School management: practices and repercussions on school success

ARTICLE

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Abstract
This discussion refers to the work of school managers and to the repercussion of their pedagogical actions on the results of school institutions in Fortaleza, based on research reports developed by students of the curricular component Fundamentals of Management, of the Pedagogy course, at the State University of Ceará. Qualitative in nature, the study is based on references from bibliographical and documentary research, approaching teacher training for the development of school management practices. The results indicate that the fundamental definitions for school success in its general context need to dialogue with the main demands and needs of the target audience of its work – teachers, students and family members. And even in the face of recurrent pressure and the search for efficiency, the manager's work is maximized to achieve results, often omitting the historical-social, political and pedagogical conditions of the school situation.
Keywords: School Management. Management Practices. Management models. School Success.

Gestão escolar: práticas e repercussões no sucesso escolar

Resumo
Esta discussão reporta-se ao trabalho de gestores escolares e à repercussão de suas ações pedagógicas nos resultados de instituições escolares de Fortaleza-CE, a partir de relatórios de pesquisa desenvolvidos por discentes do componente curricular Fundamentos da Gestão, do curso de Pedagogia, da Universidade Estadual do Ceará. De natureza qualitativa, o estudo apoia-se em referenciais da pesquisa bibliográfica e documental, abordando a formação de professores para o desenvolvimento das práticas de gestão escolar. Os resultados apontam que as definições fundamentais para o sucesso escolar em seu contexto geral precisam dialogar com as principais demandas e necessidades do público-alvo de sua atuação – professores, estudantes e familiares. E ainda que diante da recorrente pressão e da busca pela eficiência, o trabalho do gestor é maximizado para o alcance dos resultados, omitindo-se, muitas vezes, os condicionantes histórico-sociais, políticos e pedagógicos da situação escolar.
Palavras-chave: Gestão escolar. Práticas de gestão. Modelos de gestão. Sucesso escolar.

1 Introduction

As historical beings, our actions, ideas and thoughts change with/over time, due to the influences of the knowledge we have learned, the knowledge and practices we have learned and/or shared through professional and/or personal relationships. Knowing is a process that involves comings and goings, re-signification based on the analysis of experiences, taking into account, above all, the references of personal life, as well as collective experience. Pedagogical work, aimed at training in Pedagogy, for example, involves getting to know phases, procedures, individual and collaborative protagonism. Thus, in this context, the focus of this analysis is to learn about the work of school managers and the repercussions of pedagogical action on the results of school institutions. According to Lück (2009, p. 22) "school managers, who form a management team, are the professionals responsible for the organization and administrative and pedagogical guidance of the school [...]". According to the author, in addition to the principal, school management "is also directly made up of assistant or auxiliary principals, pedagogical coordinators, supervisors, educational advisors and school secretaries" (2009, p.22).

This is a qualitative study, based on references from bibliographical and documentary research, which aims to address teacher training for the development of school management practices. School management in turn,

> [...] it is one of the areas of professional activity in education aimed at planning, organizing, leading, guiding, mediating, coordinating, monitoring and evaluating the processes necessary for the effectiveness of educational actions aimed at promoting student learning and training (LÜCK, 2009, p. 23)..

For this reason, it is considered a relevant and recurring theme in debates involving Brazilian education, with emphasis on the plurality of experiences within the scope of educational policies in Brazil. Consensually, there is an importance attached to the respective training processes developed in Higher Education Institutions - HEIs, in the various regions of the country, in particular actions that announce the multiple attempts to overcome the country's debt in relation to the provision of quality education for the

population, betting on professionalization as a relevant benchmark for the quality of teaching.

In these spaces, planners and public budget lines are aimed at making teacher training policies viable, working to optimize professional identity, with a view to establishing a democratic, quality school that disseminates and disseminates the values of citizenship, inclusion and social justice, thus ensuring education as a right. Faced with the challenges posed to this end, Lima and Noronha (2023, p. 3) point out that "[...] the continuous training of school managers favors the strengthening of their performance in the face of the various problems in the school environment".

Teacher training is legally represented by an initial process - in degree courses (Pedagogy or specific), which aim to qualify the teacher for the legal exercise of the profession in basic education. By working in teaching as a profession, teachers are encouraged to perceive and think critically about their own professional journeys, their progress and losses, their possibilities and limitations. In this context, when teachers do research into their own practice, mapping out the essential needs for its qualification, they provide indicators for defining continuing training, which includes further training, in-depth training and postgraduate courses *Lato Sensu and Stricto Sensu,* because the classroom has become an important object of investigation, and teaching practice and knowledge have come to be valued and investigated (TARDIF, 2002).

With the publication of LDB No. 9.394/96, the curriculum guidelines of the National Education Council - CNE/CP 01/2006(Establishes National Curricular Guidelines for the Undergraduate Course in Pedagogy), 02/2015 (*Defines the National Curricular Guidelines for initial training at higher education level (undergraduate courses, pedagogical training courses for graduates and second degree courses) and for continuing training) and 02/2019 (Defines the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and establishes the Common National Base for the Initial Training of Basic Education Teachers (BNC-Formação),*established new regulations for the policies applied to training processes involving basic education teachers, as well as redefining the competencies of school managers in relation to continuing and in-service teacher training.

The first Resolution, from 2006, outlines the principles of teacher training, its field of action, as well as the elements of its identity constitution, thus becoming a specific reference for the training of professionals qualified to work in Early Childhood Education and Early Years of Primary Education. Resolution 02/2015 emphasizes in its Art. 2:

> § Paragraph 1 Teaching is understood as an educational action and an intentional and methodical pedagogical process, involving specific, interdisciplinary and pedagogical knowledge, concepts, principles and training objectives that are developed in the construction and appropriation of the ethical, linguistic, aesthetic and political values of knowledge inherent in the solid scientific and cultural training of teaching/learning, the socialization and construction of knowledge and its innovation, in constant dialogue between different worldviews (BRASIL, 2015, p.02).

The field of teaching has gradually added political, cultural, pedagogical and socio-economic changes to the demands and needs of the school-age population, so that the training principles - graduation and/or continuing education, especially considering the indicators pointed out by daily action, as a basis for defining the theoretical and methodological elements of continuing education, admit that

> § Paragraph 3 Initial and continuing teacher training for basic education is a dynamic and complex process, aimed at the permanent improvement of the social quality of education and professional valorization, and must be assumed in collaboration by the federated entities in the respective education systems and developed by accredited education institutions (BRASIL, 2015, p.04).

Considering the changes in educational policies that have redefined forms, methodologies, theoretical assumptions and articulation with the demands and real needs of the school, teacher training has undergone many transformations in recent decades, trying to respond to the national situation, guaranteeing the universalization of basic education and the qualification of specific projects in its context.

In Brazil, the concern with teacher training has been a phenomenon since 1882, with many comings and goings, lack of investment in the physical structure and training of trainers, absence of curricular references articulated with the demands of the school and its agents, corroborating and aggravating the historical devaluation of the career due to the lack of incentives, low pay, lack of social recognition and the growing and worrying indicators of violence.

In fact, if the evolution of teacher training was a late process, problematic from the point of view of public incentives and social recognition of the role of these professionals, the training of school managers represents a special chapter in this story, considering the unfolding of the career, the different nomenclatures used and the definition of competencies and responsibilities within the scope of the project of public, secular, free and quality education for all.

Management models and benchmarks underwent various changes during the 20th century, as can be seen from the legislation produced at federal and state level, as well as by consulting official documents that defined educational policies in Brazil. The regulatory frameworks for the training of these professionals show that educational policies have enabled structural changes in the organization of educational activities and the structure and functioning of schools, altering/transforming the basic principles applied to management processes in the previous century.

In this sense, representative changes were identified in the concepts and practices of management, understanding it as a fundamentally political phenomenon, with opposite meanings to those previously advocated, through the introduction of new models, based on a democratic, participatory approach which, according to Souza (2009, p.125):

> Democratic management is understood here, then, as a political process in which the people who work in/on the school identify problems, discuss, deliberate and plan, forward, monitor, control and evaluate all the actions aimed at the development of the school itself in the search for a solution to those problems. This process, based on dialog, otherness and recognition of the technical specificities of the various functions present in the school, is based on the effective participation of all segments of the school community, respect for the collectively constructed rules for decision-making processes and guaranteeing broad access to information for the school's subjects.

The management model redefined at the end of the 20th century with the Federal Constitution of 1988 and materialized in the early years of the 21st century highlighted the debate on the managerial reform of the state, with the aim of fostering the development of public administration, designed for application in all spheres and educational institutions. According to Cabral Neto (2009, p. 172), "the managerial reform's set of objectives include

debureaucratization, decentralization, transparency, ethics, professionalism, competitiveness and a focus on the citizen".

In this sense, whether at school or in other public institutions in society, the democratic practices presented in the regulatory frameworks have been expanded under the guidance of a set of rules that establish the logic of representation and participation, considering and validating the contribution of all segments of the institution. It is pertinent to recognize that, in the 30 years since the current Constitution was enacted, this task has not been simple, above all because it calls into question more than a century of authoritarian experiences, questioning how they may have acted in a vital way to strengthen the exclusion of the vulnerable and those affected by socio-economic problems, which has compromised the universalization of basic education.

Thus, as Oliveira and Vasques-Menezes (2018, p. 22) note, "school management is a historically constructed concept, impregnated with specific values and meanings brought within a political and educational context, which have been constructed and reconstructed in recent years". Nowadays, school management reveals the search for quality in education, based on democratic management practices and legitimizing the functions of school managers.

2 Methodology

This qualitative study is based on references from bibliographical and documentary research. Its interest stems from the observations made in the Fundamentals of Management curricular component, based on research into experiences developed in Fortaleza municipal schools. In addition to the experiences observed and recorded in the field diary by the students, who took the course in 2022.2, they also explored the documentary collections of the institutions researched, with the aim of gaining a broader understanding of the work of managers and the repercussions of pedagogical action on the institution's results, systematized in institutional documents such as the Pedagogical

Political Project - PPP; School Rules; Half-yearly and annual reports; books of minutes of meetings of teachers, parents, school council, disciplinary occurrences, among others.

In order to monitor the development of their respective school management practices, the students had to read articles, books, texts and other resources, which dealt with current issues, motivating the debate that underpinned the research, as a revealing task about the training and practice of these professionals, the results and social repercussions of their work. As a result, the students produced field research reports carried out in public schools with successful management practices, based on structured interviews consisting of questions relating to the training and professional performance of principals or pedagogical coordinators. Of these, we chose a sample of two reports to produce the data for this study, considering that they favored the transcripts of the managers' responses, which allowed us to gain a greater understanding of the phenomenon in focus.

It was therefore decided to look at the experience of the research carried out in order to understand the management protocols, based on the regulatory framework and government projects, as well as to identify the actions of the school principal and the pedagogical coordinator working in the schools, exploring not only their practices, but above all the training and guidance plans that determine everyday teaching, with the aim of identifying in their actions whether they are transposing the knowledge, learning and know-how from undergraduate training or whether there are other references added and/or enhanced, materialized in continuing training processes carried out by the municipal or state systems to which they are administratively linked.

Research is a potential way of getting to know more and better about a wide variety of themes, subjects or contexts, seeking answers to various questions in relation to other realities. Research findings can produce these answers or provoke other questions, and can help to formulate new ideas, conceptions and/or understandings about certain issues from the present and the past.

Through research, comprehensive knowledge is developed, not limited to general and/or specific content. Research, in its nature and methods/techniques, points to the importance of seeking new knowledge or updating it with innovative epistemological and

historical references that are creative, critical and sensitive to the transformations indicated by apparent findings, or even to unveil new knowledge.

3 Results and Discussion

Analyzing the data produced to learn about the work of managers and the repercussions of pedagogical action on the results of school institutions, it was possible to identify various approaches related to the training and performance of these professionals.

When choosing the reports produced by the students, we opted to consider those that focused on the transcription and theoretical analysis of the interviewees' speeches, and not those that only included a characterization of the school and/or a description of the interview with the managers. According to this criterion, of the 20 (twenty) reports produced in pairs, 2 (two) were chosen for this analysis, both of which portray the educational reality of public schools in the municipality of Fortaleza and present the work of school management from the point of view of pedagogical coordinators.

Furthermore, it should be noted that the initial objective was to also analyze the speech of school principals, but due to the aforementioned non-selection criteria, this option was discarded. Therefore, understanding that the pedagogical coordinator is part of school management with the principal, and that their work aims to "[...] fully develop pedagogical activity, in favor of student learning and teacher improvement [...]" (DOMINGUES; BELLETATI, 2016, p. 70), their perceptions also enabled us to achieve the objectives set out in this study.

In general, in addition to contextualizing the school environment, the selected reports present the transcript of the structured interviews with the managers, consisting of nine (9) questions, drawn up by the students after reading and discussions held in the classroom, which aimed to understand school management in its multiple dimensions and investigate the daily lives of professionals in the school environment, in order to identify the interfaces between theory and practice.

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Thus, considering that the interviews had different scripts, since the questions were prepared by each pair in isolation, and without the teacher's interference; it was possible to reflect on the students' learning about the theoretical foundations of school management and also to establish approximations and distances between the questions in order to construct categories of analysis, which we have organized into: 1) the personal profile and training path of the school manager; 2) the school manager and the school's Political-Pedagogical Project; 3) the role of the manager and the dimensions of school management; and 4) the challenges of management and school success.

Firstly, we present the characterization of the subjects interviewed, with regard to category 1– *the personal profile and educational background of the school manager*. These are two pedagogical coordinators, who will henceforth be referred to as Pedagogical Coordinator 1 (CP1) and Pedagogical Coordinator 2 (CP2). CP1 is 32 years old, a pedagogue and a specialist in Clinical and Institutional Psychopedagogy. She has been working as an Early Childhood Education teacher for Fortaleza City Hall since 2016 and has taken on the role of pedagogical coordinator at the school where she works. Her school offers from Early Childhood Education to the Final Years of Primary Education, and her entry into the role came after a simplified selection of managers in 2021.

CP2, whose age is unknown, has a master's degree in Teaching and Teacher Training, specializes in School Management and also has an initial degree in Pedagogy. The coordinator has previous experience as a school vice-principal and as a teacher of Youth and Adult Education (EJA) in another municipality. She has worked as a teacher in Fortaleza's municipal network since 2012 and has taken over the pedagogical coordination of the current school since 2018, which offers Early Childhood Education, the Initial and Final Years of Primary Education and EJA.

The two schools where the coordinators work are located in outlying districts of Fortaleza and were chosen by the students because they are considered by the school community - parents, students and school staff - to be an institution committed to quality teaching, as well as having good physical facilities, spaces with accessibility and quality teaching and learning materials for the teaching and learning process. With regard to this

last point, it is worth noting that with Law No. 14.333, of May 4, 2022, Article 4 of the National Education Guidelines and Bases Law - LDB, No. 9.394/96, now considers that the public authorities are also responsible for guaranteeing furniture, equipment and teaching materials to ensure the quality of teaching and student learning. It proposes to offer

> IX - minimum standards of teaching quality, defined as the minimum variety and quantity, per student, of indispensable inputs for the development of the teaching-learning process appropriate to the age and specific needs of each student, including the provision of appropriate furniture, equipment and teaching materials (BRASIL, 1996, p.3).

Therefore, a school with successful management practices must also express quality standards in its physical structure, pedagogical environments, laboratories, teaching materials and consumables, not just contextualized pedagogical practices and good teaching methodologies which, although essential, are not redemptive of situations that show student failure and teacher demotivation. A quality school is the combination of material, structural, organizational and aesthetic investments and, above all, people with the professional, pedagogical, political and ethical competence to carry out their mission with a view to transforming society.

Having identified the personal profile and training trajectory of the pedagogical coordinators interviewed, the analysis category, *2- the school manager and the school's Political-Pedagogical Project*; objetivamos para além da identificação e da compreensão de suas repercussões na dinâmica da escola para o sucesso escolar, conhecer o entendimento dos coordenadores sobre seu papel frente ao documento norteador das práticas pedagógicas da escola, o qual Vasconcellos (2019, p. 22), understands it to be a "[...] theoretical-methodological instrument to be made available, (re)constructed and used by those who effectively desire change".

For this author, the school's PPP "[...] clearly defines the type of educational action that is to be carried out, based on a position regarding its intentionality and a reading of reality" (VASCONCELLOS, 2019, p. 25). Regarding the role of the school manager, specifically the pedagogical coordinator in the process of building and conducting the PPP, Domingues and Belletati (2016) state that this professional relies on the PPP to act, seeking

to involve teachers and students in the teaching and learning processes to ensure educational quality.

According to Campos (2016, p. 135), the collective debate on the school's PPP "[...] is always formative and requires leadership and coordination", thus emphasizing the importance of managers (principals and pedagogical coordinators) understanding this document as an important tool for transforming reality, since it is based on collective and democratic work practices.

In this respect, when asked about her participation in drawing up the PPP, CP1 revealed that she had not taken part, given the short time she had been working at the institution - 1 year and 2 months - but that she had taken part in previous experiences as a teacher in other schools. Emphasizing the memory "[...] we participated directly in the construction and reformulation of the institution's PPP, as well as the entire school community, the other segments of the institution, the other employees [...]", which points to one of the characteristics of the project indicated by Vasconcellos (2019, p.26): participation. According to the author, this must be collective and democratic, "[...] insofar as it implies the effective involvement of the various members that make up the institution, as well as the educational community". In addition to participation, the project has other characteristics listed by the author (2019), such as scope: broad, comprehensive and global; duration: long; and implementation: procedural.

In relation to the same category, CP2 highlights in her narrative about the school's pedagogical proposal that "the institutional project we follow is based on the institutional project of the Fortaleza network, [...] based on its laws and regulations [...] as well as the National Common Curriculum Base - BNCC and the LDB". These statements reveal points made by Vasconcellos (2019, p. 52), "from a conceptual point of view, there is a need to clarify the very concept of Political-Pedagogical Project, because, although much progress has been made in this field, some confusion still persists [...]". Since CP2's speech does not reveal the presence of reference frameworks and diagnoses of the school's reality, which are central elements for drawing up the PPP.

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Still on the subject of the school's PPP, CP2 pointed out that "[...] it's based on social interactionist theory [...]" and that we also work on "social-emotional skills, getting involved with social-emotional theory projects". Considering these statements, referring to the conceptual field applied to the preparation of the PPP, Vasconcellos (2019, p. 53) also helps us to reflect that "[...] the identity of the school is not to adopt a label ("constructivist", "liberating", "historical-critical" etc). Simply mentioning a particular line of theory doesn't help us move forward and, what's more, it can get in the way [...]". It was noticeable that when CP2 was asked about her school's PPP, she reduced it to a theoretical-methodological definition, which indicates possible weaknesses in achieving its real objectives of changing school reality and society.

In general, coordinators CP1 and CP2 did not demonstrate an understanding of the PPP as a guideline for their work, in order to "produce a critical articulation between teachers and their context; between educational theory and educational practice; between being and doing education, in a process that is both formative and emancipatory; critical and committed" (FRANCO, 2016, p. 19). 19); and for this reason, they also did not reflect in their speeches the repercussions of the active presence of the respective document on the results of their school institutions, because as Vasconcellos (2019, p. 31) rightly theorizes "by evaluating the school and realizing its needs, initiatives can be taken to overcome them", and it is this possibility that the construction and reconstruction of the Political-Pedagogical Projects make possible to ensure that schools and management practices are successful.

Moving on to analysis category 3- *the role of the manager and the dimensions of school management*, CP2 explains when asked about her role in school management

> Articulator. With the students, with the teachers, with the parents. Because the purpose of the pedagogical coordinator's role is to coordinate the teaching and learning process. Checking, monitoring these actions, how the process is going, and if it's not happening, planning actions together with the teachers so that the student achieves the desired performance. [...]

In order to be an articulator, trainer and transformer in the school space, as theorized by Placco and Almeida (2015), the pedagogical coordinator needs to have

leadership, because in addition to mediating the students' learning processes, the continuing and in-service training of their school's teachers is their main role (SARMENTO, 2015).

In relation to the competences of managers in the dimensions of school management, CP1 analyzes that:

> The coordinator is directly linked to the pedagogical management of the school and all the processes that take place there, all the projects that the school is willing to carry out: the activities, the pedagogical follow-up with the group of teachers in relation to planning and classroom proposals; what will be proposed, what work will be done with the students, with the families [...] Financial management is the responsibility of the school principal [...].

According to Lück (2009, p.23) "the division of labor in schools, as is often the case, is neither recommended nor justified, delimiting administrative responsibility to the principal and pedagogical responsibility to the technical-pedagogical team". However, CP1's statement reveals a common reality in schools: the pedagogical coordinator is solely responsible for the school's pedagogical actions. However, as Lück (2009, p. 93) points out, pedagogical management is one of the most important dimensions of the school and for this reason, it is also the job of the school principal, since it is up to him/her to promote "[...] a comprehensive view of educational work and the role of the school, guiding its actions to promote the learning and training of students".

In addition to the pedagogical and financial management of the school highlighted in CP1's speech, there are also implementation dimensions[Implementation dimensions are those more directly linked to the production of results (Lück, 2009, p. 27).] of school management, according to Lück (2009): democratic and participatory management; people management; school culture management and day-to-day school management. Among these, CP2 highlights democratic and participatory management by mentioning that:

> The main way to stimulate the participation of the school community as an instrument for democratizing the school is to promote activities that involve the whole community, to make the school's spaces and equipment available for activities that bring the whole school community to the school [...].

In this respect, for Oliveira and Vasques-Menezes (2018, p. 5) "[...] the school manager, in the political dimension, exercises the principle of autonomy, which requires closer ties with the educational community, parents, entities and organizations parallel to the school". Still reflecting on the dimension of democratic and participatory management, CP2 argues that:

> [...] the relationship between school management and the community has to be one of partnership. The community has to see the school as promoting an environment that is favorable for the children, that is favorable for the teachers to carry out their work [...]

Also highlighting this dimension, CP1 analyzes that "[...] the actions proposed by school management can only really happen if all the people involved are effectively participating in each and every process". Since the school is a space of interactions built up by many actors, each with their own individualities, the school manager's role in relation to the dimensions of school management should not be to consider them as disconnected and isolated responsibilities, but rather to perceive them as integrated and interactive (LÜCK, 2009).

In the last category of analysis, *4 - the challenges of management and school success,* the coordinators were encouraged to reflect on the biggest challenges they faced in their professional work and to report on the strategies they used to overcome them. CP1 reflects that:

> [...] the school manager's biggest challenge is to manage the teaching and learning processes that take place within the school. And as strategies for overcoming this difficulty, I believe that the key is communication and listening, because the manager needs to be attentive to the needs of everyone in the school and needs to be willing to listen [...] whether it's teachers, other school staff, families or students. So I believe that the main strategy is listening to and communicating with everyone who makes up the school community.

In this speech, when we examine the challenge of managing the teaching and learning processes and the strategy used to promote listening and communication, we can see that, in addition to the dimension of pedagogical management, there is another dimension that is essential for the success of the school: people management. In this dimension, Lück (2009, p. 81) theorizes that it is up to the school principal to promote "[...] the practice of good interpersonal relationships and communication between all the people

in the school, establishing positive communication channels in the school community". And also to help "[...] interpret the meanings of the communications practiced in the school community, *making them converge towards educational objectives" (idem, ibidem,*emphasis added).

What we highlighted in the previous quote is that all the actions of the school, all its professionals and all the partnerships established with students' parents and other institutions, must not be distanced from the centrality of the school: promoting students' learning of all historically constituted and accumulated knowledge, training them to exercise citizenship and to work.

On this point, CP1 also highlights other challenges faced by the school: reducing failure and non-attendance rates. Considering the commitment to improving student learning, the coordinator highlights the strategies of full-time education with differentiated activities and direct contact with families, through the control of student absences and indicators of school success.

Looking at the challenges faced by management, CP2 recalled the period of the Covid-19 pandemic, focusing on what she was responsible for as coordinator: the daily monitoring of students' activities. According to CP2, the challenge of monitoring activities was met with the strategy of seeking "[...] the support of the family, trying to strengthen the bonds between family and school, and between teachers too". Because, as Bandeira (2021, p. 14) notes, "the family needs to be part of the process of children's education and development. The importance of this participation can be reflected mainly in the student's interest in studying". Thus, like CP1, CP2 also considers the partnership with the family to be a path to success for the management practices carried out.

4 Final considerations

School management in public institutions appears to be a permanent object of research, where new and old perspectives are identified on the practices developed and their repercussions, old and new themes dialogue with new and old problems, identifying

that even with advances in the field of communication and technology, processes are still markedly manual, contact between subjects is represented by direct or indirect active searches by management members.

The research revealed that education in school institutions integrates natural and divergent social realities, which make up the lives and ways of being of a suffering population that has been stripped of its fundamental rights. The data analyzed shows that pedagogical concepts are permeated by theoretical misunderstandings, limited to the time of training and extending to professional performance and practice, of functions and roles that produce more uncertainty and doubt than a clear and coherent understanding of what to do or what to be able to do in order to achieve success for the various segments.

The narratives denounced the insecurities generated on a daily basis by the excessive demands, requirements and internal and external pressures, especially when they deauthorize and/or deconstruct the meanings of work thought of in a collective and collaborative way, in which the knowledge, know-how, experiences, values and beliefs of the people involved predominate. Uncertainties seem to predominate in an unbridled race for positive figures, based on new benchmarks, which recurrently ignore or sideline the potential of the management group and the teachers.

The data presented in the paper points to a recurring pressure and search for efficiency. The school organization is perceived as an internal problem of the school, omitting the historical-social, political and pedagogical conditioning factors of the school situation, the workers, the students and their families. The manager's vision is maximized in order to achieve results, highlighting that the real problems are often ignored or sidelined. The fundamental definitions for school success in its general context need to be in dialogue with the main demands and needs of the target public, so the relationship with the totality of the school's activities is not the only one.

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