79 - DIRECTOR AT SCHOOL EDUCATIONAL CREATIVITY: DIFFICULTIES AND CHALLENGES

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1. INTRODUCTION

In recent decades the world lived with numerous changes that had repercussions in all spheres of society, which changed the way of thinking and living of the people. In this context, social policies, including the educational, became the target of adjustments and tweaks to the ideas and trends that have alternated in power.

At the moment, so if discusses changes in the teaching process, being that they should rely on the assumption of democratic management, which in turn bolsters in a sociocrítica design and implies participation processes, autonomy and power-sharing, which suggests co-responsibility and decentralization of education, assigning to schools, greater decision-making power and autonomy.

However, for effective speech learning pass to action, so that there is integrity between the teaching and learning process and commitment of all with education is need more than new methodologies, teaching resources and technological tools, political engagement and participation of society.

The school's central concern must be with the student's training, towards the same gain autonomy in thinking and acting. Should prepare students and teach them to critically understand and analyse the problems of life, of self and society that permeates, making them participatory citizens.

Ensure the development of these new competencies in students only will be possible as soon as there is a democratic participative management to be able to understand these needs and make the necessary changes to that effect in practice. With the administrative management ensuring the administration of human resources, financial and physical, educational and accepting full responsibility for the educational functions it is possible to make the school efficiently and effectively achieve their purposes.

Democratic management is a choice that has consequences in the role of the Director. He ceases to be the maximum authority to be a great articulator of all segments, one that prioritizes the pedagogical issues and maintains the morale of everyone in the construction of educational work.

Pedagogical coordinator's absence could affect the smooth running of the school, the pedagogical Director by itself may not "handle" to fulfill the task of driving, coordinate and mediate. Peres (1977, p. 50) points out that the Director is an educational leader and the operation of their school is the attestation of their greater or lesser professional competence.

The present study aims to identify the roles of the Director and the implications for the realization of a collective work, as well as raise what are the functions of the Pedagogical Director at school Creativity.

To achieve the objectives proposed in this study used qualitative research with the design case study. To identify the function of the Director was conducted a bibliographical study on the subject and the examination of documents governing the work of this professional in the school context.

2.THE PEDAGOGICAL DIRECTOR

The Pedagogical Director is responsible for a process that results in the quality of education and the success of the institution which administers. The Director is the great articulator of the pedagogical and Management the first responsible for his success, he is assisted in this task by the Pedagogic Coordinator.

According to LUCK (2008, p. 16):

> Is the Director of the school the maximum liability as to achieve effective educational policy system and full development of educational objectives by organizing, streamlining and coordinating all efforts and controlling all resources for this purpose.

Their specifics are set out in the rules and in the pedagogic project (also called pedagogical proposal) of the school. Part of the School Plan (or pedagogical Political Plan school management) also includes elements of pedagogical management: General and specific objectives, goals, travel plan, lesson plan, evaluation and training of school staff.

Is the Director of the school the maximum liability as to achieve effective educational policy system and full development of educational objectives by organizing, streamlining and coordinating all efforts, and controlling all resources for such (LUCK, 2008).

3. THE TRANSFORMATION OF SCHOOL MANAGEMENT

Second Barroso (1998) the school management crosses today a period of profound transformation, since society as a whole becomes. Thus, to accompany the changes arising from the world of work, the school management had to reformulate their concepts and procedures and how the change is a continuous process, the management must also be dynamic, reviewing its way of acting always conforms to the dictates of society as a whole.

This transformation has several goals including: redefining the concept of school; recognize and reinforce their autonomy; promote the association between schools and their integration with the community and still adopt specific management measures adapted to the diversity of situations and existing contexts. For Kuenzer (1998) the profound changes that have occurred in the world of work bring new challenges to education, from which historically constituted a new educational principle.

Thus, the school of today must form citizens with intellectual capacities that allow them to adapt to the flexible production. Among the competencies are: the ability to communicate properly, incorporating besides da língua portuguesa the foreigner; the intellectual autonomy to solve practical problems using scientific knowledge; moral autonomy, because the ability to confront new situations require ethical positioning and the commitment to work through the responsibility of criticism and

creativity.

The role of the school is exercise a social function in an environment alive and happy, that enhances the creativity of the student and the parents ' initiatives, able to articulate yourself by taking advantage of all available means, such as the press, the record, film and radio. Left his role before closed, static and sterile, to become a powerful Center, creative, attractive, culminating in the educational activities.

4. SCHOOL MANAGEMENT TODAY: a DEMOCRATIC PERSPECTIVE

Hour (1994) points out that the school organization structured by capitalist society seeks, ultimately, the maintenance of social relations of production, reflecting the existing social divisions, but is also capable of threatening the established order and presents itself as possibility of liberation. Soon, it can be said that the school is not the only agency which reproduces social relations, but is a space in which society produces the elements of its own contradiction.

That way, says Time (1994) that the school is an institution that should seek always the socialization of knowledge and science produced socially and still be politically compromised, being able to interpret the shortcomings revealed by the society, working towards ease or even eliminate them.

The issue of democratization of the school has been analysed under three aspects. The first aspect is related to the democratization as expansion of access to educational institution that is seen by official organizations such as the facilitation of access to school by the poorest layers of the population. For this to be possible it is necessary to increase the number of slots, through the construction of more classrooms and schools, thus promoting the universalization of education. However, teachers see the democratization of education and the development of pedagogical processes that allow the permanence of educating in the school system, through the expansion of educational opportunities (hour, 1994).

The truth is that one cannot speak of democratization of teaching only with the expansion of classrooms and construction of new schools in practice offers the minimum conditions conducive to teaching and learning.

According to teachers, the third aspect to the democratization of education is related to the need for change in administrative proceedings within the school system, through greater participation of teachers and parents in the decisions taken, in elections for directors positions and eliminate the existing bureaucracies.

5. THE DEMOCRATIC MANAGEMENT and MAKE TEACHING

It is known that educational practice is essentially collective, held through joint action among all segments of society. Thus, for there to be success in participatory school management should be the involvement of all those who take part, directly or indirectly, of the educational process in the elaboration of the strategies in problem solving, decision making, implementation, monitoring and evaluation of action plans aimed at better results from educational process.

The Brazilian Constitution, followed by State and local constitutions, as well as guidelines and Bases for national education-LDB 9394/96 reaffirms the democratic management of the school. However, it is important to keep in mind that the exercise of democratic management, because it should not be seen and take effect only by its legal basis, but for being a continuous and complex process that develops and evolves according to society itself.

According to Libâneo (2001) there are at least two ways to view the management focused on school. According to the neoliberal ideology is to give more freedom and autonomy to schools and the community to plan, organize and evaluate educational services and socio-critical perspective means valuing the concrete actions of the professionals at the school, resulting from their initiative, their interests, their interactions in light of the public interests of the educational services provided, of course, without relieve the State of its responsibilities.

The autonomy can be understood as the ability of people to decide about their own fate, i.e. govern themselves.

> In an institution the autonomy means having power to take decisions about their goals and their forms of organization, remain relatively independent of the central power, administer freely the financial resources (LIBÂNEO, 2001, p. 115).

What Libâneo (2001) says is that the autonomy at school means the possibility of the same plot their own path, through the involvement of teachers, pupils, staff, parents and community, United by the success of the institution accepting full responsibility.

According to this author, the main tools to ensure democratic management: the school Pedagogical political project (PPP) and the School Board. The author also cites some instances helpers that can ensure democratic management as the Association of parents and teachers, and the student body. The reality of practice of these instances will reflect the level of involvement of social actors in the educational process and the search for a social quality education.

The understanding of these issues underscores the idea that innovation in the educational field, within the framework of ideas and their implementation in practice focus on the people involved in this process, therefore, will be teachers, engineers, managers and other employees of the school officers responsible for the changes that will occur.

6. RESULTS

6.1 SCHOOL CREATIVITY

The school was created by two creativity professionals who believe in education as a tool for transformation of the person and the world, given the importance of the first years of quality life for formation of human being. The school meets only four months to five years old, according to their educational, social and affective needs.

In this way, the school promotes the development of socialization, creativity and logical thought using different languages (musical body, plastic, oral and written) adjusted to the different intentions and situations of communication in order to understand and be understood, express ideas, feelings, needs and desires, advancing in the process of constructing meanings, enriching increasingly expressive ability of students.

Creativity is composed of school teachers, teachers room assistants pedagogas, physical education teacher, teacher of a foreign language – English, a pedagogical Director and a Managing Director. The entire faculty is divided into seven (7) classes according to the age of the pupil: nursery, level I, level II, level III and level IV.

All professionals are guided by the pedagogical Director, because the school does not have a professional who performs the function of pedagogical coordinator.

In chapter I of the school's pedagogical proposal Creativity are denominated principal assignments which are: perform, supervise, coordinate and control all activities within the School. Function that must necessarily be exercised by a licensed professional in education, with emphasis in school administration, appointed by the sponsor.In the absence of

professional enabled, you will be able to perform the function, a professional with training in upper level undergraduate or graduate course in educational area.

In their legal removals and any Director will be replaced by a professional with training in upper level undergraduate or graduate course in educational area, designated by the sponsoring entity.

School creativity as privileged place of work, responsibility has specific and intentional way to organize and propose learning situations of cultural content, that are transformed into school know. Thus, organizes your guidelines and proposing actions to the student a respect training, preparation for a fairer society, strengthening fundamentals with the family, school, country, as well as the love of God and nature, integrating in the society in which he lives.

The school develops artistic activities, sports and cultural, are believed to be the path to form citizen qualified to develop a society that is constantly changing, with the Mission of contributing to the formation of critical and conscious citizens, prepared for the exercise of professional life and challenges of the modern world.

The working professionals at the institution research focus are aware that the school has a very important role in the life of the child and the young, because upon entering the school they have the opportunity to live and relate to different people, learning to realize that all have their own features. In this way, they will go through new experiences, you're going to act, react, change their way of thinking, create a proper way to relate to the world.

7 FINAL CONSIDERATIONS

It was realized through the study now realized that the school management is going through a moment of profound transformations, considering that society becomes. This transformation in turn has brought benefits to the process of education, once given its complexity and increasing magnification, is no longer seen as the sole responsibility of the school or the Government.

So there is the promotion of democratic and participatory management autonomously within the school, as well as development and professional achievement there needs to be a Union between managers, specialists and teachers, both assuming day-to-day management of the school, articulating a pedagogical project, the entire management system, the process of teaching and learning, the evaluation.

It is essential to also make that occur at school is the joint debate on the problems of the same, which is organizational, but is mainly pedagogical and didactic, influences on the process of learning and knowledge construction of educating.

Thus it was that talk in democratic management is to have the conviction in an education geared towards the social relevance and that has a solid foundation built from the collective action.

From the democratic and participatory Administration will be possible to develop and experience democracy day by day from school and take her to consolidate the participation of the whole community collaborating, so in the social inclusion process in the country. In this way, get the democratic management requires conquering the school autonomy.

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ABSTRACT

This study is justified by identifying the roles and implications of the work of the Educational Director in the school context in view of the importance of quality education . Therefore, it is necessary to understand the role and function of the director once in private schools , is not always the full faculty . The work of the Director , then, is a journey triple administrator , coordinator and manager , a fact that overloads the same compromising the quality of their work , the work of the faculty and the quality of teaching and learning. Also discussed will be the role of pedagogical coordinator with regard to the articulation of teaching . For the realization of the objectives proposed a survey was conducted on books , journals , articles and websites that discuss about it and also a documentary research in the School Creativity . From the results collected showed that the democratic management has the basic principle that it is not only an administrator making the decisions , but they must be taken collectively. Education management should be seen as a practical joint directors , coordinators , teachers , administrative officers , government and society.

KEYWORDS: Education. Democratic Management . Educational Director

LA CRÉATIVITÉ DE DIRECTEUR PÉDAGOGIQUE À L'ÉCOLE : PROBLÈMES ET DÉFIS

RÉSUMÉ

Cette étude a été justifiée en identifiant les fonctions et les implications du travail du directeur pédagogique dans le contexte scolaire compte tenu de l'importance d'une éducation de qualité. Par conséquent, il est nécessaire de comprendre le rôle et la fonction du directeur une fois, des institutions privées, l'éducation n'est pas toujours la pleine Faculté. Emploi du directeur, est donc un triple voyage d'administrateur, coordonnateur et gestionnaire, qui surcharge le même compromettre la qualité de leur travail, les travaux de la faculté et la qualité de l'enseignement et l'apprentissage. Sera également abordé le rôle du coordonnateur pédagogique en ce qui concerne l'articulation de l'emploi dans l'enseignement. Pour la réalisation des objectifs proposés était menée une recherche documentaire dans les livres, les revues, les articles et les sites internet qui traitent sur le sujet et aussi une recherche documentaire sur la créativité de l'école.Les résultats recueillis, qu'il a été constaté que

l'administration démocrate a comme principe de base qui ne rentre pas seul un administrateur prennent des décisions, mais elles doivent être prises collectivement. Dans l'enseignement, la gestion doit être perçue comme une pratique commune entre directeurs, enseignants, coordonnateurs, responsables administratifs, gouvernement et société.

MOTS CLÉS : Éducation. Gestion démocratique. Directeur pédagogique.

LA CREATIVIDAD DEL DIRECTOR PEDAGÓGICO EN LA ESCUELA: PROBLEMAS Y DESAFÍOS

RESUMEN

Este estudio fue justificado mediante la identificación de las funciones y las implicaciones de la labor de la Directora pedagógica en el contexto escolar, habida cuenta de la importancia de una educación de calidad. Por lo tanto, es necesario comprender el papel y la función del Director una vez, las instituciones privadas, educación no es siempre la facultad completa. Trabajo del Director, entonces, es un viaje triple del administrador, Coordinador y director, que sobrecarga la misma comprometer la calidad de su trabajo, el trabajo de la facultad y la calidad de la enseñanza y el aprendizaje. También será abordado el papel de Coordinadora Pedagógica con respecto a la articulación del trabajo docente. Para el logro de los objetivos propuestos se realizó una búsqueda bibliográfica en libros, revistas, artículos y sitios de internet que discutir sobre el tema y también una investigación documental en la escuela de creatividad.Los resultados recogidos se encontró que la administración democrática tiene como su principio básico que no cabe sólo un administrador toman decisiones, pero ellos deben tomarse colectivamente. En la educación, la gestión debe percibirse como una práctica conjunta entre directores, coordinadores, profesores, funcionarios administrativos, gobierno y sociedad.

PALABRAS CLAVES: Educación. Gestión democrática. Directora pedagógica.

O DIRETOR PEDAGÓGICO NA ESCOLA CRIATIVIDADE: DIFICULDADES E DESAFIOS

RESUMO

Este estudo se justifica por identificar as funções e as implicações do trabalho do Diretor Pedagógico no contexto escolar tendo em vista a importância da educação de qualidade. Sendo assim, é necessário compreender o papel e a função do diretor uma vez que, nas instituições particulares de ensino, nem sempre se encontra o corpo docente completo. O trabalho do Diretor, então, é uma jornada tripla de administrador, coordenador e gestor, fato este que sobrecarrega o mesmo comprometendo a qualidade do seu trabalho, do trabalho do corpo docente e da qualidade do ensino e aprendizagem. Também será abordado o papel do coordenador pedagógico no que diz respeito à articulação do trabalho docente. Para a efetivação dos objetivos propostos foi realizada uma pesquisa bibliográfica em livros, periódicos, artigos e sites da internet que abordam sobre o assunto e também uma pesquisa documental na Escola Criatividade. Dos resultados coletados verificou-se que a gestão democrática tem como princípio básico que não cabe apenas a um administrador tomar as decisões, mas sim que elas devem ser tomadas de forma coletiva. Na educação a gestão deve ser percebida como uma prática conjunta entre diretores, coordenadores, professores, agentes administrativos, governo e sociedade.

PALAVRAS-CHAVE: Educação. Gestão Democrática. Diretor Pedagógico.