111 - SCHOOL MANAGEMENT AND THE IMPORTANCE OF EDUCATION IN LAW 10639/03

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1.INTRODUCTION

The need to better understand the role of the manager in the face of new challenges in the institution as well as the importance of its relationship to educational politics, arose due to the fact that the authors of this CBT work in the public school system. Living with school officials brought us also the question of what role the manager for cultural, racial diversity.

According Lück (2011, p.15), "Educational management corresponds to the process of managing [...] the education system as a whole and for the coordination of schools in particular, in tune with the guidelines and educational policies (...) ".Given this situation, in which we noted a relationship between the educational politics, educational management and learning, Lück (2011) points out that:

> "The educational management in a broad and comprehensive character of the education system and school management, are in structural area of action in determining the dynamics and quality of education. This is because the management that establishes unity, direction, momentum, consistency and coherence to educational practice, from ideas and strategies adopted paradigm for both. However, it is important to keep in mind that the area is a means and not an end in itself. In view of this, the necessary reinforcement given to the management aims, ultimately, to improve educational processes and actions, aimed at improving learning. "(Luck, 2011 p. 15)

We decided to further study, but with guidance. From there emerged our motivation to analyze the agents responsible for education, focusing on the manager, and this makes the interpretation of the law 10639.O study seeks to provide readers with an understanding of the topic, while responding to some questions regarding what one should do to be a good manager. The work is complex because it changes the LDB are addressed and the challenges the school manager.

This Work seeks to analyze through a critical reflection Law 10639/03, which is modifies the LDB, being the main objective to interpret Article 26-A and 79-B and the challenge of the manager before this change. We sought to know what the vision of the manager through a questionnaire consisting of three questions.

This work originated by virtue of the authors act as teachers in public schools, and visualize the need for research on the subject in order to recognize and value the Brazilian cultural diversity, combat discrimination, racism and exclusion . The main specific objectives: to identify the implementation of the law 10639 and seek to understand the role of the manager before the law 10639 and identify how the manager has discussed the law in schools.

2. THE ROLE OF THE MANAGER

Manager still expected actions of all to share, reaffirmation of collective decision making and the routing of the direction the school should take to be effective in a globalized society. According Lück (2011, p. 45), "Educational management cultivates democratic relations, strengthening common principles." In a democratic management manager must also listen to the students, treat them with respect, and as far as possible meet their grievances.

The term "Educational management" has gained prominence and acceptance in the area from the 1990s, and has been recognized in the education systems. The study and reflection on the paradigmatic representation of management education serve, according Lück (2011), for the construction of knowledge. The author states that "a new understanding about the conduct of the destinations of the organizations that takes into account the whole in relation to its parts, and these among themselves" is necessary. Lück (2011, p. 34).

In the current climate of political reforms, the construction of new knowledge is necessary because we are living the challenge of broad and unrestricted inclusion of all pupils with special educational needs in the Brazilian educational system.

Managers should be aware of the participatory, decentralized, democratic, transparent management. Allow joint, appropriate solutions to local needs school. The differential of the manager, according Lück (2011), should be working together so that they will achieve the goals more quickly and safely.

Given the changes taking place within the educational establishment when its leaders begin the process of educational administration, if, in tune with the guidelines and public education policies, committed to democracy and methods, create a favorable learning environment.

According Lück (2011, p. 18) "A competent management rests on processes of equally competent administration." From oriented processes so you can expand horizons and perspectives of educational processes.

The educational administration appears to overcome the limitations of the concept management. She is, according to the author, "the art of thinking, acting and make it happen."

Education was developed by a fragmented view of reality, giving specific areas as a way to better understand the parts to better intervene. This situation produced "independent" and autonomous action units, working alone, without considering the vast and complex system of which they are part. (LÜCK, 2011).

According Lück (2011)

> " In educational systems can identify the existence of multiple departments or work units, exerting its influence in a disjointed manner on schools, even disorienting and discouraging, for your multiple demands (...). "(LÜCK, 2011. p. 67)

The author says that the fact cited impairs school, thus showing failure to fulfill its social role. The concentration should not be in power struggles, but managers should focus on the students.

According Shiroma, Moraes, Evangelista (2007), the manager focused and attentive to "pay special attention to disadvantaged groups and those with special needs." As noted in the legislation and in schools, we can "say" that both Indigenous, Afro-Brazilian as part of the group of social outcasts.

The authors also reported briefly that the manager should tailor the curriculum, encouraging learning, considering mainly the formation of conscious and able to face the challenges and obstacles of the society citizens. This should occur for all students, so that teaching and learning occur.

3.ENTENDENDO LAW

The law amending the Law on 10639 9394, to December 20, 1996, which establishes the guidelines and bases for

national education (LDB), the requirement to include the theme "History and Afro-Brazilian Culture" in the official curriculum of the School System and other measures.

The Law 9.394, of December 20, 1996, is effective plus the following arts. 26-A, 79-A and 79-B:

"Art. 26a. In elementary and secondary establishments, official and private education becomes compulsory the teaching of History and Afro-Brazilian and indigenous." (BRAZIL, 2008)

§ 1. The syllabus referred to in the heading of this article will include the study of the history of Africa and Africans, the struggle of blacks in Brazil, Brazilian black culture and the black in the formation of the national society, rescuing the contribution of black people the social, economic and pertinent to the history of Brazil policy areas.

§ 2. The content relating to History and Afro-Brazilian Culture will be taught in the context of the whole school curriculum, especially in the areas of Art Education and Brazilian Literature and History.

§ "3 (vetoed)"

"Art. 79-A. (Vetoed)"

"Art. 79-B. The school calendar includes the 20th of November as" National Day of Black Consciousness'.

" According to Rock (2006) this law is important, but what is more essential is the way it is being interpreted and put into practice in schools.

> "Thus, from the analysis of Law 10639/03, which made compulsory the teaching of Afro-Brazilian history and culture in schools of basic education, we intend to realize the extent to which affirmative action policies encourage or hinder fight against social inequalities. This becomes possible because of the debate on the Law 10639/03 being held in the midst of the debate affirmative action for black people. "(ROCHA, 2006, p.5)

Social inequalities are part of the context in which we live. A society divided into classes. And to effect the object of this research work will be a priority with the category 'black' in view of the incorporation of the black society of classes in Brazil. This does not mean it will be ignored in this research, the contributions arising from the debate on the notions of race and ethnicity, but one must consider that these concepts and classifications were built by European scientists, with the aim of classifying the differences between men (ROCK , 2006). The racial and ethnic categories when used at the time of analysis, should be understood as historical categories, that is, the product of the determinations subjunção of a class to another.

The analysis of the relevant legislation, grounded in a historical context, lets say that in the attempt to clarify or specify the Law of Guidelines and Bases of National Education No. 9394/1996, restate the practical scenario of discrimination and racism that is perpetuated for centuries in Brazil. Defends the complexity of the issues and the need of the school manager know the relevant legislation to overcome the challenges put to work in the school, as various aspects of school organization are directly affected by the current official propositions and it is up to the manager to manage the school environment, making interventions.

4.PROCEDURES METHODOLOGICAL

For this work were made readings in books, laws and a field survey with directors of eight schools of Municipality of Monte Santo de Minas and also conducted a study with students in the school State Dr. WenceslauBraz, you are adding the considerations made in post in school management. After study and planning was done the following:

Was given to the directors and / or request to people close to the Director that delivers a questionnaire with three questions, which would allow to analyze what is the understanding of managers (directors) before the law.

At this stage there were some times against 1-The Director was busy; 2-It was in the institution; 3-refused to take the quiz. That marked unwillingness and / or indifference to the subject. Results in better discuss the matter. To collect was also very difficult, as the Directors are very busy and overloaded with too much bureaucracy.

For students of the school Dr. WenceslauBraz guidance activities aimed at combating all acts of discrimination were given. The activities were passed to the rooms at random. Students with an activity was prepared in two steps. The first was read the playbook of CNJ (National Council of Justice). Speaking of Bullying in Schools.

In the second stage was given a charge of Chico Bento and a questionnaire. For students to answer after reading the comic.

This involved two conference sixth year, two year and three seventh-eighth who were chosen randomly. With only 118 students responded to the questionnaire and the other did not deliver activity. It is noteworthy that it was not for note and was told that it was for students to see what level of their understanding of the strip.

Being that this questionnaire had five questions, and from these, a strategic question (number four) that asked the student if there was any kind of discrimination and / or Prejudice at school; and asked the students to name which ones. According to these data a graph was made.

5. DISCUSSION OF RESULTS AND EDUCATIONAL CONTEXT

The interpretation of the results becomes relevant due to changes in the school that can help and / or harm the student.

	Education level	School	Results
1 Director	Elementary and Secondary	Private	Full knowledge of the subject
2 Director	Years initial	Philanthropic	Full knowledge of the subject
3 Director	Years Initial	Public	Neglect lost 2 times role
4 Director	Elementary and Middle	Public	Did irrelevant matter
5 Director	Elementary	Public	reminded not to do
6 Director	Elementary and Secondary	Public	Says it will deliver
7 Director	crucial early years	Public	has not done yet
8 Director	elementary and secondary	private	gave no response yet Making

The analysis of the responses we gather evidence which is knowledge about the law and what level of importance that the director gives the theme.

The first director responsible for a private school that meets the initial, fundamental and Middle years; and the director of the Philanthropic School demonstrated a full knowledge. Therefore answered the questionnaire in detail and also demonstrated that already address the issue in their schools. The Director 1 does something that demonstrates his concern for minorities and the less fortunate regardless of color, religion, etc. It promotes scholarships to students at the beginning of the year, provided they have good grades in evaluation (Vestibular).

The director lost 3 paper (questionnaire twice) which demonstrated little importance to the subject. I say this due to the fact that when something is important if you lose you try to find. When you lose twice in a row is because they do not mind storing in appropriate and / or really do not value location.

4 The director said that it is unnecessary and would be no time to waste on such things, and refused to answer the questionnaire. The way to answer showed how the theme (subject Law 10639) is irrelevant to him.

5 The director even being remembered by me three times said he did not remember making, denoting that he had other concerns and that it was something that he leaves the background.

6 The director said he will deliver and so far has not given me this conduct demonstrates that the director for this theme is something that can wait.

7 The director said he still did not, demonstrating that it was not something that worried him. It is noteworthy that asked several times, and even then this director did not bother to give me.

8 The director has not yet responded, but this we can not conclude anything because we do not know if he received the questionnaire.

A survey of directors did not get the expected result because of the 8 directors consulted only 2 (25% of the directors) have a good understanding of the law. Unfortunately the result was not expected because a 2003 law that was to be the knowledge and interest of all directors.

Do not say this because it is a law, but the fact is it is a relevant topic to black, Indian minorities. She proposes affirmative action that it forces schools to include discussion of new ways of seeing the black and excluded.

As this discussion suggests the law and does not say who will be responsible. What can be assumed is that everyone within the school are asked to help with the reduction of prejudice toward blacks and promote recovery.

All teaching staff must acquire a good knowledge of the subject to guide the satisfaction of [...] (CNJ, 2011), proposing solutions to address this issue with students.

> "[...] Manager should tailor the curriculum, encouraging learning, considering mainly the formation of conscious and able to face the challenges and obstacles of the society citizens. This should occur for all students, so that teaching and learning occur. "(SANTOS & MARTINS, 2012, P.41).

The main focus is on the student, but the manager must act in order to value the teacher, who for many years has been overlooked, even with their rights at law. It ensures this right because "The LDB cites in the course of your articles, the importance of valuing the teacher, the importance of quality education and the role of the State". (SANTOS & MARTINS, 2012, P.41).

Now speaking of the students going to the outcome of the charge with the questionnaire, of which there was one question in particular that asked the student if he thought there was discrimination and prejudice at school.

Results charge with questionnaire

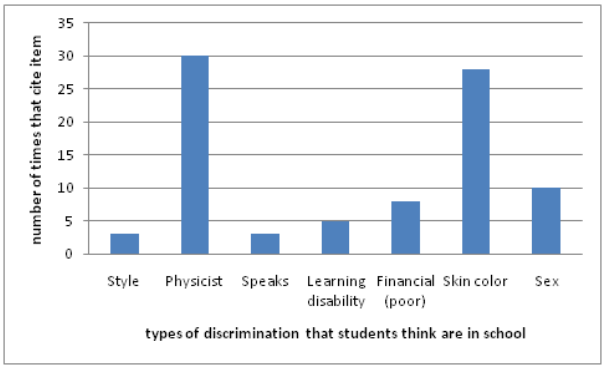


Figure 1: Data of authors

As we checked out were cited by students and various forms of discrimination or prejudice by fools reasons. The first being the physical type (fat, thin, tall, short, physical disabilities, visual impairment, etc.). In second place is the bias by skin color (black) .And third sex (gender and sexual orientation) .The others had little expressive values, however, deserve attention; they are: financial, learning difficulties, speech and style (manner of dress).

As we can see students believe there is discrimination and prejudice is significant. For this situation to improve all those responsible for the school were to review their roles and work of educators in combating these types of discrimination that cause pain and suffering to individuals who are victims of prejudice. The greatest difficulty will involve all teaching staff as well as make more students become interested in the topic. Regarding the activity many students showed no interest and declined to participate.

Graph of participants

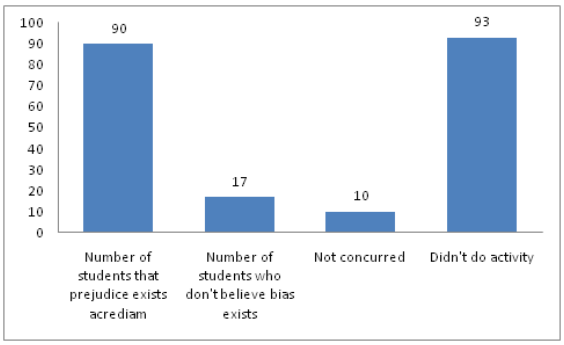


Gráfico2: authors' data

In the graph we can see that almost half did not do the activity, demonstrated lack of interest in the subject that is part of their lives. Of those who did most responded that they believe there is prejudice and discrimination. This significant value made us think: Will this is not happening because the directors did not work as required by law 10639/03?

We believe that yes it demonstrates that when it comes to education are all responsible. Here is a caveat that such a task for the school alone can not cope. The participation of everyone, including the family more interested in teaching and

learning as well as the formation of a citizen who knows how to respect their independent similar physical, skin color and gender is required.

6. FINAL REMARKS

This study examined the use and importance of law 10639/03 and showed a real picture of the situation of exclusion, racism and prejudice in our city, particularly in relation to black. The study of history of the colonization of America, especially in Brazil, suggests that inherited this conception of our European colonizers. But Nelson Mandela says that no one is born hating another person because of their skin pigmentation, or his background, or his religion, sexual orientation, etc. To hate, people need to learn, and they learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite. (SANTOS. Of B., Martins, P. L, 2012).

Thus, the pedagogical practice in the study of history and Afro-Brazilian and Indigenous culture gives each instant, and requires that school feeds a culture of peace based on tolerance, respect for human rights and the notion of citizenship shared by all Brazilians. Learning does not take place for speeches, but in everyday life in which some are no more different than others. (BRAZIL, 2012). It is noteworthy that the issue of equality refers to rights and duties, not encompassing religion sexual orientation, color, etc.

In our attempt to change this situation and create a positive integration in the construction and training of the educational process and national identity, the Brazilian government, through the MEC, resorted to various changes and modifications in the LDB 9394/96.

Concurrently, the government of Minas Gerais, through the SEE / MG created the BCC, whose curriculum included history of discipline both compulsory subjects, as suggested matters relating to anti-racist, anti-discriminatory and inclusive struggle towards the Indian and the black.

It is noticed that by itself, this action would not be enough to weed out this stain on our society, but it can be considered as a major step towards the awareness of the community, because after all, we live in one of the countries the intermingled world, so makes no sense living with this situation.

In this case, the challenge of the Manager is to manage the school unit redefining the differences, which allows for the excluded groups their full inclusion in both the educational system and in society, thus obtaining the formation of multiple identities, encompassing african-Brazilian and indigenous. The vision of the manager considering the facts that occur in school is important and assumes that it can help lessen the effects of discrimination.

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THE SCHOOL OF MANAGEMENT AND LAW 10639/03 IN EDUCATION

ABSTRACT

Introduction: This paper is the result of reflections on the role of blacks in Brazilian society and how is demand or not return for services rendered. And as the focus of this study seek to understand the extent to which politics promote or impede the fight against social inequalities. To analyze both the Law 10639/03. This changing provisions of Law of Guidelines and Bases of National Education, which made compulsory the teaching of History and Afro-Brazilian Culture in schools of basic education and establishing the date of November 20, the school calendar, as awareness day black (SANTOS AND MARTINS, 2012). Objectives: To interpret Article 26-A and 79-B of the law 10639/03 and understand the challenges of managing before this change. Methodology: A survey of school principals Monte Santo de Minas for this work, are you adding the reflections made in the Post School management was made. Results: The managers mostly have demonstrated little knowledge of the law. With changes in the LDB by Law 10639/03 are tools to overcome racial and social inequalities. All claims to bring in its core the search for real equality and human emancipation should be incorporated in the struggle to build new social relationships (ROCHA, 2006). Given the fact that the school is the depiction of society, it is up to the manager becomes aware of the law to make everyone become aware of the law.Conclusion: The need to inform managers and educators of the importance of Law 10639/03 for what is actually being put into practice in schools.

KEYWORDS: Racial discrimination; Social inequality; Education.

LA GESTION DE L'ÉCOLE ET LA LOI 10639/03 DANSL'ÉDUCATION

RÉSUMÉ

Introduction :cet article est le résultat des réflexionssur le rôle des noirs dans la sociétébrésilienne et comment y demandeouaucun retour pour services ne rendus. Etlebut de cetteétude a cherché à comprendredansquelle mesure les politiques favoriser ou entraverlaluttecontrelesinégalitéssociales. À lafoisanalyserlaloi 10639/03. Cela, changerlesdirectives de périphériquesetles Bases de l'éducationnationale, qui a renduobligatoirel'enseignement de l'histoire et laCulture afro-brésiliennedanslesécoles de l'enseignementfondamental et fixantla date du 20 novembredanslecalendrierscolaire,

commelejour de laconsciencenoire (Saints et MALIK.2012. Objectifs : d'interpréterl'article 26 et 79-B de laloi 10639/03 et comprennentlesenjeux de lagestion de cechangement. Méthodologie : une enquêteauprèsdesdirecteursdesEcoles de Monte Santo de Minas pourl'accomplissement de cetravail, enajoutantlesréflexions que vousavezeffectuéen poste danslagestion de l'école. Résultats : gestionnaires, s'estavéréspourlaplupartontpeu de connaissance de laLoi. Étant que leschangements de LDB Loi 10639/03 sontdesoutilspoursurmonterlesinégalitésraciales et sociales. Toutesréclamationsvousapporterdansvotrecœur, lapoursuite de l'égalitéréelle et de l'émancipationhumainedevraitêtreincorporéedanslaluttepourlaconstruction de nouvellesrelationssociales (ROCK. 2006). Compte tenudu fait que l'école est lareprésentation de lasociété, c'estau que gestionnaireprendconnaissance de laloi que tousconnaissentlaLoi. Conclusion : lanécessité d'informerlesgestionnaires et leséducateursl'importance de laloi 10639/03 c'est est effectivementmisesen pratique danslesécoles.

MOTS-CLÉS: Discrimination Raciale ; Inégalitéssociales ; Éducation.

LA ESCUELA DE ADMINISTRACIÓN Y LALEY 10639/03 ENEDUCACIÓN

RESUMEN

Introducción: Este trabajoesel resultado de reflexiones sobrelos negros enlasociedadbrasileña y cómo es la demanda o no cambio de losservicios prestados. Y a medida que el foco de este estudio tratará de comprenderel grado en que las políticas promueven o dificultanla lucha contra las desigualdades sociales. Para analizar tanto laLey 10639/03. Este cambio previsto enlaLey de Directrices y Bases de laEducación Nacional, lo que hizoobligatorialaenseñanza de la Historia y Cultura Afro-Brasileñaenlasescuelas de educación básica y elestablecimiento de la fecha de 20 de noviembre, elcalendario escolar, como día de laconciencia negro (SANTOS Y MARTINS, 2012). Objetivos:interpretar artículo 26-A y 79-B de laLey 10639/03 y entiendenlosdesafíos de lagestión antes de este cambio. Metodología: Una encuesta de directores de escuelas de Monte Santo de Minas para este trabajo, se leagrególas reflexiones realizadas enlagestión se hizolaEscuela Publica. Resultados: Los administradores de lamayoríahan demostrado pococonocimiento de laley. Conloscambiosenla LDB por laLey 10639/03 sonherramientas para superar las desigualdades raciales y sociales. Todos los reclamos para que ensu núcleo labúsqueda de laigualdad real y laemancipación humana deben ser incorporados enla lucha por construir nuevas relaciones sociales (Rocha, 2006). Dado: laescuela es larepresentación de lasociedad, es hasta el gerente se da cuenta de laley para que todo el mundo tieneconocimiento de lei.Conclusão: La necesidad de informar a los administradores y educadores de laimportancia de laLey 10639/03 que se va a colocar enrealidadenprácticaenlasescuelas.

PALABRAS CLAVE: Discriminación racial; Desigualdad social; Educación.

A GESTÃO ESCOLAR E A LEI 10639/03 NA EDUCAÇÃO

RESUMO

Introdução: Este trabalho é resultado de reflexões sobre o papel do negro na sociedade Brasileira e de como está procura ou não retribuir pelos serviços prestados. E como foco deste estudoprocuramos entender em que medida as políticas favorecem ou obstaculizam a luta contra as desigualdades sociais. Para tanto analisamos a Lei 10639/03. Esta, alterando dispositivos da Lei de Diretrizes e Bases da Educação Nacional, que tornou obrigatório o ensino da História e Cultura Afro-Brasileira nos estabelecimentos de ensino de educação básica einstitui a data de 20 de novembro, no calendário escolar, como dia da consciência negra (SANTOS E MARTINS,2012). Objetivos: interpretar o artigo 26-A e 79-B da lei 10639/03 e entender os desafios do gestor diante desta mudança. Metodologia: Foi feita uma pesquisa com diretores das escolas de Monte Santo de Minas para a realização deste trabalho, somando a estás reflexões realizadas na Pós em Gestão escolar. Resultados: Os gestores, em sua maioria demostraram ter pouco conhecimento da lei. Sendo que as alterações na LDB pela Lei 10639/03 são ferramentas para a superação dasdesigualdades raciais e sociais. Todas as reivindicações que tragam em seu cerne a busca pela igualdade real e pela emancipação humana devem ser incorporadas na luta para a construção de novas relações sociais (ROCHA,2006). Diante do fato que a escola é a representação da sociedade, cabe ao gestor tomar conhecimento da lei fazer com que todos tenham conhecimento da lei.Conclusão: A necessidade de informar gestores e educadores da importância da Lei 10639/03 para que está seja realmente colocada em prática nas escolas .

PALAVRAS-CHAVE: Discriminação racial; Desigualdade social; Educação.