teachers, encourage collaborative work and foster pedagogical innovation (LOURENÇO et. al., 1973). This evolution reflects the adaptation of supervision to changes in social and educational demands, with the objective of continuously improving the quality of teaching.

The different models of school management

School management has evolved over time, being influenced by various administrative currents that have shaped the way schools are run. The Classical School, or Scientific Management, focused on efficiency and productivity, comparing the school organization to a factory. The centralization of power and the standardization of processes were fundamental, with the administrator acting as a supervisor who controlled all activities (PARO, 1999).

With the School of Human Relations, a new perspective emerged that valued the social and psychological aspects of management. The focus shifted to worker well-being, effective communication and motivation, highlighting the importance of employee participation in decisions. The behavioral or behaviorist theory, in turn, deepened the analysis of mental and emotional processes, understanding human behavior as an essential factor for the effective functioning of the organization (BRASIL, 2006).

In the structuralist approach, the need to integrate the formal and informal aspects of the school organization was recognized. The model emphasized the importance of flexibility and adaptation to change, in addition to recognizing conflicts within institutions as elements that could be channeled constructively (BRASIL, 2006).

Finally, public school management is distinguished by its focus on citizen education and social transformation, differing from approaches more focused on efficiency and control (PARO, 1999). Democratic management, which has emerged as a more appropriate model for public schools, has as its principle the active participation of all members of the school community in decision-making. In this sense, modern school management seeks to

combine administrative efficiency, democratic participation and focus on the integral formation of the student.

School supervision in the context of the Law of Guidelines and Bases of Education (LDB)

School supervision in Brazil has undergone significant transformations with political and social changes over time. Initially, the figure of the supervisor was associated with the rigid control and supervision of teachers, especially after the Francisco Campos Reform in 1931, when supervision took on a more centralized character, inspired by industrial inspections. During the following decades, the supervisor was seen as an education specialist, with the mission of promoting the improvement of teaching (ALMADA; LEITE, 2018).

The 1996 Law of Guidelines and Bases of Education (LDB) represented a milestone in the redefinition of school supervision, since it assigned the supervisor a more comprehensive role. The supervisor came to be seen as a professional with specific training, acting not only as an advisor and advisor to teachers, but also as a facilitator of a more democratic, collaborative and participatory school management process. The LDB consolidated the participation of the school community in the management of schools, promoting the idea of democratic management, which aims at greater inclusion of different actors in decision-making and pedagogical planning (ALMADA; LEITE, 2018).

With these transformations, the school supervisor began to play a fundamental role in the implementation of democratic management practices, which involve participation, autonomy, transparency and plurality. The Law of Guidelines and Bases also marked the recognition of the importance of the supervisor in building a fairer, more democratic and equitable school environment, essential for the formation of critical and conscious citizens.

The importance of democratic management for the school

Democratic management is a model that emphasizes the active participation of all members of the school community – students, teachers, staff, parents, and the local community – in decisions that affect the school. Driven by the Federal Constitution of 1988 and the LDB of 1996, democratic management seeks to build a fairer and more equitable school, where everyone can contribute to the definition of educational directions (GOVERNO DO ESTADO DO PARANÁ, 2018).

The main pillars of democratic management include participation, allowing all members of the school community to influence decisions; autonomy, which gives freedom

to the school to define its pedagogical and administrative guidelines, respecting legal norms; transparency, ensuring access to information on school management; and plurality, promoting the appreciation of diverse opinions and ideas.

The school supervisor has a central role in this context, acting as a facilitator of the participation of members of the school community in the elaboration and implementation of the Pedagogical Political Project (PPP), in addition to promoting the continuous training of teachers and stimulating a collaborative and inclusive work environment.

Democratic management contributes to improving the quality of education by involving all actors in decision-making, which makes the school better able to meet the needs of students. In addition, it strengthens the school community, by creating an environment of belonging and co-responsibility, and promotes the democratization of education, essential for the construction of a fairer society (GOVERNO DO ESTADO DO PARANÁ, 2018).

The role of the school supervisor in the construction of a Political-Pedagogical Project (PPP)

The Pedagogical Political Project (PPP) is the document that guides the actions of a school, defining its identity, objectives and goals. The school supervisor plays a leading and facilitating role in the process of building the PPP, ensuring that all members of the school community actively participate in its preparation. Its functions include coordinating the process, articulating with the community, promoting continuing education for teachers and ensuring that the project is participatory, flexible, coherent and transformative (TEIXEIRA, 2005).

The participation of the community in the preparation of the PPP is essential for the project to reflect the needs of the school and the community. The supervisor must ensure that the project is dynamic, adaptable to change and aligned with educational policies. In this way, the supervisor contributes to the construction of a democratic school environment, which favors the meaningful learning of students and the development of a school that is more integrated with its community.

The participation of the different actors of the school community in the management of the school

Democratic management does not centralize power, but seeks to involve all members of the school community in decision-making. Participation can occur through different mechanisms, such as committees, councils, student unions, and class councils.

Each of these spaces allows the diverse groups of the school community, including students, teachers, parents, and staff, to contribute to decisions that affect school life.

This active participation has several benefits, such as improving the quality of teaching, strengthening the bonds between community members, and democratizing the school space. For participation to be effective, it is necessary to establish clear and accessible communication, offer training to those involved and promote democratic leadership that stimulates and facilitates the performance of all school actors. Democratic management, therefore, is not a one-off objective, but a continuous process that aims to transform the school into a fairer and more equitable space, where everyone has a voice in building a better future for education (BRITO, 2015).

LEARNING THEORIES AND ACTIVE METHODOLOGIES

In this topic, the historical development of learning theories will be addressed, with emphasis on those that have brought the most influences to their contexts and to the present day.

Main theories of learning and pedagogical implications

Learning theories are essential references to understand the processes of acquisition of human knowledge and to guide pedagogical practice. Over the past two centuries, different theoretical approaches have been developed, each with unique contributions to education. Behaviorism, represented by Pavlov, Watson, Thorndike and Skinner, focuses on observable behaviors and the associations between stimuli and responses, with emphasis on the use of reinforcements to shape behaviors. Transition Theories, such as those proposed by Gagné, Tolman and the *Gestalt* School, sought to integrate aspects of behaviorism and cognitivism. Cognitivism, with authors such as Piaget, Bruner and Ausubel, valued internal mental processes and the active construction of knowledge. Humanism, represented by Rogers and Kelly, brought to light the centrality of subjective experience and the individual's potential for self-realization. Finally, Socioculturalism, with Vygotsky, Freire and Wertsch, highlighted the importance of social interaction and cultural context in the learning process (OSTERMAN; CAVALCANTI, 2011).

Each of these theories influenced specific pedagogical practices: behaviorism sustained the use of reinforcement; transition theories proposed the combined use of strategies; cognitivism emphasized meaningful learning; humanism inspired welcoming, student-centered environments; and socioculturalism brought the appreciation of collaboration, teacher mediation and cultural diversity.

Contemporary pedagogical practice, by integrating these different references, promotes active, collaborative and contextualized learning environments, favoring the integral development of students. The understanding of multiple theoretical approaches allows the educator to select more effective didactic strategies adapted to the specific needs of students and school contexts, recognizing that no theory is universal or definitive.

Active methodologies in the school environment

Active methodologies represent a paradigmatic shift in education, shifting the focus from traditional teacher-centered teaching to student-led learning. By encouraging active participation, autonomy, and collaboration, these methodologies promote more meaningful experiences that are aligned with contemporary challenges (ALMEIDA, 2021).

The student, in this context, is challenged to build his own knowledge through problem solving, projects, research and group discussions, while the teacher acts as a mediator and facilitator of the process. For its implementation, it is necessary that the entire school community is willing to review consolidated practices, with adequate infrastructure, innovative pedagogical resources and continuous training of teachers.

Among the main benefits of active methodologies, the increase in student engagement, the strengthening of socio-emotional and cognitive skills, and the reduction of school failure stand out. By adopting them, schools not only innovate their practices, but also contribute to the formation of critical, creative citizens prepared to act in a world in constant transformation (ALMEIDA, 2021).

Formative assessment and its relevance to learning

Formative assessment is a continuous process integrated with teaching, whose main objective is to monitor students' progress and offer feedback that guides their learning (QUEIROZ, 2019). In contrast to summative assessment, which is limited to the verification of results at the end of a cycle, formative assessment promotes learning by providing subsidies for students to identify and overcome their difficulties.

This approach strengthens students' autonomy, encourages self-reflection, and allows the teacher to adapt his or her methodology to the real needs of the class. In addition, by favoring a more dynamic and collaborative learning environment, formative assessment contributes to the development of skills such as critical thinking, problem-solving, and teamwork — essential skills for the twenty-first century (QUEIROZ, 2019).

Technological resources in education

The integration of digital technologies into the educational process has significantly expanded the possibilities of teaching and learning. Tools such as distance learning platforms, educational applications, virtual learning environments, and online collaboration instruments have been used to make teaching more dynamic, interactive, and personalized (SILVA, 2018).

These resources allow teachers to plan more engaging lessons, incorporate gamification elements, and encourage student protagonism, while developing digital skills. Among the main benefits are increased motivation, expanded access to information, and personalization of learning paths.

However, the use of technologies must be judicious. They do not replace the role of the teacher, whose performance continues to be essential in the mediation of educational processes. In addition, challenges persist such as inadequate infrastructure, low connectivity in some schools, and insufficient teacher training for the pedagogical use of technologies, which requires consistent investments in continuing education policies and technological equalization (SILVA, 2018).

MONITORING AND EVALUATION OF THE TEACHING-LEARNING PROCESS

The monitoring and evaluation of the teaching-learning process are fundamental practices to ensure the quality of pedagogical actions in the school. In this context, the strategic role of the pedagogical supervisor in conducting and improving these processes is highlighted. The main dimensions of educational evaluation and monitoring are discussed below.

The Evaluation of the Teaching-Learning Process

For Regina Célia Haydt (2011), evaluation transcends the mere attribution of grades at the end of a school term, configuring itself as a continuous process, integrated with teaching and essential to pedagogical decision-making. The author proposes a tripartite approach to evaluation: diagnostic, to identify previous knowledge and difficulties; formative, which accompanies the student's development during the process; and summative, aimed at verifying the final learning results.

Haydt defends the use of various instruments – tests, assignments, projects, observations, self-assessment – in order to capture the multiple dimensions of learning. In addition, it reinforces the collaborative nature of evaluation, in which the student is an active agent, reflecting on his learning and receiving constructive feedback. This humanized and

democratic conception of evaluation contributes to the creation of more motivating and meaningful environments (HAYDT, 2011).

Learning Monitoring and Evaluation Instruments

According to Marcheti, Magri and Pacheco (2018), the effectiveness of the evaluation process depends on the appropriate choice of instruments, which must be aligned with the educational objectives and the specificities of the students. Among the main instruments, objective tests stand out, effective for rapid measurement of knowledge, although limited in terms of the analysis of complex skills; essay tests, which evaluate argumentation and in-depth understanding; works and projects, which allow you to observe skills such as research, creativity and organization; portfolios, which show the learning trajectory and self-reflection; systematic observations, useful for identifying social attitudes and skills; self-evaluation and hetero-evaluation, which foster autonomy, responsibility and collective construction of knowledge.

These instruments favor continuous *feedback*, personalization of teaching, student motivation, and also contribute to the improvement of pedagogical practices, by allowing the identification of areas that need intervention.

Monitoring and Supervision of the Teaching-Learning Process

Varela (2021) presents different models of educational supervision, with an emphasis on democratic and collaborative models, which are considered more effective today because they promote teacher professional development and the improvement of pedagogical practices. Such models contrast with the traditional one, centered on hierarchy and control.

Supervision practices include class observation, interviews, desk review, study groups, and joint development of professional development plans. These procedures contribute to improving the quality of teaching, strengthening teamwork and increasing teacher professional satisfaction, by offering continuous and dialogical support to the teacher (VARELA, 2021).

Data Analysis for Decision Making in Educational Management

Silva (2021) highlights the relevance of data analysis as a basis for strategic decisions in educational management. The use of data – quantitative (grades, attendance, performance) and qualitative (interviews, observations, surveys) – makes it possible to

identify inequalities, monitor student progress, evaluate public policies, and optimize resources.

The author emphasizes the importance of statistical methodologies (descriptive, inferential, regression) to interpret data and transform them into actionable information. Despite its potential, the use of data faces challenges such as the quality of information, scarcity of technological resources, and institutional resistance, requiring investments in infrastructure and technical training (SILVA, 2021).

Implications of Evaluation Results in the Formation of the Student

Costa and Barbosa (2019) point out that evaluation, when used in a reflective and ethical way, becomes a pedagogical instrument that contributes to the integral formation of the student. By offering meaningful feedback and allowing the personalization of teaching, it favors the development of cognitive, emotional, and social skills.

On the other hand, evaluation practices focused only on measurement and classification can generate anxiety, demotivation and compromise students' self-esteem. On the other hand, formative assessment stimulates autonomy, self-regulation and critical thinking, promoting a more emancipatory education.

The authors argue that evaluation should be understood as an integral part of the teaching process, contributing to students becoming active subjects in the construction of their own learning, capable of setting goals and critically reflecting on their formative path (COSTA; BARBOSA, 2019).

CONTINUING EDUCATION AND TEACHER PROFESSIONAL DEVELOPMENT

The continuing education of teachers is one of the most significant advances in contemporary education, since it enables the permanent improvement of professionals in the face of challenges and the constant social, cultural and technological transformations that impact pedagogical practice.

The Importance of Continuing Education for the Quality of Teaching

Continuing education is an essential instrument for raising educational quality, by providing teachers with systematic opportunities for updating and professional development. For Beneti (2022), it is a process that transcends the acquisition of new knowledge, promoting a reflective, critical, and innovative pedagogical practice. Training, by fostering the sharing of experiences and the collective construction of knowledge, strengthens the constitution of learning communities and contributes to facing

contemporary educational demands. Thus, investing in the continuing education of teachers represents an effective strategy for the improvement of pedagogical practices and the institutional commitment to educational excellence.

Different Models of Continuing Education

According to Amador (2019), continuing education models are shaped by historical, social, and institutional contexts, which implies the coexistence and overlapping of different approaches in everyday school life. Among the main models, the following stand out: training guided by the specific needs of the school; training based on the investigation of teaching practice; collaborative training, which values the interaction between the various educational agents; the technicist approach, aimed at updating content and methods; and critical training, which promotes reflection on the political and social foundations of education. These models can be differentiated by the clarity of their objectives, methodologies, contents, and evaluation strategies, all of which are relevant for the strengthening of teacher professionalization and for the development of more contextualized and effective practices.

The Role of the School Supervisor in Continuing Education

The school supervisor plays a strategic role in the articulation and implementation of training actions in the educational environment. According to Souza and Lacerda (2015), its work involves diagnosing the training demands of the teaching staff, the elaboration and monitoring of training plans, the mobilization of material and human resources and the encouragement of the active participation of teachers. By mediating training processes and fostering a collaborative and reflective environment, the supervisor contributes to the consolidation of a more democratic, innovative school committed to learning. In this way, educational supervision becomes a key element in promoting the continuous professional development of teachers and in the search for higher quality pedagogical practices (SOUZA; LACERDA, 2015).

Building Learning Communities

Miranda and Barreira (2020) emphasize the potential of virtual learning communities as privileged spaces for the formation of pedagogical leaders and teacher professional development. Such communities foster the exchange of experiences, critical reflection and the collaborative production of knowledge, stimulating skills such as communication, decision-making and problem solving. Pedagogical mediation, the use of digital

technologies and shared knowledge management are essential elements for the success of these initiatives. In addition, such communities can integrate initial and continuing education programs, promoting lifelong learning and contributing to overcoming teacher isolation. However, its development demands attention to digital inclusion, equity in participation and effective pedagogical mediation.

LEADERSHIP AND TEAMWORK

School supervision, when analyzed from the perspective of educational management, requires an integrated approach of leadership and teamwork, indispensable elements for the consolidation of a democratic and collaborative organizational culture. In this context, aspects such as valuing democratic leadership, effective communication, conflict negotiation, and the construction of teams committed to institutional objectives stand out.

The Importance of Democratic Leadership in Contemporary School Management

Democratic leadership, based on affective bonds and a commitment to the social quality of education, is an essential pillar for the transformation of today's schools. Campos and Rolindo (2022) criticize leadership models inspired by the corporate sector, pointing out that such approaches often disregard the relational and formative nature of the school. From this perspective, democratic leadership promotes active listening, the protagonism of the various school actors and the strengthening of collective participation, assuming a central role in guaranteeing the right to learning and integral human development. Such leadership favors equity, stimulates the engagement of the school community and fosters the construction of contextualized and innovative educational projects. However, its implementation requires overcoming institutional resistance and promoting a participatory organizational culture, anchored in public policies that strengthen school autonomy.

Communication and Negotiation Skills in the Exercise of Leadership

Assertive communication and negotiation skills are strategic skills for school leaders committed to participatory and effective management. As Silva (2022) points out, communicative leadership is capable of inspiring, engaging, and aligning individual and collective goals, creating bonds of trust and cooperation. In addition, the ability to negotiate ethically and transparently favors conflict resolution, shared decision-making, and the consolidation of a productive and harmonious institutional environment. In view of the

growing complexity of educational demands, such competencies become increasingly necessary for the performance of school managers and other pedagogical leaders.

Building Collaborative Teams

The formation of collaborative teams goes beyond the simple grouping of professionals, requiring sensitive leadership, understanding of group dynamics, and the encouragement of co-responsibility. According to Bezerra et al. (2010), well-structured teams favor productivity, innovation and quality of work, by stimulating the diversity of ideas, critical review and collective learning. In addition, they contribute to the well-being of professionals by promoting a motivating and welcoming work environment. Such teams are an effective response to the challenges of contemporaneity, characterized by rapid changes, complex demands and growing interdependence among school actors.

Conflict Management in the School Environment

School coexistence, due to its relational and plural nature, is subject to the occurrence of conflicts, which, if poorly managed, compromise the institutional climate, learning and cohesion among the subjects. Freitas and Silva (2023) emphasize that the proper management of conflicts can, on the contrary, strengthen the sense of community and enhance the educational mission of the school. Among the main challenges, the lack of training of educators to deal with complex conflicts and the difficulty in harmonizing diverse interests stand out. Strategies such as mediation, empathetic listening, and negotiation are key to promoting a culture of peace and democratic coexistence. To this end, it is essential to invest in the training of professionals in skills such as nonviolent communication, emotional intelligence, empathy, and collaborative problem solving.

FINAL CONSIDERATIONS

School supervision, when based on the principles of democratic management, proves to be a strategic component for the consolidation of more meaningful, collaborative educational environments committed to the integral learning of students. Acting as a link between the various subjects of the school community, the educational supervisor plays a central role in the mediation of innovative pedagogical practices, in the strengthening of teachers' professional development and in the promotion of an institutional culture based on participation, active listening and collective protagonism.

Learning theories, combined with active methodologies, offer important theoretical-practical contributions that enable the reconfiguration of teaching practices, promoting a

more dynamic, critical and student-centered educational process. By stimulating problem-solving, collaborative thinking, and the autonomous construction of knowledge, such methodologies contribute to more meaningful and lasting learning. In this context, supervision assumes the function of guiding and supporting teachers in the adoption of these practices, ensuring their adequacy to the needs of students and the pedagogical reality of the school.

The monitoring and evaluation of the teaching and learning process are indispensable instruments for improving educational quality. School supervision can contribute to the strengthening of a formative evaluative culture, capable of offering concrete subsidies for reflection on teaching practices and for the implementation of more effective pedagogical strategies. The qualified use of evaluative data allows the identification of advances, gaps and opportunities for intervention, promoting a more intentional and contextualized pedagogical action.

Continuing education and professional development of educators are essential dimensions for the qualification of teaching. Supervision, in this scenario, can assume a proactive role in the organization of training programs, articulating institutional demands with the demands of the contemporary educational context. By favoring spaces for collaborative and reflective learning, the supervisor contributes to the improvement of teaching skills and to the consolidation of a pedagogical team that is more engaged and prepared to face educational challenges.

Leadership, especially when exercised in a democratic manner, is one of the pillars for building fairer, more transparent, and more innovative school institutions. School supervision, by supporting educational leaders in setting goals, developing action plans, and monitoring results, strengthens institutional capacity to respond efficiently and ethically to the demands of the school community.

Teamwork, in turn, proves to be fundamental for the consolidation of more effective and integrated pedagogical practices. The supervisor's role in promoting collaborative spaces between teachers, managers and other education professionals favors the sharing of knowledge, the construction of collective solutions and the continuous improvement of educational practice.

In summary, school supervision occupies a strategic position in the construction of more democratic, innovative and human development-oriented schools. By promoting the articulation between teacher training, democratic leadership, active methodologies and teamwork, supervision contributes decisively to raising the quality of teaching and to the formation of critical, autonomous and socially committed subjects.

However, it is necessary to recognize that significant challenges persist in the exercise of school supervision, such as the scarcity of time and resources, resistance to change and the complexity of the Brazilian educational scenario. Overcoming these obstacles requires the strengthening of public policies that value education, invest in the training of qualified professionals and encourage more participatory and inclusive school management practices. Only in this way will it be possible to build a truly transformative and socially relevant school.

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