

## School management and daily routine: a conceptual approach to strategies for facing educational challenges

### ARTICLE

Maristela Mesquita de Lima <sup>i</sup>

Universidade Estadual do Ceará, Fortaleza, CE, Brasil

Saudo Ambrósio Gomes <sup>ii</sup>

Universidade Estadual do Ceará, Fortaleza, CE, Brasil

Helena de Lima Marinho Rodrigues Araújo <sup>iii</sup>

Universidade Estadual do Ceará, Fortaleza, CE, Brasil

1

#### Abstract

This article examines elements of everyday school management, highlighting strategies to overcome challenges and enhance learning outcomes. Its purpose is to analyze the daily practices of school administrators that support improvements in educational performance. The study adopts a qualitative, bibliographic approach and is directly connected to school management processes. The theoretical framework draws on Diaz and Perez (2023), Libâneo (2011), Lück (2009), Tardif (2014), Bogdan and Biklen (1994), Triviños (1987), and national legislation. The study showed that school management plays a strategic role in coordinating actions that directly affect learning outcomes and are essential for addressing the challenges of school life. It therefore concludes that the administrator's routine should be understood as an intentional, integrative process capable of promoting quality, equity, and consistent educational results.

**Keywords:** School Management. School Routine. Educational Strategies. Basic Education.

#### Gestão e rotina escolar: uma abordagem conceitual sobre as estratégias para enfrentar os desafios educacionais

#### Resumo

Este artigo aborda elementos da rotina da gestão escolar, destacando as estratégias para superar os desafios e potencializar os resultados de aprendizagem. O objetivo é analisar as práticas cotidianas do gestor escolar que favorecem a melhoria do desempenho educacional. O estudo é de natureza qualitativa, de caráter bibliográfico, e está diretamente relacionado aos processos de atuação da gestão escolar. A fundamentação teórica baseia-se em Diaz e Perez (2023), Libâneo (2011), Lück (2009), Tardif (2014), Bogdan e Biklen (1994), Triviños (1987) e na legislação nacional. O estudo evidenciou que a gestão escolar exerce papel estratégico na articulação de ações que impactam diretamente os resultados de aprendizagem e são fundamentais para enfrentar os desafios do cotidiano escolar. Conclui-se, portanto, que a rotina do gestor deve ser entendida como um processo intencional e articulador, capaz de promover qualidade, equidade e resultados educacionais consistentes.

**Palavras-chave:** Gestão Escolar. Rotina Escolar. Estratégias Educacionais. Educação Básica.

## 1 Introduction

Given the current context, marked by constant challenges and by the need to pursue innovative solutions and methodological approaches that foster the learning and development of children and students, it is essential to investigate how school management strengthens coordination processes and practices aimed at improving the quality of teaching (Libâneo, 2011; Diaz; Perez, 2023).

From this perspective, the study proves relevant as it considers the school management team responsible for the organization and functioning of the school, as well as for the implementation, monitoring, and coordination of actions that guide educational processes by integrating administrative, pedagogical, financial, personnel, and relational dimensions and by taking social and cultural aspects into account to ensure equity and quality in education (Lück, 2009).

This study focuses on the daily routines of school management and on the strategies employed to overcome everyday challenges, with an emphasis on teaching and learning processes. Given the complexity and relevance of the pedagogical focus and of management oriented toward learning outcomes, this research seeks to understand the daily practices of school leaders that contribute to improving educational performance. The central issue guiding the study concerns how school leaders organize their routines and what strategies they employ in the pursuit of satisfactory educational results. Considering this issue, the research was anchored in the following guiding questions: a) Which strategies used by school leaders in their daily work foster improvements in educational outcomes? and b) How does the daily performance of school leaders help promote advances in student learning?

The structure of this article is organized into the following sections: Introduction, Methodology, Results and Discussion, and Final Considerations. To facilitate and provide the reader with a better understanding of the topic, the discussion of results will be

developed around three central themes: 1) the responsibilities of school leaders and school routines; 2) management with a pedagogical focus; and 3) school management instruments, including strategic planning and the Political-Pedagogical Project.

## 2 Methodology

3

The study adopts a qualitative methodological approach, supported by the technical procedure of bibliographic research, in order to ground the analyses and enhance understanding of the object under investigation, as well as to clearly articulate the ideas related to the topic at hand, according to Bogdan and Biklen (1994):

The qualitative research approach requires that the world be examined with the understanding that nothing is trivial, that everything has the potential to provide a clue that allows us to establish a more enlightening understanding of our object of study (Bogdan; Biklen, 1994, p. 49).

For a meaningful understanding of the facts, a consistent theoretical foundation is of utmost importance, one that guides the analysis and makes it possible to grasp their relevance within the context investigated. According to Triviños (1987, p. 99), “social and educational facts, generally complex, not only need but demand a set of principles that allow us to reach the levels of true significance of what is being studied.”

For the writing of this article, we highlight the contributions of Diaz and Perez (2023), Libâneo (2011), Lück (2009), Tardif (2014), Bogdan and Biklen (1994), Triviños (1987), as well as the guidelines set forth in the official documents of current educational legislation, such as the *Base Nacional Comum Curricular* (BNCC) (Brasil, 2018), Law 9.394/96, the *Lei de Diretrizes e Bases da Educação Nacional* (LDB) No. 9.394 of December 20, 1996 (Brasil, 2005), and the *Matriz Nacional Comum de Competências do Diretor Escolar* (BNC–Diretor Escolar, 2021).

## 3 Results and Discussion

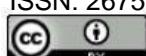
4

With an emphasis on coordinating educational processes to strengthen learning outcomes, the following sections will address essential topics for effective school management. We begin by exploring the responsibilities of the school leader and the school routine, highlighting the competencies within the pedagogical dimension and the daily practices, with their categories and organization, that support the proper functioning of the educational institution. We then move on to management focused on teaching and learning processes, discussing strategies for achieving appropriate and desirable educational goals. Finally, attention is given to the Political-Pedagogical Project (PPP) and to Strategic Planning, underscoring their relevance as guiding frameworks and as indispensable management instruments for implementing the school's pedagogical proposal.

### 3.1 The responsibilities of the school leader and the school routine

The school is characterized as a dynamic social space where multiple social interactions take place, a political environment in which decisions are made that influence pedagogical dynamics and institutional management. In this context, the role of the school leader is fundamental, since it is his or her responsibility to coordinate the school's everyday processes in an integrated and participatory way, aligned with the principles and purposes of school education. From this perspective, Libâneo (2011, p. 11) emphasizes that:

The school plays an irreplaceable role when it comes to preparing new generations to face the demands posed by modern and, as others say, post-industrial society. In turn, the strengthening of social struggles and the attainment of citizenship depend on increasingly expanding the number of people who are able to take part in key decisions that concern their interests. The school is therefore committed to narrowing the gap between an increasingly complex science and the basic culture produced in everyday life and that provided by schooling. Along with this, it is also committed to helping students become thinking subjects, capable of constructing



categorical elements for understanding and critically appropriating reality (Libâneo, 2011, p. 11).

5

As Libâneo (2011) points out, the school plays an irreplaceable role in preparing new generations for the challenges imposed by contemporary society, which is marked by profound social, political, and cultural transformations. Its role goes beyond mere instruction. It consists in providing access to systematized knowledge, narrowing the gap between science and popular culture, and contributing to the formation of thoughtful, critical, and socially committed subjects. This perspective is in line with the principles of emancipatory education, which seeks to form autonomous citizens who are able to participate in decisions that impact their lives and communities. To this end, it is essential that the school offer quality educational services and promote meaningful learning that can ensure students have real conditions to exercise intellectual and political freedom. Thus, school management needs to be aligned with this formative commitment, developing intentional pedagogical practices that are consistent with democratic principles.

Indeed, school management is a complex activity that encompasses multiple aspects and requires from the school leader competence, organization, and the ability to make decisions. In daily practice, it is necessary to deal with demands that arise in diverse and often unexpected ways. Therefore, the *National Common Framework of Competencies for School Principals* (BNC-Diretor Escolar<sup>1</sup>, 2021), established by the Ministry of Education (MEC), sets out the responsibilities, practices, and actions expected of school leaders, organized into the administrative, financial, pedagogical, personnel, and relational dimensions. Among these, the pedagogical dimension is the most important. The others must be at its service in order to meet its demands, which constitute the core of the entire teaching and learning process.

Among the competencies of the pedagogical dimension presented in the BNC-Diretor Escolar (2021), one stands out in particular, namely the responsibility to promote a climate conducive to educational development, described as follows:

<sup>1</sup> NCF–School Principal.

The principal must ensure that the school provides an educational environment that is welcoming, positive, and respectful of differences, grounded in democratic values, as a condition for promoting student learning, development, and well-being, thereby contributing significantly to reducing educational inequalities. The principal must carry out formative actions based on the conviction that all students can learn and must encourage attitudes and behaviors that are progressively responsible and supportive (Brasil, 2021, p. 19).

6

The highlighted excerpt from the BNC-Diretor Escolar (2021) underscores the essential role of the school principal as an agent in shaping an institutional culture grounded in equity, care, and respect for differences. By fostering a democratic and inclusive environment, the school leader promotes both academic success and the holistic development of students, recognizing their uniqueness and potential.

The belief that everyone can learn sustains effective pedagogical practices that are essential for addressing educational inequalities. In this sense, the *National Common Framework of Competencies for School Principals* (2021) presents guidelines for implementing actions within the pedagogical dimension (D5), indicating the following orientations:

Develop conflict-resolution skills and consensus-building with all school stakeholders; develop strategies with educators and families, discussing and seeking safe ways to prevent risk behaviors among students; promote and demand an environment of respect, collaboration, and solidarity among all members of the school community; prevent any form of prejudice and discrimination; define routines and organizational procedures to facilitate the development of pedagogical activities; ensure compliance with rules and principles of coexistence, aiming at promoting a climate conducive to educational development; promote measures for awareness, prevention, and combat of systematic intimidation (*bullying* and specific forms of harassment) at school; ensure a favorable school environment and the effective access of all to educational opportunities, promoting the academic success and well-being of each student (Brasil, 2021, p. 19).

It is important to highlight that the skills described in the BNC-Diretor Escolar (National Common Framework of Competencies for School Principals, free translation) (2021) demonstrate the strategic role that the school leader plays in ensuring the quality of public education, guided by the principles of democracy, collective participation, and a commitment to learning. As noted, the school leader not only coordinates administrative aspects but also leads pedagogical processes, ensuring the development and

implementation of the Political-Pedagogical Project and the fulfillment of teachers' work plans. In addition, the leader promotes a safe and welcoming school environment committed to a culture of peace. Given this challenging context, it is essential that school leaders be aware that all aspects related to the different dimensions of school management — administrative, pedagogical, financial, personnel, and relational — must be directed toward promoting children's development and students' learning. This orientation thus aims at raising educational performance indicators, reflecting above all the effectiveness of pedagogical work and of school management as a whole.

However, authors such as Libâneo (2011) and Lück (2009) emphasize that school management must be understood as a process that coordinates the pedagogical, administrative, financial, personnel, and relational dimensions of the school, guided by democratic principles and focused on improving teaching and learning processes.

Organizing the daily routine is one of the fundamental elements for the effective performance of school management. This organization requires planning, monitoring, and flexibility, ensuring the time and space needed for the development of everyday practices and actions that foster an adequate school environment and climate for learning (Diaz; Perez, 2023).

According to Diaz and Perez (2023), the routine should not be rigid or standardized, but intentionally, reflectively, and collaboratively constructed, considering the specificities of the school and the demands of the educational process. The authors propose that this routine encompass five main categories of action: curriculum management, monitoring student learning, continuous teacher education, partnership with families and students, and self-development.

Therefore, the multiple demands of everyday school life become evident, and these can compromise pedagogical intentionality and the definition of priorities aimed at guaranteeing students' right to learn. In this direction, Diaz and Perez (2023, p. 50) illustrate the challenges faced by school leaders and offer the following reflection:

Monitoring students' arrival, substituting for a teacher who is absent, talking with a student who fought in class, meeting with families, responding to requests from the

Department of Education [...]. The number of requests that arrive is so great that many professionals are left unsure about what to prioritize in their search for balance and coherence in organizing their activities [...]. To organize daily routines, it is necessary to analyze the numerous demands based on the following question: "Does this contribute to ensuring students' right to learn?" After all, this is the school's social function. (Diaz; Perez, 2023, p. 50).

**8** Diaz and Perez (2023) highlight the scope and complexity of management's role within the school context and offer a strategic view of the routine as an organizing axis of pedagogical work through the categories they propose. Rather than treating daily life as a space for emergency tasks, the authors advocate for a proactive and formative perspective that structures management practices, especially within the pedagogical dimension, to ensure intentionality, coherence, and a focus on teaching and learning processes.

The structuring of actions is based on the understanding that the school management routine should not be conceived in a fragmented or reactive way, but as a planned process articulated with the school's Political-Pedagogical Project. It is through continuous reflection on practice that the school leader can establish priorities, organize time, and ensure that their actions have an effective impact on student learning (Diaz; Perez, 2023).

To this end, it is essential that the school leader maintain a leadership posture that ensures coherent, harmonious, and integrated work aligned with the intentions of the school's Political-Pedagogical Project (Libâneo, 2008). According to Libâneo (2008, p. 104):

Leadership is not an attribute exclusive to principals and coordinators, nor is it linked solely to a person's position or status. It is a quality that can be developed by anyone through participatory practices and actions for personal and professional development. [...]. In democratic management carried out cooperatively and participatorily, the functioning and effectiveness of the school depend largely on the leadership capacity of those exercising the principalship and pedagogical coordination (Libâneo, 2008, p. 104).

From Libâneo's (2008) perspective, the school must be understood as a collective space in which the participation of different groups, namely the administration, coordination team, teachers, staff, students, and families, is a necessary condition for the

construction of a pedagogical project committed to improving the social quality of education, oriented toward equity and citizenship formation. In this context, in order to make management more effective, democratic, and closer to the real needs of the school community, decentralizing means redistributing roles and decision-making, fostering autonomy so that everyone can act in a contextualized and responsive manner.

9

## 3.2 Management with a pedagogical focus

The systematic use of different assessment instruments, whether at the federal level, such as the *Sistema de Avaliação da Educação Básica* (Saeb), at the state or municipal level, or those developed by teachers themselves, makes it possible to monitor students' educational trajectories more accurately and effectively. Faria and Maggi (2022) highlight the relevance of assessment and continuous monitoring of learning as central elements for promoting schools' educational success. The emphasis lies on the capacity for pedagogical intervention through the joint work of teachers, coordinators, and principals, which allows practices to be adjusted quickly (Moreira; Maia; Ribeiro, 2025). In line with this perspective, Lück (2009, p. 47) points out:

Monitoring and evaluation, by their nature, are activities that mutually complement each other and therefore must be promoted in an integrated way, since the effectiveness (results) observed through evaluation depends on the efficiency of the actions (processes) verified through monitoring. It is known, however, that not every efficient action, carried out as planned and making good use of time and resources, produces effective results in terms of education (Lück, 2009, p. 47).

Lück (2009) highlights the importance of promoting monitoring and evaluation in an articulated manner, as part of management that is committed to the right to learn. This calls for a critical and reflective view of both processes and desired outcomes, so that the actions undertaken are aligned with quality and pedagogical intentionality.

This includes new teaching strategies as well as actions aimed at learning recovery and learning recomposition, in accordance with the *Lei de Diretrizes e Bases da Educação Nacional* (Law No. 9.394/1996), which establishes in Article 12, Section V, that it is the



responsibility of the educational institution “to provide means for the recovery of students with lower performance” (Brasil, 2005, p. 11, art. 12, V). In addition, it aligns with Decree No. 12.391 of February 28, 2025 (Brasil, 2025), which establishes the *Pacto Nacional pela Recomposição das Aprendizagens*, whose guiding principles, set forth in Article 4, emphasize guaranteeing equal conditions for students’ access, retention, and learning, as well as the promotion of educational equity so that all may learn. It also considers students’ diversity and uniqueness, with the purpose of mitigating the effects of social vulnerability, promoting their holistic development, undertaking coordinated efforts for learning recomposition, and driving changes in the pedagogical practices experienced in the school’s daily life.

Another relevant strategy in management focused on pedagogical results is the implementation of *Busca Ativa Escolar*, an essential initiative to ensure the right to education (Brasil, 2022). Through actions of support and strengthened relationships, this initiative works to prevent dropout and school abandonment, promoting students’ continued attendance and ensuring ongoing monitoring of learning indicators. *Busca Ativa Escolar* is a strategy created by the United Nations Children’s Fund (*Unicef*), in partnership with the *União Nacional dos Dirigentes Municipais de Educação (Undime)*, with the support of other entities. It combines social methodology with a free technological tool for states and municipalities. Its purpose is to identify, record, and monitor children and adolescents who are out of school or at risk of dropping out, enabling the development of public policies that guarantee their rights. The initiative brings together professionals from fields such as Education, Health, and Social Assistance, fostering joint action in identifying, (re)enrolling, and ensuring the permanence of students in school (Brasil, 2022).

By recognizing the school as a privileged space for learning, school management comes to view children and students as subjects with rights to learning and development, as established in the BNCC (Brasil, 2018), a normative document whose purpose is to ensure these rights and guide curriculum organization. It serves as a reference for pedagogical planning and for implementing educational actions aligned with the guidelines of the *Plano Nacional de Educação (PNE)* (Brasil, 2014–2024).

The greatest challenge in education today is pedagogical innovation. For the renewal of practices, teachers need to broaden their conceptions and re-signify educational activities by adopting more reflective and contextualized approaches. Management with a pedagogical focus must encourage innovative practices that promote students' autonomy and the collective construction of knowledge. The incorporation of active methodologies and educational technologies, when intentionally and critically articulated, becomes a fundamental strategy for promoting holistic development in alignment with the general and specific competencies established in the BNCC (Brasil, 2018).

From this perspective, management aimed at educational results constitutes a model that seeks to align pedagogical intentionality with instructional effectiveness. This involves consolidating a formative assessment culture grounded in data and evidence, one that allows not only for measuring student performance but also for identifying gaps, redirecting strategies, and ensuring equity in the teaching-learning process. To achieve this, strengthening the technical and political-pedagogical competencies of the management team becomes essential, ensuring teachers' professional development, particularly regarding the pedagogical use of assessments and the implementation of practices that promote the learning of all students.

Thus, the continuous professional development of teachers is a fundamental element that cannot be understood merely as an occasional activity but rather as an ongoing process that takes place within the school's real context. The school must be a space where teachers have the opportunity to critically analyze their practices, share experiences, and collectively construct new knowledge in a collaborative manner, enabling the ongoing updating of pedagogical practices and the development of essential competencies for teaching. Complementing this view, Tardif (2014) emphasizes that:

Continuous professional development focuses on the needs and situations experienced by practitioners and diversifies its forms: training through peers, customized training, training in the workplace, integrated into a collaborative research activity, [...] professional development as a continuum that extends throughout teachers' careers [...] (Tardif, 2014, p. 291).

Tardif (2014) addresses the centrality of the needs and situations experienced by teachers in their daily practice and highlights the importance of training processes that take place within the school environment, fostering situated and collaborative learning. The reference to professional development as a continuum throughout the teaching career, supported by reflective processes, peer interactions, and inquiry into practice, points to the need for a consistent professional development policy. In this sense, continuing education, as part of the school routine, is presented as a collective, contextualized, and ongoing process, essential for the construction of pedagogical practice that enhances learning.

### 3.3 School Management Instruments: Strategic Planning and the Political-Pedagogical Project

The management of a school differs from that of any other social institution, as it essentially involves mediating human relationships and coordinating people and processes aimed at promoting students' learning and holistic development. In this sense, the democratization of the school goes beyond the act of administration. It involves managing a complex educational context whose purpose is to construct knowledge, share understandings, and shape critical and engaged subjects who are capable of transforming realities. Thinking about democratic management within the school context therefore implies thinking about management geared toward effective results through the implementation of the Political-Pedagogical Project (PPP) and of Strategic Planning that is aligned with the real interests of the school community (Panico; Perez, 2022).

Panico and Perez (2022) propose three structuring axes for school leaders to face the challenge of organizing the school with more active, dialogical, and collaborative practices. The first axis involves understanding administrative, financial, pedagogical, and interpersonal demands, enabling management to analyze the educational context. The second axis stresses the importance of collaborative work through the participation and interaction of the team in decision-making processes focused on ensuring the conditions for teaching and learning. Finally, the third axis emphasizes the coordination of actions, the

mobilization, and the engagement of actors inside and outside the school for the construction of democratic practices focused on student learning. From this perspective, Panico and Perez (2022) highlight the importance of democratic management for improving education:

13

We often hear about the need to implement “democratic management” to improve education. However, we know that the work carried out in schools is not always guided by collective actions. Participation is not the only principle, but it is indispensable in schools considered democratic, and you, as a school leader, play a crucial role, since you can show through your actions how to coordinate and involve all school actors in discussions and decision-making. Participation is not promoted spontaneously. It is necessary to give intentionality to actions and create participation forums in order to uphold the school as an educational community, a place where everyone learns to take part in processes and where they work toward the personal and professional development of all those involved (Panico; Perez, 2022, p. 143).

According to the approach presented by Panico and Perez (2022), all school processes must be intentionally and coherently articulated, with a focus on ensuring the right to quality education with equity. School management transcends the mere administration of resources and bureaucratic procedures, assuming a strategic role in guaranteeing educational opportunities marked by quality and equity, so that the school functions as a cohesive and collaborative system in which all processes are interdependent and converge toward promoting the learning of all students.

The challenge of school management is to build an institutional culture that recognizes this complexity and mobilizes people, resources, and strategies around a collective and transformative educational project. This process of construction presupposes expanding spaces for participation and strengthening the evaluative culture within the school environment. Institutional evaluation cannot be limited to technical instruments or internal analyses conducted only by the management and teaching teams; it must involve the school community, especially students and families, who are directly affected by the quality of the education offered (Paro, 2016). The same author emphasized that:

The concern with providing quality education that takes users' interests into account must necessarily lead to prioritizing effective ways of evaluating the school's performance, involving in this process the very users who are the most direct beneficiaries of quality education. Class councils, for example, need to lose their merely bureaucratic character and their tendency to attribute students' low performance to factors external to the school unit. It is therefore necessary to create institutional mechanisms that evaluate, and evaluate well, not only student performance but the entire school process, with parents and students also serving as evaluators, as they are the school's users and their interests are what must be considered when identifying problems and proposing solutions (Paro, 2016, p. 114).

This perspective highlights the importance of breaking away from merely bureaucratic and fragmented evaluative practices in which responsibility for low results is attributed exclusively to factors external to the school. On the contrary, it proposes a more comprehensive and democratic evaluation that considers the pedagogical process in its entirety and values listening to students and families as subjects capable of contributing to the improvement of educational quality. Thus, institutional evaluation becomes an instrument for critical reflection and collective decision-making, promoting the strengthening of participatory management and the continuous enhancement of teaching and learning.

Strategic planning, conceived as an integrated action plan guided by clear objectives, becomes a fundamental instrument for directing school management actions. At the same time, management science provides theoretical and methodological foundations that support the systematization and organization of pedagogical and administrative practices and processes. In this way, the work of school management must not be restricted to the physical space of the principal's office. Rather, it must be present in all areas of the school, promoting dialogue with the various subjects involved in the educational process, actively listening to students and teachers, encouraging the development of leadership competencies, and strengthening the engagement and participation of the school community. As Perez (2018) states:

The pair composed of the principal and the pedagogical coordinator, which we will refer to here as the management duo, cooperatively promotes the school's work dynamics, creates opportunities for the best practices to be enacted, and acts as

guardian of actions aimed at the learning and development of all children and young people who are part of the school community (Perez, 2018, p. 59).

15

Perez (2018) emphasizes the importance of collaborative work in promoting school management oriented toward learning. This cooperation is essential for building an organizational culture guided by intentional and effective pedagogical practices that prioritize the quality of teaching. In this way, school leaders act as facilitators and coordinators of formative processes, creating favorable conditions for the educational success of all students and for teachers' professional development, thereby strengthening reflective and innovative pedagogical practices. Thus, school management takes on a strategic role in mediating between educational policies and the school's daily practices, ensuring that actions are aligned with students' learning rights and holistic development, in accordance with the principles of equity and quality.

In this context, it is essential that the entire school community understand and commit to the school's pedagogical proposal and institutional mission, guiding their daily practices based on a critical view of reality. This commitment must be reflected in the school routine and in meeting daily challenges, strengthening democratic management aimed at the continuous improvement of teaching quality.

## 4 Final considerations

This study aimed to analyze the daily practices of school leaders that contribute to improving educational performance. The research was conducted through a qualitative analysis grounded in bibliographic sources that present proposals for management practices directed toward guiding the school's routine, with learning and the pedagogical framework of the educational system as central axes.

The central issue guiding the investigation was to understand how the school leader's routine is structured, which strategies prove most effective in promoting consistent educational results, and how their daily practices contribute to improving educational performance.

The results showed that school management plays a fundamental role in coordinating actions, highlighting: the organization of the leader's routine with a pedagogical focus; the development of strategies and implementation of goal-oriented actions to address everyday school challenges, such as monitoring learning aligned with assessment processes, implementing learning recovery and recomposition plans, actively reaching out to students, and promoting continuous teacher development; as well as collective decision-making based on the documents and guidelines of the Political-Pedagogical Project and Strategic Planning, which are considered guiding instruments for school management.

It is therefore understood that school management practices that are intentionally planned, grounded in consistent theoretical foundations, and aligned with current educational policies constitute essential tools for raising performance indicators and promoting quality education that is socially meaningful. In this sense, the importance of understanding the school leader's routine not as a set of fragmented tasks but as a coordinated, strategic, and pedagogical process is reaffirmed, one capable of transforming the school into a democratic, inclusive space effectively committed to the rights of all engaged in the educational process

## References

BOGDAN, Robert C.; BIKLEN, Sari Knopp. **Investigação qualitativa em educação: uma introdução à teoria e aos métodos**. Porto: Porto Editora, 1994.

BRASIL. **Base Nacional Comum Curricular**: educação é a base. 2018. Disponível em: <https://basenacionalcomum.mec.gov.br/abase/>. Acesso em: 28 jun. 2025.

BRASIL. Conselho de Educação do Estado do Ceará. **Resolução nº 395, de 16 de março de 2005**. Fortaleza, 2011. Disponível em: <https://encurtador.com.br/xI4WY>. Acesso em: 9 jul. 2025.

BRASIL. **Decreto nº 12.391, de 28 de fevereiro de 2025. Institui o Pacto Nacional pela Recomposição das Aprendizagens**. Disponível em: <https://legisacao.presidencia.gov.br/atos/?tipo=DEC&numero=12391&ano=2025&ato=6bfo3ZU1UNZpWT49e>. Acesso em: 28 jun. 2025.

BRASIL. **Lei de Diretrizes e Bases da Educação Nacional (LDB):** Lei nº 9.394, de 20 de dezembro de 1996. Brasília, 2005. Disponível em: <https://www2.senado.leg.br/bdsf/bitstream/handle/id/70320/65.pdf>. Acesso em: 28 jun. 2025.

BRASIL. **Matriz Nacional Comum de Competências do Diretor Escolar.** Brasília: Ministério da Educação, 2021. Disponível em: <https://shre.ink/Sgcq>. Acesso em: 2 jul. 2025.

17

BRASIL. MEC lança programa para incentivar participação de famílias em escolas. **Busca Ativa Escolar**, 2022. Disponível em: Busca Ativa Escolar. Acesso em: 28 jun. 2025.

DIAZ, Patrícia; PEREZ, Tereza (orgs.). **Coordenação pedagógica:** identidade, saberes e práticas. São Paulo: Moderna, 2023.

FARIA, Ernesto Martins; MAGGI, Lecticia (coord.). **Ensino público com bons resultados:** estratégias e ações mapeadas por pesquisas em mais de mil redes de todas as regiões do Brasil. São Paulo: Santillana Educação, 2022.

LIBÂNEO, José Carlos. **Adeus professor, adeus professora?** novas exigências educacionais e profissão docente. 13. ed. São Paulo: Cortez, 2011.

LIBÂNEO, José Carlos. **Organização e gestão da escola: teoria e prática.** 5. ed. Goiânia: MF Livros, 2008.

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

MOREIRA, Joana Adelaide Cabral; MAIA, Saulo Roberio Rodrigues; RIBEIRO, Luís Távora Furtado. Programa Alfabetização na Idade Certa (PAIC) no Ceará: conquistas, contradições e desafios. **Rev. Pemo**, Fortaleza, v. 7, e13490, 2025. Disponível em: <https://revistas.uece.br/index.php/revpemo/article/view/13490>. Acesso em: 20 jun. 2025.

PANICO, Roberta; PEREZ, Tereza (org.). **Direção para os novos espaços e tempos da escola: como diretora e diretor podem atuar para uma gestão escolar com equidade.** 1. ed. São Paulo: Santillana Educação, 2022.

PARIS, Francisca; PARIS, Claudio. **Gestão escolar de bolso:** a arte de falar, fazer e acontecer. São Paulo: Editora do Brasil, 2013. (Arco 43).

PARO, Vitor Henrique (org.). **Gestão democrática da escola pública.** 4. ed. São Paulo: Cortez, 2016.

PEREZ, Tereza (org.). **BNCC: a Base Nacional Comum Curricular na prática da gestão escolar e pedagógica.** São Paulo: Moderna, 2018.

SILVA, Jocilania Souza; FERNANDES, Francisca Risolene; BRANDENBURG, Cristine. Coordenador pedagógico no processo de formação continuada de professores: perspectivas de melhor qualidade de ensino-aprendizagem. **Ensino em Perspectivas**, Fortaleza, v. 2, n. 4, p. 1-18, 2021. Disponível em: <https://revistas.uece.br/index.php/ensinoemperspectivas/>. Acesso em: 11 jun. 2025.

18

TARDIF, Maurice. **Saberes docentes e formação profissional.** 13. ed. Petrópolis, RJ: Vozes, 2012.

TRIVIÑOS, A. N. S. **Introdução à pesquisa em ciências sociais:** a pesquisa qualitativa em educação. São Paulo: Atlas, 1987. Cap. 4, p. 91-104.

UNICEF. **Busca Ativa Escolar.** [S.I.]: UNICEF Brasil, [s.d.]. Disponível em: <https://buscaativaescolar.org.br/#:~:text=O%20Fora%20da%20Escola%20N%C3%A3o,e%20na%20escola%20e%20aprendendo>. Acesso em: 4 jul. 2025.

<sup>i</sup> **Maristela Mesquita de Lima**, ORCID: <https://orcid.org/0009-0006-6753-5917>

Universidade Estadual do Ceará - UECE. Prefeitura Municipal de Maranguape.

Mestranda do Programa de Pós-Graduação em Educação (PPGE), Universidade Estadual do Ceará - UECE. Especialista em Gestão Escolar pela Universidade Estadual do Ceará – UECE. Assessora Técnico-Pedagógica da Rede Pública Municipal de Maranguape.

Authorship contribution: writing of the article.

Lattes: <https://lattes.cnpq.br/1981727437619614>

E-mail: [maristela.mesquita@aluno.uece.br](mailto:maristela.mesquita@aluno.uece.br)

<sup>ii</sup> **Saudo Ambrósio Gomes**, ORCID: <https://orcid.org/0009-0002-1708-272X>

Universidade Estadual do Ceará, Fortaleza, CE, Brasil.

Mestrando na Programa de Pós-graduação em Educação na Universidade Estadual do Ceará - PPGE/UECE. Bolsista do Programa de Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – CAPES. Licenciado em Ciências Biológicas pela UINILAB.

Authorship contribution: writing of the article.

Lattes: <http://lattes.cnpq.br/9300522328764773>

E-mail: [saudioambrosiogomes@gmail.com](mailto:saudioambrosiogomes@gmail.com)

<sup>iii</sup> **Helena de Lima Marinho Rodrigues Araújo**, ORCID: <https://orcid.org/0000-0003-0838-9279>

Universidade Estadual do Ceará, Fortaleza, CE, Brasil.

Pró-Reitora de Planejamento. (Proplan) da UECE; Docente do Programa de Pós-graduação em Educação (PPGE) e do Doutorado em Políticas Públicas (PPGPP). Pós-doutora em Educação; Dra. em Educação; Ms. em Filosofia; Grad. em Filosofia e Pedagogia.

Authorship contribution: writing of the article.

Lattes: <http://lattes.cnpq.br/7403091676467602>  
E-mail: [helena.marinho@uece.br](mailto:helena.marinho@uece.br)

**Responsible publisher:** Genifer Andrade.

19

**Ad hoc experts:** José Gerardo Vasconcelos e Ana Michele da Silva Lima.

**How to cite this article (ABNT):**

LIMA, Maristela Mesquita de.; GOMES, Saudo Ambrósio.; ARAÚJO, Helena de Lima Marinho Rodrigues. School management and daily routine: a conceptual approach to strategies for facing educational challenges. **Rev.Pemo**, Fortaleza, v. 7, e16456, 2025. Disponível em: <https://revistas.uece.br/index.php/revpemo/article/view/16456>

Received on August 27, 2025.

Accepted on October 19, 2025.

Published in December 16, 2025.

