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RESEARCH ARTICLE

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SCHOOL MANAGEMENT FROM THE SUBJECT'S INTEGRALITY PERSPECTIVE IN THE CETI DARCY ARAÚJO - TERESINA-PI

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ABSTRACT

It is known that a proactive management requires the integration of all sectors of a school. This study aims to investigate how the managers from a Full Time School (ETI) carry out their educational activities, considering education for the subject's integrality perspective. The research has a qualitative approach, using the instruments, observations, interviews throughout semi-structured questionnaires, to investigate the management of the Full-Time Educational Center (C.E.T.I) Darcy Araújo - Teresina-Piauí-Brazil. The researched subjects were aware of those responsible for the school management: effective director, assistant director and pedagogical coordinator. The selected managers have been working for more than a year at ETI and are the main representatives of the school management team. The managers collaborate in the student's training by using constant activities to allow engagement between the school participants. Based on these thoughts, it is interesting to reflect the same perspective through the teacher's experiences and, then, dialogue with new ideas. The research expands the understanding of the management and organization of educational work at the Full Time School, by identifying the collaborative way in which the subjects perform their activities in this space. Therefore, this study help building management pedagogical practice and make it meaningful at school.

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INTRODUCTION

The Full Time School (ETI) is configured through the extension of schooling time and also the expansion of opportunities for knowledge about the world that contributes to the integral formation of the individual. This school format seeks for an ideal and transformative education that may become a priority for educational policies in the sense of implementing them in greater numbers throughout Brazil (BRASIL, 2013). Considering that ETIs have specific characteristics, it is important to turn our attention to the manager of the school, in order to search for a comprehensive and integrative education. The manager has an important role in the construction of this school format that was foreseen in the Law n° 9,394 from December 20th, 1996, in the National Education Guidelines and Bases (LDBEN).

This study was carried out as part of the research entitled "The management of the Full-Time School: a study on the epistemology of professional practice in the perspective of integral education", which was a research carried out by one member from the Interdisciplinary Research Group in Education and Epistemology of Professional Practice (NIPEEPP), from the Federal University of Piauí (UFPI). This group developed the Education Observatory (OBEDUC / CAPES / UFPI), from 2013 to 2015, under the coordination of Profa. Dra. Antonia Dalva França Carvalho. In this aspect, school management constitutes the organization of the educational institution, based on social relations with various segments of society, aiming to reach a quality teaching and learning process. In this way, it is necessary that the school manager recognizes the entire socio-cultural context of his community, so that he undertakes to develop

political actions that lead to detecting deficiencies arising from different realities from each individual. Therefore, this research aims to investigate how the managers of a Full Time School carry out their educational activities, considering education for the subject's integrality perspective. In order to obtain such results, the methodology was carried out based on Ethnomethodology, in the perspective of Coulon (1995). Thus, it was used the qualitative approach with the instruments such as observations, interviews with the aid of semi-structured questionnaires, which were carried out with the management team from CETI Darcy Araújo, located in Teresina-Piauí-Brazil. As a concept of school management, Queiroz (2011, p. 147), describes it as being the "[...] expression used to characterize the administration, the organization of the educational institution, in order to articulate material, pedagogical and human conditions to guarantee the functioning of the educational institution in an efficient and effective manner". Thus, throughout a teamwork between managers and the other members of the school community, it is expected obtaining a systematic work that can contribute for a better education system. The school management of a public institution belongs to Basic Education and can be composed by: the director, who directs and participates in the work planned for the school; the vice-director or assistant director, who assists in leading the educational process; the pedagogical coordinator, who participates in the organization of the teaching and learning process; and the secretary, who contributes to the collection and filing of documents inherent to the functioning of the educational locus, as well as the materials that present the participation of employees and students.

As the formation of school leadership and some of its attributions is considered, it is possible to reflect that its activities need to be directed towards the development of students, according to the perspective of Integral Education.

Integral Education, as a proposal conceived from the individual's integrality perspective, is a relevant step towards the seek for solutions of several problems in our current education system and society. Therefore, it seeks to create and, as far as possible, resolve issues of social and educational natures in the community where it operates. A school and educational activities that flow from life and into life (COSTA, 2015, p. 63).

According to the author, there is a notoriety of benefits for society, in which Integral Education can contribute to the particular and social development. In this same conception, there is an amplification of the dialogue, through the reflection of Dourado (2016, p. 37), who states that "[...] the school relives in contemporary times a moment of constant discussions imbued with the desire for a quality education based on reflections about the world, and how it acts with its immediacy in the full development of the student". Thus, management is an essential dimension of education since through it is possible to observe the educational problems that involve the school and, collectively, seek for strategies and actions that may solve and/or minimize the problems found in this space. Thus, in the search to understand this process of citizen formation, some steps were organized.

MATERIAL AND METHODS

The research is organized with a qualitative approach, since the work data is not limited to quantification. In order to better understand the management of the full-time school, we use the ethnomethodological theory that underlies the present study. The ethnomethodological approach, according to Coulon (1995), considers the social reality constructed in daily life by social interactions, valuing the meanings that they give to their practical reasoning actions. The ethnomethodological research does not produce its own and original instruments to achieve its objectives. On the other hand, it relies on the instruments of ethnography (COULON, 1995). The locus of investigation was a full-time school in the city of Teresina-PI. The Full Time Teaching Center (CETI) Professor Darcy Araújo, located at Nossa Senhora de Fátima Avenue, s/n, in the district of Fátima. It is a

Full Time School that offers Elementary School from the 4th to the 9th grade and High School from the 1st to the 3rd grade. This school was, also, the locus of the project developed within the scope of OBEDUC/UFPI by NIPEEP/UFPI, entitled "The Full Time School in the perspective of integral education: a study on school epistemology constituted by the management and organization of Pedagogical work". The research subjects were awake of those responsible for the management of the school who comprise: effective director, assistant director and pedagogical coordinator. The selected managers have been working for more than a year at ETI and were chosen because they are the main representatives of the school management team to compose the research. As an investigative technique, we used the semi-structured interview throughout a questionnaire for the management team. The interview was carried out in order to know how they develop their educational activities based on the subject's comprehensiveness. The semi-structured interview gives the interviewees freedom to express themselves in the development of the interview, allowing a broader exploration of the investigated theme (MICHEL, 2009). In addition, we seek to identify the main proposal conceptions about the ETI, at the same time that we relate the knowledge of their teaching experience, in the management of schools:

RESULTS

The subjects that make up the ETI management in the research are: director (a), assistant director (a) and pedagogical coordinator (a). Thus, based on the responses to the questionnaires, we identified that all subjects are female and aged between 40 and 50 years. Regarding the academic training of the managers team, two managers have academic training in Pedagogy and one in Philosophy; two have graduate degrees, one in Clinical Psychology and Higher Teaching; the other in Pedagogy and Psychopedagogy and Educational Evaluation. All of them have an effective employment relationship and have been in the teaching profession for more than twenty years. Regarding the time of working at CETI Darcy Araújo, as full-time school, they reported that it has been more than 8 years.

The report of one of the managers, regarding their conception of the FTE:

It is a government program, which has brought a way to allow the student have a more effective training, both cognitively and socially. Thus, it will bring a better citizen training. The student spends more time at school, experiences various types of activities that will make this student receive more values, that this school can offer (Manager 1).

Regarding the activities and/or actions they develop as a school manager, we perceive a centralization in financial issues about the school's resources in the speech of Manager 1. Managers 2 and 3 reported on administrative, financial, human and other activities such as: monitoring of students, teachers, other employees and attendance to students' parents, as portrayed in the speech of Manager 2.

Even if you don't want, we are multipurpose. It is in the administrative part and in the pedagogical part, everything here we have to work, there is no one, the principal director does this and the deputy director does this. The only difference is that when I got here, she was already a director. When, I arrived she was already a director, she already worked on the financial part and still. (Manager 2)

Manager 3 let it clear that his activity is aimed at monitoring the school's routine, intervening with teachers, students, other school professionals and student's parents, not excluding their participation in other school activities. Regarding the specific skills and knowledge of management, and how they perform in the school context, the manager's positions were diverse, as shown below.

Emphasis on training and courses aimed at school management, as it considers that it will add knowledge to the subjects who are in school management. Knowledge such as; philosophy of presence, knowing how to listen, mediating conflicts and presenting solutions. It presents traits of the leader manager (Manager 1). Despite reporting that he actively participates in administration, he dedicates himself more to pedagogical issues, for personal reasons. He prefers to turn his attention to the student. "I feel like a mother to the students ... I like the most problematic students and I dedicate myself more to these students" (Manager 2). It highlights the importance of the manager's duty and role, especially, regarding the actions to be developed in the school. The functions of listening to the subjects, coordinating the activities developed at the school and making decisions that often displease some, "but that must be taken for the benefit of all". (Manager 3).

When asked about the way management works in practice, Managers 1 and 2 stated that it occurs through the distribution of norms, rules and tasks, which are distributed at the beginning of the school year and charged at meetings, along with all school professionals throughout the year. Manager 3 replied that the management works through the participation and commitment of those involved in the school context, highlighting the compliance with the internal regulations by the professionals, especially the rules and conduct. In addition, it was also pointed out that a failure in communication with other professionals. Regarding the limitations and difficulties, they encounter in the development of their work in the management of their activities, it was highlighted financial resources, specifically, the transfer made by the Secretary of Education of Piauí, which is not enough to pay for school expenses. In addition, it was indicated the limitations of physical structure, the location and old structure of the building, which prevent the space from being expanded. The questions raised by the managers regarding the team's difficulties refer to administrative management. Thus, school administration involves not only physical, financial, material resources, but also human resources.

DISCUSSION

Analyzing the answers to the questionnaires, we observed that the professionals are middle aged and have great experience in school and academic training, focused on the educational process. From the perspective of ETI, considering it is a public educational policy implemented in Piauí in 2008, these professionals have relatively short time in this school model of education. Furthermore, the interviews' answers allow identifying the managers' conceptions about management in the ETI. Initially, when asked about FTE, we identified that everyone agrees with this school model, which added a comprehensive education to the student, as it contemplates the formation of the subject. The expansion of the student's time in the school space makes it possible to reduce differences in access to knowledge. According to the manager 1 speech regarding their conception of the FTE, it was demonstrated that is necessary to understand that thinking about increasing school time also requires an expansion of space, in order to contribute to the development of activities aimed at the integral formation of the student as a human being. According to Coelho et al (2009, p.82), "[...] the extension of the school time, when limited exclusively to the physical space, prevents students from having access to other enriching socio-cultural environments". Therefore, it is essential that the school also expand its spaces to provide students with better educational opportunities. This way of working allows the managers of the researched school a democratic management character, involving the participation of all those involved in the institution. Thus, the manager articulates with the teachers and the school community, in the search for quality for the students (LUCK, 2009).

We can infer that managers have a clear understanding of their responsibilities and duties, even if this does not imply isolated actions, since the school dynamics requires shared management and

interactive-communicative actions. In addition, the managers presented in this research seem to be close to that. Considering the presented reports on the skills and knowledges of management, it can be pointed out that the skills and knowledge of the managers of this research reveal implications for the subjectivity of each one, way of thinking and positions. These implications reveal the professional actions and particularities of each subject participating in the management. Thus, the competences of the managers enunciated by the subjects constitute the school management. According to Lück (2009, p. 12), "[...] competence is the systemic set of minimum standards necessary for the good performance of the responsibilities that characterize a certain type of professional activity". Thus, we understand it based on the author's conceptions and the statements of managers that competence involves besides knowledge, the skills and attitudes related to their action, which permeate their practice.

Libâneo (2005) states that participation, dialogue, collective discussion, autonomy are indispensable practices of democratic management. In addition, communication and interpersonal relationships are also essential elements in school management and educational activities. The good relationship makes the work environment more harmonious, considering a dialogue between the team. The exchange of information and mutual respect in the school routine (LUCK, 2009). The financial limitation reported by the managers, directly, interferes with the maintenance of the school's infrastructure, maintenance of spaces, purchase of equipment, among others. In this way, it is necessary to reorganize the spaces to suit the needs of the school. As for the school's public, the professional staff could be larger to meet the demands of the institution. In addition, it is necessary to consider their way of thinking and doing educational work, based on the need for articulation and interaction with the entire school context. Therefore, regarding financial resources, it is a problem that get out of the school's management control, since their administration is carried out by a superior organ, which is the State Department of Education. Unfortunately, the budget for public schools still does not meet their need in order to provide quality education to students. For this reason, there are many challenges facing management in a Full-Time School, and managers must be prepared to deal with the countless impasses that arise in their daily professional practice.

CONCLUSION

Although the discussions about the Full Time School have intensified in recent years, it is still necessary to expand the debates that establish its dimension. Such as discussion allow to understand and build the existing practices of integral education. Therefore, by reflecting on Integral Education in ETI, it is possible to know which educational actions should be developed by the school community. In this case, by asking the participants about the activities of the managers from the investigated institution, it was possible to understand that their contributions are organized and carried out as a team. It is also clear that, even with the difficulties that arise during administrative and pedagogical actions, both seek individual and social transformation. Thus, the managers of the investigated institution collaborate in the training of students, by using the constant activities in order to make it is possible to engage the school's participants, with the objective of obtaining significant results. Based on these thoughts, it is interesting to reflect about this perspective through the teacher's experiences and dialogue with new ideas. This research expands the understanding of the management and organization of educational work at the Full-Time School by identifying the collaborative way in which the subjects perform their activities in this space/ The results presented can be used for managers to build their pedagogical practice and make it meaningful at school.

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