

O PAPEL DO GESTOR ESCOLAR: ESTUDO DE CASO SOBRE OS DESAFIOS DA EDUCAÇÃO PÚBLICA

EL PAPEL DEL GESTOR ESCOLAR: ESTUDIO DE CASO SOBRE LOS DESAFÍOS DE LA EDUCACIÓN PÚBLICA

THE ROLE OF THE SCHOOL MANAGER: CASE STUDY ON THE CHALLENGES OF PUBLIC EDUCATION

Vanise Panont do NASCIMENTO¹
Cláudio Luiz CHIUSOLI²

RESUMO: O presente artigo diz respeito a um estudo de caso sobre o papel do gestor escolar frente aos principais desafios da educação pública atual e como trabalha para tentar solucionar tais desafios. Desta forma, foi realizada uma entrevista com uma gestora escolar para entender o seu papel e identificar os principais desafios encontrados atualmente na educação pública em período integral. Assim sendo, os resultados alcançados foram que os desafios na gestão pública escolar estão relacionados com os problemas sociais e familiares de cada aluno, com a irregularidade dos recursos financeiros, com a falta de pessoal para trabalhar, tanto de professoras, como de serviços gerais, a falta de autonomia da gestora, a dificuldade em manter a equipe motivada, o excesso de projetos e a rotatividade de pessoal. Para solucionar tais desafios, a gestora conta com a participação efetiva dos pais, professores, funcionários, comunidade e poder público.

PALAVRAS-CHAVE: Educação. Escola pública. Gestor escolar.

RESUMEN: *El presente artículo dice respecto a un estudio de caso sobre el papel del gestor escolar ante los principales desafíos de la educación pública actual y cómo trabaja para intentar solucionar tales desafíos. De esta forma, fue realizada una encuesta con una gestora escolar para comprender a su papel e identificar a los principales desafíos encontrados actualmente en la educación pública en periodo integral. Así siendo, los resultados logrados fueron que los desafíos en la gestión pública escolar están relacionados con los problemas sociales y familiares de cada alumno, con la irregularidad de los recursos financieros, con la falta de personal para trabajar, tanto de profesoras, como de servicios generales, la falta de autonomía de la gestora, la dificultad en mantener el equipo motivado, el exceso de proyectos y la rotación de personal. Para solucionar tales desafíos, la gestora cuenta con la participación efectiva del padres, profesores, empleados, comunidad y poder público.*

PALABRAS CLAVE: *Educación. Escuela pública. Gestor escolar.*

¹ State University of Midwest Paraná (UNICENTRO) Guarapuava – PR - Brazil. Graduation in Tourism and Law. Public Management Specialist. ORCID: <https://orcid.org/0000-0003-0100-8808>. E-mail: vapanont@hotmail.com.

² State University of Midwest Paraná (UNICENTRO) Guarapuava – PR - Brazil. Postdoc and PhD by PUCPR, PhD in Administration. Administration Department. ORCID: <https://orcid.org/0000-0002-7844-3632>. E-mail: prof.claudio.unicentro@gmail.com.

ABSTRACT: *This article relates to a case study on the role of the school's manager facing the main challenges of current public education and how they work to try to resolve these challenges. This way, was conducted an interview with a school manager to understand their role and to identify the main challenges faced today in public education on a full-time basis. Thus, the results achieved were that the main challenges in public management at school are related with the social and family problems of each student, with the irregularity of financial resources, with the lack of personnel to work, both of teachers, as general services, the lack of autonomy of the manager, the difficulty in keeping the team motivated, the excess of projects and staff turnover. To solve these challenges, the manager counts with the participation of parents, teachers, staff, community and public power.*

KEYWORDS: *Education. Public school. School manager.*

Introduction

Education is the basis of everything in the man's life, important for their human and social development. With knowledge, the men can go beyond his life expectations, overcome boundaries, help others to develop and have a better life quality. For Freire (1979), education is a response to the finitude of infinity, since education is possible for man because he is unfinished and acknowledges himself as unfinished; this brings you to its perfection.

Ferreira (2003) complements that school plays a fundamental role in individuals' social life. As such, education is primordial and necessary in human activity. Writing about education is always relevant, especially when it comes to public education in Brazil, and finding out what the main challenges that a public school manager faces today is very difficult, considering that the position of manager is still, in the public schools majority, a political office; as such, many managers may be afraid to talk about what they actually think and what they want.

Lück (2009, p. 24) explains the school management meaning, which is the act of managing the school's cultural dynamics, tuning with the public education guidelines and policies for the implementation of its political-pedagogical project and committed to the principles of democracy and methods that organize and create the conditions for an autonomous educational environment (own solutions within their competencies), of participation and sharing (joint decision-making and effective results), and self-control (monitoring and evaluation with information feedback).

Currently, the democratic school management is frequently discussed, which Paro (2003) writes to be utopia, since every time a public-school democratic management is proposed, which has effective participation of parents, educators, students, and school staff, this

ends up considered as utopia. The municipality under investigation currently has thirty-seven local schools, thirty-two full-time and five part-time, all under the Municipal Education Autarchy.

This study is justified by the importance of public education for society and the main challenges that the school manager, as a school administrator, faces nowadays to ensure the students' education quality, the institution well-functioning, and of the school building. Thus, the guiding question of the study is: what are the main challenges that a municipal public-school manager faces today and how do they try to solve such challenges?

The general objective of the work is to identify and describe the main challenges that the municipal public-school manager faces today and how he works to solve these challenges.

Historical aspects and concepts on the subject

Miranda (2003) cites that the school administration is directly assumed as an administrative act of content that has a different face, which is the process of teaching and learning in an academic institution. Ferreira (2003) understands that education management is making conscious decisions about what to bring from defined goals. It is necessary to understand that all decision-making is political thinking and a political act because it implies choices that are made between existing options and where to go it is wanted.

According to Lück (2009), the school manager is responsible for the leadership and work organization of all who work in it, guiding them in the development of an educational environment capable of promoting learning and formation of students at the highest possible level, so that they are able to face the new challenges that are presented.

Gracindo (2009) states in his paper that school is a space for democratic exercise and that democracy should be part of the school manager posture, who is charged to bring into the school the public power, the community and the to participate in everyday life. Regarding the autonomy of the school, Ferreira (2003) explains that the school should be the foundation of the autonomy concept, emphasizing the responsibility of everyone, without neglecting the other levels of the educational administrative sphere. Autonomy, in this way, is a fundamental piece for the creation of the school's identity.

Werle (2001), in his paper, describes the differences between the designations of the director, administrator and school manager. According to the author, the director is so popularly called and represents a hierarchical position; the school administrator is more focused on who

takes care of the administration of the institution and represents more the technical position level; and the school manager is more comprehensive, understands the general function within the school. Thus, the next topic goes deeper into the historical and conceptual aspects of education in Brazil and the school manager role nowadays. The school has a fundamental role in society, and the school manager has in his hands the power to direct the educational institution, according to the established legislation, and to make the school-community connection. According to Freire (1979), education is possible for man because he is an unfinished subject, leading him to his perfection. Thus, the man should be the subject of his education, not his object

Regarding historical aspects, Pasquini and Souza (2012, p. 17), in their work, describe that from the end of the 1980s, a period marked by the re-democratization of our country, the democratic management of education and public school has become the center of the educational debate. This historical period, marked the end of a military regime of two decades, was marked by a feeling of hope of a fairer and more developed Brazil, whose main flag was a quality education for the Brazilian people, through which the country would achieve credibility and insertion into the world market. However, history revealed another not so encouraging face. Education has not been prioritized, and what we saw was the scrapping of the public school and the devaluation of education professionals. It was in this context that, from the Federal Constitution (CF) of 1988, democratic management was elected as a fundamental theme for improving the quality of public education.

Thus, the Chapter III, section I of the Constitution of the Federative Republic of Brazil, article 205 mentions that education is the right of everyone and the duty of the State and the family, aiming at the full development of the person, his preparation for the exercise of citizenship and their qualification for work and in article 206 establishes that the teaching will be administered based on the following principles: i) conditions equality for the school access and permanence; ii) freedom to learn, teach, research and thought dissemination; iii) ideas and pedagogical conceptions pluralism, and coexistence of public and private educational institutions; iv) free public education in official establishments; v) valorization of school education professionals, career plans, with admission only through the public tender of tests and titles, those of public networks; vi) democratic management of public education; vii) quality standard guarantee; viii) National professional salary floor for professionals in public school education (BRASIL, 1988).

Thus, from the promulgation of the Federal Constitution of 1988 in Brazil, education gains a democratic character, according to item VI, and since then it has been built. A difficult task for a country that lived under a strong and long military rulership period. According to Paro (2003), insofar as the participation of all sectors of the school - educators, students, employees and parents - in the decisions about its objectives and operation, there will be better conditions to pressure the upper echelons to endow the school of autonomy and resources.

Democratic school management is something that is being worked day after day in the school space and is formed by the effective participation of parents, teachers, students and school staff, so the decisions are not only in the hands of the school director but of the whole school, having the manager an intermediary role, articulator.

The law 9394 (BRASIL, 1996) establishes the guidelines and bases of national education, and article 14 governs democratic management: (i) participation of education professionals in the elaboration of the school's pedagogical project; and (ii) participation of school communities place on school boards or equivalent.

Paro (2003) further explains that democracy, as a universal value and practice of reciprocal collaboration between groups and individuals, is a globalizing process that tends to involve each in the fullness of his personality. There can be no full democracy without democratic people to carry it out. The public school must adapt to the interests of the working classes, and for this purpose, it must develop means to stimulate and facilitate the participation of parents and the community at large in decision making (PARO).

In this line of reasoning, Paro (2003) explains that the population participation in the decisions made in the school gain reason in the face of the necessity that the way to a truly democratic society is not restricted to voting for the periodic parliamentary occupants and executive state position. In order to feel pressured to act in the interests of citizens, democratic control must be exercised.

On the role of school managers, Lück (2012) explains that the work of school managers lays, therefore, on their ability to lead, that is, of influencing the performance of people (teachers, employees, students, parents) for the objectives proposed by the school effectiveness. Leadership should be part of the experience of any professional who performs a function related to other human beings. Leaders are held accountable for the success or failure of any action taken by the group. Therefore, leading is not a simple task. Leadership requires trust, patience, discipline, humility, respect and commitment (MEDEIROS *et al.*, 2009).

Still on the leadership of the school manager description, Lück (2012) affirms that leadership in school is an inherent characteristic of school management by which the manager mobilizes, guides and coordinates the work of people to apply their best in carrying out actions of sociocultural character aimed at continuously improving the quality of teaching and learning, it is based on a proactive attitude, which lays on the manager enthusiasm and high expectations and in his ability to influence this actuation and its results.

Lück (2012) explains that school management presupposes working with other dimensions, such as administrative management, curriculum management, results management, etc. In this way, it is identified that the concepts of management and leadership are not synonyms, but complement each other and may even be confused as being the same expression (LÜCK).

The school manager may also be called a school administrator, "due to his/her management, he/she assumes responsibility for the activities carried out and the acts performed in the administration, and must, therefore, have a broad knowledge of everything related to that entity (MEDEIROS *et al.*, 2009). Valerien (2001) argues that the school director has gradually assumed increasing importance in administration. Progressively, he was led to perform, in a sense, all functions. This new reality implies that its attributions are redefined to avoid shocks of competence. On the one hand, the power of the school principal is proportional to that of the supervisor; on the other, that of teachers.

As the school manager is equated to the administrator, important to define "the term management can be understood as a set of principles, rules and functions that are designed to sort the factors of production and control their productivity and efficiency, getting a certain result (MEDEIROS *et al.*, 2009).

The result, in this case, does not mean the financial profit, but the formation of the human being, its educational and social establishment. In this way, public school management is a way of organizing the institution's functioning in terms of political, administrative, financial and pedagogical aspects, with the purpose of giving transparency to its actions and actions and enabling the school and local community to and in the process of presenting, inventing, creating, dialoguing, constructing, transforming and teaching (MEDEIROS *et al.*, 2009).

It is also important to highlight the climate and the organizational culture in the school environment. According to Lück (2011), the climate and the organizational culture of a school are formed throughout the history of the educational establishment in its external link with the community and the education system of which it is part, through the dynamics of internal

interactions, which indelibly marks the way challenges, stimulations and demands are faced, how people perceive them and how they react to them, among other aspects.

In this sense, Lück (2011) affirms that the work of the school manager is closely linked with the climate and the organizational culture, since he works for and by the school team, mediating their group and interpersonal relations, their moods, among others.

Lück (2011) also warns that the performance of the school manager does not necessarily occur in the climate and organizational culture of the school as a whole, but in a field of tensions and conflicts between what the school is and what it should be, between different groups.

In this way, it is observed that just as leadership is inherent in the manager's role, learning to work with the environment and organizational culture is also an intrinsic activity of his profession, but both are essential for good management development.

Related Works

Paro (2003) describes the utopia of democratic school management since it understands the difficulty for the school manager to make parents, students, teachers and the community participate effectively in the decisions that the school should make and on the transformation of the school authority.

Citing Paro (2003) in his work on the lack of autonomy of the school manager, and in this sense describes that impotence and lack of autonomy of the director synthesize the impotence and lack of autonomy of the school itself. And if the school does not have the autonomy, it is the worker himself, as a user, who is deprived of one of the instances through which he could appropriate knowledge and critical awareness. This autonomy, this power, will only take place as the conquest of the working classes. Therefore, it is necessary to seek their reorganization of authority within the school. Bortolini (2013) also explains that the autonomy of the school is related to the potential that the school has in designing and executing its projects, involving the school and the community, and that the objective is always to improve the quality of teaching. As a consequence of this autonomy, the school must account for the community, resulting in democratic management. In this way, there are some of the difficulties that the school administrator faces in public education: one is democratic management through the effective participation of all those involved, and the other is the lack of autonomy that the school manager has to lead his team.

Nessler and Miranda (2013) elaborated a case study with a municipal public school in the city of Três Passos, in Rio Grande do Sul, to identify the main challenges of the school manager in the management function, and Fialho and Tsukamoto (2014) applied semi-structured questionnaires to eight school administrators in the city of Curitiba, Paraná, questioning them about the main challenges faced by the school manager in Brazilian democratic management for quality education. In the study by Nessler and Miranda (2013), the results found point to the lack of human resources, that is, the lack of more people, both caretakers and teachers to better serve students, with individualized care, reinforcement, among others, and also in the administrative area, where the management team consists of only two people, the director and the coordinator, who are responsible for all the administrative and pedagogical part of the school. Other difficulties pointed out by the manager are: the lack of financial resources, which makes it impossible to carry out programs and projects, the difficulty of involving the community and the teachers in school decisions, due to the difficulty of hitting the schedules; problems in the infrastructure of the school building; the lack of time in relation to the amount of work; the bureaucracy to spend federal funds; and the difficulty in motivating teamwork as a whole.

In the study by Fialho and Tsukamoto (2014), the researchers interviewed eight school administrators from the city of Curitiba, and the results pointed out that, in order of relevance, most consider the pedagogical part more important, where teaching the student is the main focus education; in the sequence, the interaction with the community, in which to educate is the responsibility of everyone, and not only of the school; then the administrative sector; subsequently obtaining physical and financial resources to implement pedagogical actions; and, finally, the relationship of the manager with the student, and the manager with the teacher. In this same article, Fialho and Tsukamoto (2014) also asked open-ended questions, or to deepen the study. In the first question, a comment was requested on the participation of the managers in the Political Pedagogical Project, where the majority reported being very important the participation of the school manager in its elaboration; and the second question was about the major challenges as school managers today, and the respondents related the lack of physical and financial resources, the lack of teachers, the difficulty of community participation and the teachers' relationship with the community. As such, with the use of different methodologies, several challenges and problems faced by school managers were identified.

Investigation Methodology

The method used for this study was qualitative research, through an in-depth interview. According to Dencker (2001), qualitative research is adequate to obtain a more profound knowledge of specific cases but does not allow the generalization in terms of probability of occurrence. Bibliographical research is based on books and scientific articles, which is of great value for research, especially for the theoretical reference, since it allowed to cover the studies and to have a vision beyond the frontiers of knowledge, having ideas from different authors about a subject. According to Martins (2002), the bibliographic research aims to collect, select and interpret the existing theoretical contributions on a given subject. Barros and Lehfeld (2000) still mention that this type of research is important because it allows him to obtain a position on the elaboration of information of the existing scientific production. A different kind of research for the study was the exploratory one, which for Dencker (2001) is characterized by having flexible planning involving, in general, bibliographical survey, interviews with experienced people and analysis of similar examples. As for the objectives of the research, we used the explanatory research, which according to Zanella (2012) is that focused on the concern to identify determinant factors or contributory to the triggering of the phenomena. Explaining the reason of the fact or social phenomenon. It is also important to situate the social environment of the occurrence. In relation to the procedures adopted for data collection, a case study was carried out, according to Zanella (2012), a form of research that deals in depth with one or a few objects of research, so it has great depth and small amplitude, looking for to know in depth the reality of a person or a group of people. Thus, an interview was conducted with a director of a city public school in the city in September 2017. The script of this research, which was applied to the interview, contained twenty questions related to the proposed theme. The questions were about the following variables: the choice of the management position; the functions and the role of the school manager; the formation of the management team; democratic management; management leadership; community participation; parents and teachers in school; autonomy of management; school board training; human resources; financial resources; team motivation; quality teaching and the key challenges to run a full-time public school these days.

Discussion results

The educational institution chosen is one of the thirty-seven local schools and is under the command of the Municipal Education Autarchy. It works full time; attends an average of two hundred and forty children from Pre-I to the fifth year of primary education; features multifunctional feature room; participates in the more education program of the Federal Government; currently has ten graduate teachers and some postgraduates, seven general service assistants with elementary and middle school; in the management team has a secretary, a coordinator and a director, all postgraduates. To avoid future constraints, it was decided not to mention names, either from the educational institution or from the interviewed manager.

Regarding the interview conducted with the school director, the first question was the career time she has, who answered having more than twenty years of a teaching career, being five years of school management. Following, she was asked how the choice for the position of director in the school and the municipality was made, she answered that the position is still not elective, but political, so the choice is made by the mayor of the city, who declares through a concierge. According to Paro (2003), when a school manager is not elected by the school community but chosen according to political-partisan interest, this is contrary to the interests of its users. It was then asked about the roles of the school manager and the role of the school manager in the community; the director replied that the school manager has pedagogical, people management and financial functions, as well as taking care of the general structure and functioning of the school, and that, for the community, is a mayor representative, since people direct themselves to her when they have some problem in the neighborhood. According to Wittmann (2004), the functions of the school manager are linked to the technical-administrative competence, political-community representativeness and public-educational commitment.

In the sequence, she was questioned about how the management team of her school is formed and what the function of each one is; she replied that she is a director, who has the duty to take care of the school as a whole, by the secretary, who takes care of the documentation in general and who, in the absence of the director, answers for the school, and for the coordinator, who takes care the pedagogical part of the school and the relationship between teachers, students and parents.

Lück (2009) states that in this management team, the school director is the most responsible person responsible for guiding the way of being and doing of the school and its results. It is also directly formed by the assistant or auxiliary directors, pedagogical coordinators, supervisors, educational counsellors, and school secretaries. In this way,

Wittmann (2004) complements that the sharing of the management team results from the democratic environment in the school and favors and amplifies this environment, in the process of progressive democratization. The fifth question was about what the director understood by democratic management; this one responded that it is the one where everyone (parents, teachers, employees, school community and organized civil society) participate effectively. He added that in democratic management the decision must be taken together, not just by the school manager. Paro (2003) points out that democratic management must necessarily imply the participation of the community in the management of the public school.

Considering her actions as a manager, she was questioned whether she considers herself democratic and considers that the Municipal Education Autarchy has a democratic management, the director replied that she does not consider herself democratic, since she ends up making many decisions by herself, even for lack of time to gather parents, teachers, officials and the community to discuss, and also does not consider the Autarchy of Education democratic, because in order to be democracy everyone must be heard and everyone can participate, and this still does not happen in its entirety.

As she does not consider herself a democratic manager, she was questioned what prevented her from putting democratic management into practice and what the biggest problems were; she responded that school management is linked to the management of the Education Autarchy, which is not, in most cases, democratic, given that there is a vertical order, where the Autarchy commands, and the school obeys, many times, what they say does not live up to the reality of the school unit. The next question was whether there is support from the Education Autarchy regarding problem-solving and school decision making; the director replied that it depends on the case, if it is of their interest, yes, otherwise it will not. Concerning the community where the school is inserted, it was asked if it has a good relationship with the residents; the director replied that yes, that the community is very participative in the school issues, even because, around 70% of the students live in the neighborhood. Moving away from the democratic management subject, the next question was whether the director considers herself a leader; she replied that no because her training is a teacher and the direction of the school was only a consequence of years of work.

Lück (2012) states in his work that management and leadership complement each other, and to be a manager it is necessary to be a leader. As a school manager, she was asked if she had the autonomy to lead, to train her team, to solve problems and to make decisions; she answered that to lead yes, to form team no, to solve problems yes and that to make decisions

no, because who forms the team and who makes the decisions in the school is the Education Autarchy and that not always the school manager is heard.

Paro (2003) emphasizes in his work that the lack of autonomy of the school manager reflects in the absence of autonomy of the school, thus limiting the power of transformation that the school has in society. Then it was asked if in the school where she works there is a structured school council, how it works, who the members are, how many meetings are held per year and if the board assists in solving problems and proposing new goals; the director replied that there is a school council, it works according to the statute, the members are parents of students, teachers, school officials and members of organized civil society. Five meetings are held each year and help in solving problems and proposing new goals.

Paro (2003) affirms that the installation of a school council, made up of representatives elected by the various sectors of the school, with an effective leadership role in a cooperation scheme among its members, seems to be a step forward to overcome the current monocratic direction of the public school. Wittmann (2004) also adds that the collegiate bodies, with the contribution of parents and representatives of community organizations, play an important role in the elaboration, execution and evaluation of the pedagogical-didactic proposal of the school.

Following was asked if the teaching group participates, and in what form, the preparation and execution of the work plan; the director replied that they engage through meetings, pointing out suggestions and through the school council. The next question was whether the parents are participative in school life, the director replied that most yes, but that there are still cases where the family does not participate in anything of school every day. Regarding human resources, it was asked if there are enough teachers and staff in the school, if not, what are the difficulties encountered in the lack of staff; the manager replied that she does not have enough teachers and staff and that the difficulties are to maintain the cleanliness of the school building, the lack of teachers in the students' learning and to replace when a teacher has a commitment and needs to leave the institution.

Bortolini (2013) describes the role of the manager concerning human resources, where in general the school director, in his training for the teacher, did not study about the management of people, in this way he should seek to study, for better performance in his Function. In relation to the public financial resources, it was questioned what the school receives, if there is a lot of bureaucracy to spend and if they are sufficient for the maintenance of the school building and for the accomplishment of pedagogical projects; the director replied that the school receives the PDDE - Direct Money Program of the School, basic education and integral education, that there

is not so much bureaucracy to spend, since the money already comes with the right destination, but the resources are not enough, because the school is great and these resources are not regular.

As a school manager, she was asked if she can perform all the daily tasks required of her promptly and what the impediments are; she replied that it is not easy, but that she can and does not find any impediments. He was also asked if he considers it important to have a motivated team and the greatest difficulties encountered in motivating the team and having a good organizational environment; the manager responded that she considers it very important to have a motivated team, but that the main difficulty is the lack of human resources, as it ends up accumulating activities for those who are working, which makes it more difficult to maintain a good organizational climate, in this way it is necessary to have more people working at school to share the tasks.

In this way, Lück (2011) affirms that the management of the culture and the organizational school environment constitutes a fundamental dimension of work of the school management, considering that school managers need to dedicate great and continuous attention focused on the collective way of being and of making school, in its tendencies of action and reaction, its moods, its interpersonal and group relations. She was then asked if she considers that the school where she works has education quality. the same one said yes, because in the last years the school did not have record of school evasion, attends to all existing demand in the neighborhood, has a good grade in the Basic Education Development Index - IDEB, the municipality offers good school material, the teachers and the employees always participate in training, which brings a good result in the quality of teaching. According to Cortella (2017), education quality necessarily goes through quantity. In a full democracy, quantity is a sign of social quality, and if one does not have the total quantity met, one cannot speak of quality. After all, quality is not obtained by income indices compared to those who attend schools, but by the drastic reduction of evasion and the democratization of access.

To conclude the interview, the central objective of the research in question was mentioned, which are the main challenges faced as a school manager today in the integral public education and how it works to solve them; the manager replied that there are several, but that can cite as the main ones: the problems that students bring with them due to the social demands of their families; financial resources, which are not regular; keep staff motivated with crowded classrooms and lack of staff for core services; lack of autonomy to assemble the team and make decisions; the excess of projects that are not in the annual plan and that arise suddenly, and that the Education Autarchy has to carry out, such as social and environmental campaigns, for

example. But the main and biggest of all is the staff turnover, thus harming the regularity of school progress.

In order to solve these challenges, the manager reported that she counts on the effective participation of all members belonging to the school, such as parents, teachers, employees, in addition to the community around the school, organized civil society and public power, as the City Mayor, Municipal Autarchy of Education, the regional nucleus of education, the prosecution and even the municipal guard and military police when necessary. Finally, Bortolini (2013) emphasizes that democratic management can be improved with the effective participation of the school community in educational activities, since the presence and involvement of parents, students, teachers and all technical-pedagogical staff in the school is a fundamental principle for quality and democratic education.

Final remarks

The objective of the article was to identify and describe the main challenges that the municipal public-school manager faces today and how he works to solve these challenges. These objectives were reached with the case study, where an interview with twenty questions was conducted with a director of a certain municipal school. In this study, it was identified that the main challenges for this school manager are: the social and family problems that each student brings with him; financial resources, which are irregular; the difficulty in keeping the team motivated with crowded classrooms and the lack of staff for the fundamental services; the lack of autonomy of the manager to assemble the team and make decisions; the excess of projects that are not in the annual plan and that appear suddenly; and, finally, the staff turnover, which harms and much the progress of the educational institution. To solve these challenges, the manager counts on the effective participation of parents, teachers, employees and society in general, besides the public power.

The contribution of the research was to understand better the daily life of the public schools of the municipal since from the difficulties encountered it becomes easier to solve such problems. The research limitation in carrying out this case study was to find a school manager who would commit to speaking the truth since the position of manager is still political-partisan, many avoid talking about the naked reality for fear of suffering persecution or even loss of office. As a suggestion for future work related to this topic, it is suggested to elaborate quantitative studies with several school managers, in this way observing if the challenges listed

will be the same for all, nevertheless it is recommended that to make a research of this scope, the managers chosen should be in the office by election of the community and not by political appointment, therefore they will not be afraid to speak the truth to the researcher.

REFERENCES

BARROS, Aidil Jesus da Silveira; LEHFELD, Neide Aparecida de Souza. **Fundamentos de Metodologia Científica**. 2. ed. São Paulo: Makron Books do Brasil, 2000.

BORTOLINI, Jairo César. **O papel do diretor na gestão democrática: desafios e possibilidades na prática da gestão escolar**. Dourados: UNIGRAN, 2013.

BRASIL. **Lei Nº. 9394/96, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Ministério da Educação. Brasília, 1996.

BRASIL. Constituição da República Federativa do Brasil (1988). Constituição Federal. In: CURIA, Luiz Roberto; CÉSPEDES, Livia; NICOLETTI, Juliana. **Vade Mecum universitário de direito Saraiva**. 13. ed. São Paulo: Saraiva, 2012. p. 07–76.

CORTELLA, Mario Sergio. **A escola e conhecimento: fundamentos epistemológicos e políticos**. São Paulo: Cortez, 2017. Acesso em: 23 jan. 2018.

DENCKER, Ada de Freitas Maneti. **Métodos e técnicas de pesquisa**. São Paulo: Futura, 2001.

FERREIRA, Naura Syria Carapeto. **Projeto político pedagógico**. Curitiba: IBPEX, 2003.

FIALHO, Neusa Nogueira; TSUKAMOTO, Neide Mitiyo Shimazaki. **Gestão democrática e educação de qualidade: desafios do gestor escolar**. Florianópolis: UDESC X ANPED SUL, 2014.

FONSECA, João José Saraiva. **Metodologia da pesquisa científica**. Ceará: Universidade Estadual do Ceará, 2002.

FREIRE, Paulo. **Educação e mudança**. 19. ed. Rio de Janeiro: Paz e Terra, 1979.

GRACINDO, Regina Vinhaes. O gestor escolar e as demandas da gestão democrática: exigências, práticas, perfil e formação. Brasília: **Revista Retratos da Escola**, v. 3. n. 4. 2009.

LÜCK, Heloísa. **Dimensões da gestão escolar e suas competências**. Curitiba: Editora Positivo, 2009.

LÜCK, Heloísa. **Gestão da cultura e do clima organizacional da escola**. 2. ed. Petrópolis: Vozes. V. V. (Série Cadernos de Gestão). 2011.

LÜCK, Heloísa. **Liderança em gestão escolar**. 8. ed. Petrópolis: Vozes, V. IV. (Série Cadernos de Gestão). 2012.

MARTINS, Gilberto de Andrade. **Manual para Elaboração de Monografias e Dissertações**. 3. ed. São Paulo: Atlas, 2002.

MEDEIROS, Fabíola de.; *et al.* **Gestão patrimonial, financeira e relações de liderança**. Guarapuava: Ed. da Unicentro, 2009.

MIRANDA, José Vicente. **Metodologias Inovadoras aplicadas à Educação**. Curitiba: IBPEX, 2003.

NESSLER, Nadia Cristina. MIRANDA, Natália Pergher. **O Gestor Escolar e os desafios encontrados na função de direção**. Três Passos: Universidade Federal de Santa Maria, 2013.

PARO, Vitor Henrique. **Gestão democrática da escola pública**. 3. ed. São Paulo: Ática, 2003.

PASQUINI, Adriana Salvaterra; SOUZA, Marcia Maria Previato de. **Gestão escolar e organização do trabalho pedagógico na educação básica**. Maringá: Ed. da Cesumar, 2012.

VALERIEN, Jean. **Gestão da escola fundamental: subsídios para análise e sugestão de aperfeiçoamento**. 7. ed. São Paulo: Cortez, 2001.

WERLE, Flávia Obino Corrêa. **Novos tempos, novas designações e demandas: diretor, administrador ou gestor escolar**. Porto Alegre: Revista UFRGS, v. 17. n. 2. 2001.

WITTMANN, Lauro Carlos. **Práticas em Gestão Escolar**. 20. ed. Curitiba: IBPEX, 2004.

ZANELLA, Liane Carly Hermes. **Metodologia de estudo e de pesquisa em administração**. 2. ed. Florianópolis: Departamento de Ciências da Administração, UFSC, 2012.

How to quote this article

NASCIMENTO, Vanise Panont do; CHIUSOLI, Cláudio Luiz. O papel do gestor escolar: estudo de caso sobre os desafios da educação pública. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 23, n. 2, p. 238-254, maio/ago., 2019. E-ISSN:1519-9029. DOI: 10.22633/rpge.v23i2.11997

Submitted: 17/12/2018

Required revisions: 20/12/2018

Approved: 18/01/2019

Published: 06/03/2019