

THE SUPERVISION OF TEACHING AS AN INDUCTOR OF THE STRENGTHENING IN THE CONTINUING EDUCATION OF EDUCATION PROFESSIONALS OF THE SÃO PAULO STATE PUBLIC NETWORK

A SUPERVISÃO DE ENSINO COMO INDUTORA DO FORTALECIMENTO NA FORMAÇÃO CONTINUADA DOS PROFISSIONAIS DA EDUCAÇÃO DA REDE PÚBLICA ESTADUAL PAULISTA

LA SUPERVISIÓN DE LA EDUCACIÓN COMO INDICADOR DE FORTALECIMIENTO EM LA FORMACIÓN DE LOS PROFESIONALES DE EDUCACIÓN PÚBLICA DEL ESTADO PAULISTA

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ABSTRACT: The paper aims to investigate the contribution of the teaching supervisor when analyzing the importance of its action and to what extent it provokes in education professionals a reflection on the proposal of continuing education offered by the São Paulo State Public Network. It is a discussion aimed at apprehending and analyzing the challenges posed to the teaching supervisor in the management of continuing education for education professionals of this public network. It is concluded that the challenges of the supervisory action in the formation of education professionals can contribute to improving the quality of education offered to students in public schools, since access to and permanence in public schools have already been guaranteed almost in its entirety and can strengthen the offer of a school with higher quality teaching.

KEYWORDS: Teaching supervision. Continuing education. Education professionals.

RESUMO: O artigo tem por objetivo investigar a contribuição do supervisor de ensino ao analisar a importância da sua ação e em que medida provoca nos profissionais da educação reflexão da proposta de formação continuada oferecida pela Rede Pública Estadual Paulista. Trata-se de uma discussão com vistas apreender e analisar os desafios postos ao supervisor de ensino na gestão de formação continuada aos profissionais da educação desta rede pública. Conclui-se que os desafios em voltas da ação supervisora junto a formação dos profissionais da educação pode contribuir para a melhoria da qualidade de ensino oferecido aos alunos das escolas públicas, uma vez que ao acesso e permanência na escola pública já foram garantidos quase em sua totalidade e pode fortalecer o oferecimento de uma escola com mais qualidade de ensino.

PALAVRAS-CHAVE: Supervisão de ensino. Formação continuada. Profissionais da educação.

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RESUMEN: *El artículo tiene como objetivo investigar la contribución del supervisor docente al analizar la importância de su acción y en qué medida provoca en los profesionales de la educación la reflexión sobre la propuesta de educación continua que ofrece la red pública estatal de São Paulo. Es una discusión dirigida a comprender y analizar los desafíos planteados al supervisor de la enseñanza en la gestión de la educación continua para los profesionales de la educación de esta red pública. Se concluye que los desafíos que rodean la acción de supervisión con los profesionales de la educación pueden contribuir a la mejora de la calidad de la educación ofrecida a los estudiantes de las escuelas públicas, ya que el acceso y la permanencia en la escuela pública estaban casi garantizados y puede fortalecer la provisión de una escuela de mayor calidad.*

PALABRAS CLAVE: *Supervisión docente. Educación continua. Profesionales de la educación.*

Introduction

The supervision of teaching of the São Paulo State Public Network acts through several actions to know: in visits to schools supervises, supervises and at the same time providing corrections of administrative and pedagogical failures, evaluates under penalty responsibility. It also offers advice, monitors, guides, evaluates and controls the educational processes implemented in the different instances by the state public network of São Paulo. Another significant contribution of this professional is to conduct studies and research, give opinions and propose actions aimed at the development of this network, as established in Article 74 - Decree No. 64,187/2019.

This contribution of this teaching supervisor is due to the fact that today, in providing the training conditions of education professionals (management team and teaching staff) as well as the conditions of their own training - initial and continued, to also meet the demands that the world of information and knowledge presents to us as challenges.

Learning time. Whether for a longer time in school, or by experiences that answer the questions posed by life, school, the learning of both teachers and students gains in quality if the material, human and symbolic structure is coherently articulated for the production of a social quality of education (PRADO, 2009, p. 47)³.

³ Sentence extracted from the short course - 6 Elementary School of nine years: curriculum and learning expectations - PRADO, Guilherme do Val Toledo - VII Symposium of the Laboratory of Educational Management -LAGE, held on May 23, 2009, Campinas, SP:FE/UNICAMP.

In this perspective, this article aims to investigate the contribution of the performance of the teaching supervisor⁴, to analyze the importance of this performance as in school visits⁵ related to state schools, in the context of the Regional Teaching Boards, which make up the São Paulo State Public Education Network, in order to provoke education professionals (direction, vice direction, pedagogical coordinator and teachers) the reflection of the proposal of continuing education provided by this network⁶, triggered from the change with the Official Curriculum of the State of São Paulo established with the purpose of improving the quality of the teaching offered as well as in the care of the student body.⁷

Analysis of the contribution of public policies

For our discussion it is relevant to consider the rediscovery of education in the public policy agenda in recent years and which is inserted in the context of restructuring of capitalist society, resulting from the globalization of the economy and the dissemination of knowledge. The continuous modernization process points to the redirection of the role of the school and its social function (VIEIRA, 2001).

In this sense, we add the concern with the monitoring and the conditions of:

[...] quality to be considered as analytical and political reference regarding the improvement of the educational process and also the consolidation of mechanisms of social control of production, the implementation and monitoring of educational policies and their results, aiming to produce a school of socially referenced quality (DOURADO; OLIVEIRA, 2009, p. 207).

To better understand the directions outlined for the educational reforms undertaken in recent years, it is worth mentioning the main facts that marked the international educational debate: World Conference on Education for All (1990), New Delhi Conference (1993), Main Education Project of Latin America and the Caribbean (1996).

⁴ System Supervisor: in the search for a construction of a flexible archetype suitable in its contribution to and in the continuous training of education professionals (management team and faculty).

⁵ As established in Complementary Law No. 744, of 28 December 1993, article 9(I) it is for the education supervisor to exercise, by means of visits to educational establishments, the supervision and supervision of school units included in the work sector assigned to him, providing the necessary technical guidance and providing for the correction of administrative and pedagogical failures, under penalty of responsibility.

⁶ Progestão, TICs, Lyrics and Life, Read and Write Program, Knowledge School, Network High School, REDEFOR Program among other courses as well as the training offered in the Regional Teaching Boards by the Pedagogical Workshop and Teaching Supervision or courses offered in partnerships with universities.

⁷ Considering the role of the public servant as being the one who serves the other and this service with quality and also with projection of positive learning result, especially for the student.

However, the watershed milestone was the World Education for All conference, held in Jomtien, Thailand, in March 1990, under the sponsorship of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Bank (IBRD).

According to Sander (1995) this conference summarized the political-pedagogical consensus adopted by governments in recent years in the sense of commitment to the universalization (equity) of quality basic education for all.

In this perspective, Casassus (1995) points out that the 1990s were marked by extensive reform in the public sector, aiming at re-examining the role of the State, with emphasis on public management. In the educational sector, the decentralization of school management appears as a strategy for the reforms of educational systems, aiming at improving the quality of education.

In this regard, Libâneo (2008) considers that educational policies have focused on school as a basic unit and space to achieve the objectives and goals of the educational system, because:

Educational policies at the international level undergo intense changes, aiming to adjust them to the demands of the current phase of capitalism, according to the needs and realities of each country. The order is to tune the educational systems to the neoliberal model. The tendency of educational reforms is to reaggregate education to the economy, in a modified version concerning what education economists proposed from the 1950s on a called "theory of human capital" (LIBÂNEO, 2008, p. 241).

Thus, the Brazilian educational policy, from the second half of the 1980s, was oriented towards changes in management standards, with emphasis on decentralization, aiming to provide municipalities and/or school units with autonomy, with the objective of raising the standards of effectiveness and efficiency that could guarantee an effective educational action, that is, to ensure the permanence and acquisition of basic learning to most students (CABRAL, 1997).

The continued training of education professionals in the management of the São Paulo State Public Network

In accordance with this moment of Brazilian education, in the Education Management of the State of São Paulo, since 1995, there was a broad educational reform defined with emphasis on three fundamental axes: organizational rationalization, changes in management standards, with emphasis on the decentralization and deconcentration of decision-making

power for local agencies and school units and improvement of the quality of education (NEUBAUER, 1996).

The set of proposed measures and actions implemented in the period in question constituted an impact for school management, because the changes were profound, requiring a rethinking of the school from the concepts of teaching-learning, evaluation processes and especially, to direct the school unit to achieve the objectives of building students' learning.

In line with the process of implementing the educational reform triggered since 1995 by the São Paulo State Public Network, the school director and the teaching supervisor participated in a series of actions aimed at continuing education for managers of the state public education system.

Thus, in 2000, the Management Circuit was implemented, a program created with the objective of strengthening education leaders, through continuing education for managers of the São Paulo State Public Network, expressing a political will to institutionally strengthen the success of the democratic and inclusive school.

This program was established from a project of the Management Training Center, implemented by this public network, in the management of secretary Professor Rose Neubauer, under the coordination of educator Raquel Volpato Serbino. Nine Centers for The Training of Managers (CENFORGEST) were installed in several cities in the interior (Bebedouro, Botucatu, Ilha Solteira, Monte Aprazível, Osvaldo Cruz, Porto Ferreira, Registro, Santa Cruz and São Vicente). The courses were taught in the form of modules, starting in August 2000.

In the management of Professor Gabriel Chalita, closed the Circuit Management Program, the Distance Training Program for School Managers – Progestão began in 2004. The program aimed to "train leaders committed to the construction of a democratic management project focused on the school success of students in public elementary and high schools".

Unlike the Management Circuit, in which school principals moved to the various training centers, the system adopted by Progestão was the centralized training of tutors (system supervisors) and then decentralized, for school principals and system supervisors, in the Regional Boards of Education. Another data was that this program is constituted in partnership with CONSED and other Departments of Education.

In 2005, a São Paulo State Public Network in partnership with the State University of Campinas - UNICAMP, concomitant with Progestão, offered school principals, teaching supervisors and teaching leaders the Specialization Course in Educational Management, semi-face-to-face, to be closed in 2006.

In the first half of 2010, The São Paulo State Public Network, in partnership with FUNDAP, offered school principals the PDG Education: School Management and Educational Policy, semi-face-to-face, in the Regional Boards of Education and having as tutors of this course the teaching supervisors.

In the second half of 2010, the São Paulo State Public Network in agreement with USP, UNESP and UNICAMP began registration for REDEFOR – São Paulo Network Teacher Training Program; sixteen specialization courses, thirteen in curriculum disciplines and three management courses scheduled. The courses were offered in the distance modality and have face-to-face meetings.

However, the denoted aspects of the characteristics of what is a good schooling are not visible in the external evaluations that occurred in the São Paulo network, such as in the results of SARESP and SAEB. It can be affirmed that continuing education programs have not been materialized in the official education of São Paulo, whose problem lacks research on the perspective learned from the actors of this process.

Concerning the diagnosis, the excessive emphasis on the inefficiency of the State made it even more the focus of criticism and mischaracterization of its regulatory role in the public education system, not allowing them among other variables to be considered in the process.

Regarding the prognosis, it is perceived that the policies implemented post-95 to ensure access and improvement of the quality of education, reflected on the regime of continued progression, in a series of problems related to learning deficits that the School Performance Assessment System of the State of São Paulo - SARESP identified.

The importance of supervisory action as an inducer of the strengthening of education professionals of the São Paulo State Public Network

Hence one can think of the relevance in the performance of the teaching supervisor, in advising the schools and to achieve the objective in accordance with the Special Instructions SE – 3, of 11-4-2008⁸, which defines supervisory action as being "the contribution of the teaching supervisor to the improvement of the work developed by the school: teachers and managers" as well as "identify the needs of continuing education of the school team of state schools, seeking, in an articulated way, to subsidize the work developed by the pedagogical workshop and teachers - coordinators".

⁸ This document that governed the Public Competition of Proof and Titles, to provide 372 positions of supervisor of teaching of SEE / SP, in 2008.

Since the supervising years, under the name of School Inspection, there is in the state education system of São Paulo, in a systematic way and with a characteristic of mediator between the school and higher administration of education, in continuity with the inspection tasks of school groups of the previous decade that were being expanded (APASE, 2004).⁵⁰ a

In 1978, with Complementary Law 201/78, the School Inspector was called Teaching Supervisor. In addition to the nomenclature of teaching supervisor it is significant to emphasize its field of action that represents the candidate and executor of educational policies is, at the same time, an element of articulation and mediation between these policies and the pedagogical proposals developed in each of the schools, performing, in the education system, the functions of advisory, monitor, guide, evaluate and control educational processes as well as seek, together with school teams, solutions and ways appropriate to pedagogical improvement and consolidation of school identity (APASE, 2004).

In state legislation, Decree No. 64,187/2019, which provides for the reorganization of Education, reinforces the attributions of the teaching supervisor in article 74 to act articulately with the pedagogical nucleus in the preparation of its work plan, guidance and monitoring the development of actions aimed at improving the teaching performance and performance of students, in view of the real needs and possibilities of schools.

Therefore, the primary function of the teaching supervisor is effective in practice, when this professional manages to legitimize himself as one of the fundamental leaders for the development of educational policies and consolidation of pedagogical proposals of schools (APASE, 2004).

Thus, in participatory school management, the challenges and conflicts, put to the supervisor of teaching, indiscipline, violence, scarcity of human and material resources, age and grade gap, evasion, repetition, among others are examples of the problems and challenges that supervision faces in guiding the possibilities of solving the problems diagnosed in each school, which has its identity, even as part of a network.

Another guiding principle of the supervisory action is based on analyzing the Education Development Index of the State of São Paulo (IDESP)⁹ of school units, performing regular

⁹ The IDESP (Education Development Index of the State of São Paulo) is a quality indicator of the initial (1st to 4th grades) and final (5th to 8th grades) of elementary and high school. In the evaluation of the quality of the schools made by the IDESP, two complementary criteria are considered: the performance of the students in the SARESP exams and the school flow. The IDESP has the role of dialoguing with the school, providing a diagnosis of its quality, pointing out the points in which it needs to improve and signaling its evolution year by year (SEE/SP, 2008).

monitoring in schools as well as identifying needs for continuing education for all members of the school team.

This analysis requires a participatory supervisory action with the school board and, together, they can propose alternatives for solving problems through the valorization of collective work aiming at a supervision at the service of quality teaching. For Muramoto (2009, p. 2) it translates into "a school of quality right of all, became, therefore, at the same time, a question of didactic-pedagogical, technical-administrative and legal, socioeconomic and political-cultural nature".

It is worth highlighting another action, to the teaching supervisor, when regularly making visits to schools, participate in meetings with school members, management team¹⁰ and teaching staff, seeking, in partnership with them, more appropriate ways of improving school work and consolidating school identity, "a permanent process of reflection-action-reflection-new action [...] building a reinvent every day, one reflecting every night" (LUCCHESI, 1999, p. 120).

It is believed that in the process of defining the roles of educational agents, to act in this society, it is necessary to guide the teaching supervisor as a mediator in the construction of the school's identity and also to request the São Paulo State Public Network continued training to teachers via partnerships with universities and or training offered by the pedagogical workshop to the teacher – coordinator of each school unit that will be the multiplier for the teachers at your school.

The change of school routine in discussions or (re)orientations in which the teaching supervisor participates with the management team and teachers in each school unit cannot occur only with and for dialogue, because:

Dialogue is always a very accepted word, but little practiced. Participating is another very well-spoken word, very applauded and extremely benefited. But it is very difficult to achieve what we aspire to with these concepts. It is difficult to live together, divide, accept the opinions and decisions of others, especially when we recognize that we are heirs to an authoritarian culture and tradition (NUNES, 2009, p. 36).

Based on the criticism, presented by Nunes (2009), it becomes of fundamental importance to think about actions that seek to face the problems of a democratic school.

The teaching supervisor can and should, in our view, propose the (re)planning of the school to redirect the actions in decision making, in accordance with the situation of each school

¹⁰ Management team consisting of the director, deputy director and pedagogical coordinator.

unit and also indicate to the state public network of São Paulo which training the school education professionals need to act in the daily life of the public school. This means placing reality in the broader context of the democratization of teaching and Brazilian society itself, assuming the formation of the educator in service as a means and not as an end in itself.

In view of the above, based on the knowledge provisionally constructed during our academic career, allied to our professional trajectory as public servants of this São Paulo State Public Network, reflecting the performance of the teaching supervisor in coping with the school routine represents a contribution and a great challenge in the assertive orientation of education professionals.

Although the issue of in-service training is so present today, it requires a reflective thought of the teaching supervisor about the difficulties and dilemmas faced by the contemporary educator. It should be understood as a "[...] including search, research and research operations [...]" (DEWEY, 1959, p. 14) referring to the construction of its role in society, as well as its participation in the sociocultural context that involves the school universe.

Final considerations

Finally, we believe it is relevant to investigate the contribution of the teaching supervisor's performance by analyzing the importance of this performance by provoking reflection in education professionals of the proposal of continuing education offered by the São Paulo State Public Network.

In this perspective of action, the re(action) of the teaching supervisor in the guidance of education professionals to improve the pedagogical practice, for this to occur it is pertinent to rethink the educational policies implemented for this purpose, because training like this will go through various dimensions of school culture, as defined by Dominique Julià (1993, p. 1):

A set of norms that define the knowledge to teach and the conduct summation of a set of practices that allow the transmission of this knowledge and the incorporation of these behaviors, knowledge and practices are ordered according to the purposes that may vary according to the times, religious, sociopolitical or simply socialization purposes. Norms and practices cannot be analyzed without taking into account the professional staff, the agents who are obliged to comply with these standards and, therefore, to put into work the pedagogical devices in charge of facilitating their application, that is, teachers.

Dominique Julià (1993) reinforces the idea of the educator knowing the school context, that is, the school culture in fact and acting as an education professional. Hence the importance

of the education supervisor to offer training to education professionals as demonstrated by LDB/96 and some studies on teacher training and pedagogical practice.

It is concluded that the challenges concerning the supervisory action with the training of education professionals can contribute to the improvement of the quality of teaching offered to students in public schools, since access to and permanence in public schools have already been guaranteed almost in its entirety and can strengthen the offer of a school with more quality of teaching.

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