

THE POLITICAL TENDENCY OF THE NATIONAL COMPETENCE MATRIX FOR SCHOOL PRINCIPALS AND THE BIRTH OF A SOCIOPOLITICAL PROPOSAL

A TENDÊNCIA POLÍTICA DA MATRIZ NACIONAL DE COMPETÊNCIAS PARA DIRETORES ESCOLARES E O NASCIMENTO DE UMA PROPOSTA SOCIOPOLÍTICA

LA TENDENCIA POLÍTICA DE LA MATRIZ NACIONAL DE COMPETENCIAS PARA DIRECTORES ESCOLARES Y EL NACIMIENTO DE UNA PROPUESTA SOCIOPOLÍTICA

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ABSTRACT: This article problematizes the approval of the resolution project draft of the National Competency Matrix for School Principals by the National Council of Education (CNE in Portuguese) and criticizes the managerial conceptions that underlie the construction of the proposal awaiting approval by MEC [Ministry of Education]. The general objective is to demonstrate the antagonistic project of professional formation that can materialize with the resolution's approval. Based on this criticism, it is intended to present a proposal for a content matrix for the formation of school directors and coordinators. As specific objectives: (i) to demonstrate the neoliberal elements present in the National Matrix and its commitment to the managerial management model, of a business nature (ii) to discuss the epistemological orientation that underlies the document (iii) to present a proposal for a content matrix for the formation of directors and coordinators of the municipal education network of Londrina, one which is centered on the sociohistorical formation. The study was based on the development of bibliographic research and documentary analysis. It is concluded that the document prepared by the MEC has a political orientation focused on neoliberalism and, in the field of knowledge, on the Epistemology of Practice. Therefore, it does not meet the formative needs for the exercise of the function in school management and, thus, the implementation of a new formation agenda, one whose center is fixed on sociopolitical formation, is urgent.

KEYWORDS: Democratic management. National competency matrix. Managerialism. Neoliberalism.

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RESUMO: Este artigo problematiza a aprovação do projeto de resolução da Matriz Nacional de Competências para Diretores Escolares pelo Conselho Nacional de Educação (CNE). Tem como objetivo geral demonstrar o projeto de formação de diretores escolares direcionado pela resolução em questão. Como objetivos específicos pretende: (i) demonstrar os elementos neoliberais presentes na Matriz Nacional e o seu compromisso com o modelo de gestão gerencial; (ii) discutir a orientação epistemológica que fundamenta o documento; (iii) apresentar uma proposta de matriz de conteúdo para a formação de diretores e coordenadores. O estudo pautou-se no desenvolvimento de pesquisa bibliográfica e análise documental, como instrumentos metodológicos. Conclui-se que o documento elaborado pelo MEC tem orientação política voltada ao neoliberalismo e, no campo do conhecimento, à Epistemologia da Prática, portanto, não atende as necessidades formativas para o exercício da função na gestão escolar. Finaliza-se com uma possível alternativa de matriz formativa centrada na formação sócio-histórica.

PALAVRAS-CHAVE: Gestão democrática. Matriz nacional de competências. Gerencialismo. Neoliberalismo.

RESUMEN: Este artículo discute la aprobación del proyecto de resolución de la Matriz Nacional de Competencias para Directivos Escolares por parte del Consejo Nacional de Educación (CNE) y hace una crítica a las concepciones gerencialistas que sustentan la construcción de la propuesta que espera ser aprobada por el MEC. El objetivo general es demostrar el proyecto antagónico de formación profesional que puede materializarse con la aprobación de la resolución. Se pretende, a partir de la crítica, presentar una propuesta de matriz de contenidos para la formación de directores y coordinadores escolares. Como objetivos específicos: (i) demostrar los elementos neoliberales presentes en la Matriz Nacional y su compromiso con el modelo de gestión gerencial, de carácter empresarial; (ii) discutir la orientación epistemológica que fundamenta el documento; (iii) presentar una propuesta de matriz de contenidos para la formación de directores y coordinadores, de la red municipal de educación de Londrina, centrada en la formación sociohistórica. El estudio se basó en el desarrollo de la investigación bibliográfica y el análisis de documentos. Se concluye que el documento elaborado por el MEC tiene una orientación política dirigida al neoliberalismo y, en el ámbito del conocimiento, a la Epistemología de la Práctica, por lo que no responde a las necesidades de formación para el ejercicio de la función en la gestión escolar, por lo que es urgente implementar una nueva agenda de formación cuyo centro se establezca en la formación sociopolítica.

PALABRAS CLAVE: Gestión democrática. Matriz nacional de competencias. Gerencialismo. Neoliberalismo.

Introduction

In recent decades, many studies on school management have shown how Brazilian schools have been influenced by Managerialism developed from the 1980s, more specifically with the Reform of the State Apparatus of the 1990s. These studies have discussed the implications of Managerialism in Education, in particular, in school organization, teacher

training, and the work of the school principal. (PARENTE, 2017; ARAÚJO; CASTRO, 2011; SHIROMA, 2018; LAVAL, 2004).

The insertion of business principles in Education, through the managerial management model, has stimulated the development of a "management pattern" associated with debureaucratization, flexibility, initiative, innovation, equity, and decentralization, which reflect a project of Education for capital. Thus, in order to modernize the school, it has gone through a process of mutation that has affected not only its "organization, but also its values and purposes" (LAVAL, 2004, p. 189, our translation). The neoliberal educational reforms, on a global scale, are loaded with a utilitarian ideology "[...] which refuses any form of culture that is not governed by utility, performance, efficiency, by a measurable application" (LAVAL, 2004, p. 309, our translation).

Considering the advance of neoliberal policies in the area of education, this study is based on the following problem: what is the project of training school principals that can materialize with the approval of the Resolution of the National Competency Matrix for School Principals by the National Council of Education (CNE)?

From the analysis of the draft resolution of the National Matrix of Competencies for School Principals approved by the National Council of Education (CNE in the Portuguese acronym), we aim to: demonstrate the neoliberal elements present in the National Matrix and its commitment to the managerial management model, of a business nature; discuss its epistemological orientation and present a proposal for a matrix of content for the training of principals and coordinators of the municipal school system of Londrina-PR, centered on social-historical training.

Given the contradictions and antagonisms present in the Draft Opinion and Draft Resolution of the National Competency Matrix for School Principals (BRASIL, 2021a) and in the Opinion CNE/CP nº04/2021 that establishes the National Common Competency Base for School Principals (BRAZIL, 2021b), prepared by the Ministry of Education (MEC) and approved by the National Education Council (CNE), we propose a reference matrix for the training of school principals and coordinators, of a socio-historical nature.

The interest in listing the essential knowledge to be addressed in the training of the subjects that lead the school management process occurred partly as a need to organize training agendas in the context of continuing education for the municipal school system of Londrina, but also as a denial of the managerialist matrix developed by the MEC.

The experience developed in Londrina-PR guided the construction of a new training proposal in the area of school management. Since 2014 the Municipal Secretariat of Education

has developed a policy of continuing education for school principals and pedagogical coordinators through the School of Managers, implemented by Municipal Decree No. 1.114/2014 (LONDRINA, 2014). Since then, a professional development project has been developed with a training agenda focused on the acquisition of scientific knowledge, because it is understood that the school organization cannot be understood apart from the theoretical production of the area historically built. Therefore, as a central concern, continuing education cannot be dissociated from the social, political, and historical context in which it is inserted. For us, training is conceived as a space for reflection on the relationship between theory and practice of school work, aspects that do not exist autonomously, but intertwine mutually. Thus, any orientation or formative proposal in the educational field that is not based on the perspective of praxis (practice to be transformed by the appropriation of the elements of reality) is allied to the societal project of the capital, because it does not instrumentalize for the knowledge and transformation of reality, but for the perpetuation of the current hegemonic economic and political model.

Methodology

This study was based on bibliographic research and document analysis as methodological instruments. We started by analyzing the National Competency Matrix for School Principals approved by the National Council of Education (CNE), as well as the open letter from the National Association for Educational Policy and Administration (ANPAE in the Portuguese acronym) and other documents. The reflections were based on discussions developed by theoreticians dedicated to the theme.

This national matrix has served as a reference for the design of programs of director training throughout the country, which reveals the conceptions and expectations surrounding the function of school director. On the other hand, the experiences with the training of school principals has created conditions and possibilities for mapping the knowledge/content to be prioritized during the continuing education of these professionals. With this, over the years, a training project was being built, prioritizing school management as a field of research and knowledge.

In resistance to the MEC's matrix, we opted to produce a training matrix coherent with the ideals and conceptions that we defend, without losing sight of the historical character of management, that is, its possibilities of renewal and change.

Next, the text discusses the political and epistemological orientation of the matrix, followed by a training proposal of a sociopolitical nature.

The political orientation of the approved matrix

The matrix already approved by the CNE, if approved by the MEC, will become the reference for training programs and selection of school principals.

Explicitly consistent with the capitalist societal project, this document expresses the neoliberal conceptions present in educational policies, which have been manifested since the 1990s in Brazil, motivated by the New Public Management (NPM) ideals. This new conception originated in an international movement for the reform of the State apparatus, which initially occurred in Europe and the United States and spread worldwide, justified by the belief in the supremacy of the managerial model for the establishment of mechanisms of excellence in public management.

From this decade on, governments have made a vigorous effort to implement public policies aimed at consolidating this new way of thinking about public administration. In this context, NPM emerged as a successful alternative for overcoming the bureaucratic management model, considered an obstacle to modernization of the State. In order to combat the evil results of the bureaucratic model in the public sector, the new management model is presented as the prodigious solution for eliminating the crisis of the state. Bresser Pereira (1999, p. 6, our translation) affirms that Managerial State Reform "[...] is a new historical phenomenon that has gained strength in recent decades, when people began to perceive that one of the reasons for the current fiscal crisis of the State was the structural inefficiency of the bureaucratic public administration.

As a solution to overcome the bureaucracy established in the public sector, the new management model represents the promise of an end to the "apartheid" that separates the public sector from the efficiency of the private sector. Incorporated into the ideology of public management, the new managerial structure is presented as a model to be followed, also in the educational sphere. Thus, principles and practices adopted in the private sector (managerialism) are incorporated as a reference for school organization.

It is noteworthy that although the aforementioned document dates back to 1999, that is, it was written during the height of the Cardoso government, the neoliberal perspective impregnated in this document remains rooted in subsequent governments, as well as today. Thus, it is under this conceptual foundation that the matrix elaborated by the MEC is sustained.

Its theoretical bases are supported by a managerial and pragmatic conception, based on guidelines from international organizations, especially the Organization for Economic Cooperation and Development (OECD) and UNESCO, bodies that disseminate recommendations to educational systems.

These organizations, backed by their neoliberal-based conceptions, give the school a mercantile character, sometimes reinforcing education for a human capital, aiming at standardized training, through content control and fragmentation of the singularity of communities and subjects, often aiming at education as a market slice to be conquered and exploited. As pointed out, the mercantile character is conferred to the school, that is, to all who constitute it: students, teachers, principals, pedagogical coordinators, and related employees. Thus, the present matrix seeks to level a standard and sharpen the 'differential', because, as Frigotto (2011, p. 251, our translation) states, "For the market there is no society, there are individuals in competition. And for the world of flexible accumulation, there is no place for everyone, only for those considered most competent, those who pass through the meter that measures the fleeting time of the commodity and its realization".

With a position contrary to the approval of the matrix prepared by the MEC, the National Association of Education Policy and Administration (ANPAE) and other academic organizations expressed, in an open letter, the antagonisms and contradictions present in the document, which diverge from the premises defended by such institutions in reaffirming the need for a national policy of training education professionals and valuing the teaching profession.

The letter criticizes the dismantling of public education policies that has taken place since Michel Temer took office as President of the Republic, a period in which he implemented measures and subordinated governmental bodies and institutions to neoliberal perspectives. Among the numerous points cited by ANPAE, we highlight the revocation of the decree appointing new councilors for the CNE, the body responsible for defining, monitoring and evaluating education policies, and the change in the coordination and structuring of the National Education Forum (FNE), responsible for monitoring and evaluating the PNE 2014-2024, with the exclusion of scientific entities and associations and the inclusion of representatives from the private sector (ANPAE, 2021).

In this scenario, the CNE and the FNE, instances of control and social participation, originally created for the implementation of the principle of democratic management, deform their interests as a result of the interpenetration of capital interests. Thus, in relation to the matrix, the CNE's favorable position was not surprising.

The epistemological orientation of the approved matrix

The document concentrated its efforts on the defense of competencies and skills for the work of the school principal, constituting a promise of a parameter for initial and continuing education policies, with regard to the processes of choice, monitoring and evaluation of the principal. The Resolution not yet approved by the MEC (but already approved by the CNE) is in line with target 19 of the National Education Plan 2014-2024 (PNE), which advocates technical criteria of merit and performance and the development of courses and programs to train school principals.

The draft opinion of this matrix points to the need for the principal to be a gifted leader. Resorting to the definition of this term in different dictionaries, the adjective the word skillful is presented as an explanation of the adjective. It is evident here the concern emanating from the regulatory agencies of education in shaping the figure of the principal to a skilled individual, i.e., there is an inherent concern with the know-how present in the aforementioned document. It is also worth noting that in some contexts the term skilled may be synonymous with trained. With emphasis on competencies and skills, the matrix does not consider the specificities of the historical, social, pedagogical, and institutional field, typical of the management of educational institutions, therefore, it presents itself with dangerous reductionism and limitations that are justified by the theoretical approach taken.

Every theoretical body reveals a conception about knowledge, that is, an understanding of the relationship between the subject that learns and the object to be known. The document prepared by the MEC points to roots in the Epistemology of Practice, which advocates the introduction of "knowledge" for the development of tasks, which is relevant because it enables the presentation of immediate (and "epidermic") answers to everyday problems. The instrumental utility of this approach reduces the exercise of the knowledge assimilation process to the field of practical experience.

In positioning itself in defense of "management practice," it announces the disqualification of the act of thinking in this area, which reveals a failure to understand school management as a social phenomenon and a field of scientific knowledge. The document presents a predominantly pragmatic conception of management, since the competencies are always "associated with the subject's ability to perform satisfactorily in real situations, mobilizing cognitive and socio-affective resources. In this sense, in any approach the corollary is: competence is inseparable from action" (RAMOS, 2011, p. 66, our translation).

The transposition of the competencies for the design of a training project for school principals, oriented to the performances expected in certain situations, points the centrality in the dimension of action and not cognition. The competencies rest on the domain of tacit knowledge and not on historically constructed knowledge.

It is fundamental to understand the limits of this document. The professional training project explicit in the matrix points to the development of a behavioral profile in school management, ignoring aspects of academic-scientific training. The proposed training itinerary is close to formulations adopted in the business sector, such as leadership concepts, development of a systemic and strategic vision, a favorable climate for development, team management, support for people, good communication, and knowing how to deal with conflicts. The competencies listed in the matrix disregard the school as a social and historical institution, and do not include the study of intra- and extra-school conditions. The matrix directs the training of principals towards a managerial profile, which is not in dialogue with the critical and democratic perspective resulting from social struggles and established in legislation, such as the Federal Constitution of 1988 and the Law of Directives and Bases of 1996, nor with the training perspective advocated in this article.

Proposal for socio-political training

Contradictory to this business-oriented model, we present a matrix scope that can become a reference for the definition of the menus of continuing education programs for principals and educational coordinators. The theoretical deepening allows us to reveal the object beyond its immediacy.

In dealing with education, Mézsáros (2007) reinforces the need for social transformation in order to leave the logic of education for capital, especially because he considers it unlikely that in the face of this market logic, in which education is immersed, intentional policies for the emancipation of the school will emerge. The author stresses that in the educational field, solutions "cannot be formal; they must be essential. In other words, they "must embrace the totality of educational practices of established society" (MÉZSÁROS, 2007, p. 207, our translation).

Breaking with the model of education at the service of capital requires practices that give back to the school its essentially educational nature. In this sense, the appropriation of knowledge can resize the role of the school, and for this reason, a formative matrix that

prioritizes contents for action and decision making in management is necessary. To understand the path to be followed, it is essential to highlight the concepts that guide the matrix in question.

The understanding of the social role of the school guides the construction of this document. We started from the following questions: What is the social purpose attributed to the school today? What answers do we expect from it when facing the great challenges of the 21st century? Can the school institution be understood as an expression of the multiple social determinations and, also, an embryonic locus of possible transformations in society? The answers to these questions build the political and epistemological meanings of the matrix we present here.

The current problems faced by society gravitate around ethical, environmental, and social issues. Ethically, we live in a context of moral and human crisis, in which intolerance, disrespect, and discrimination become naturalized and reign supreme. Among the environmental problems, we highlight the climatic conditions that affect the entire planet and cause unbalance, deforestation, exacerbated consumerism, incorrectly discarded waste, misuse of natural resources, and many others. Socially, we have an increasingly strong economic system that, in order to remain hegemonic, produces and widens the inequality between men.

The school, as we understand it, is committed to changing this reality. It constitutes a space essentially linked to human formation, in which the intentional action of teaching offers the means for the apprehension of historically developed knowledge, the main instrument for social change. School, as conceived here, is a place for the formation of a subject that can act in the transformation of the current societal model, and that, by learning scientific and cultural knowledge, also changes himself.

In order to meet the training needs that contribute to social change, the matrix of content for the exercise of the function of school principal and pedagogical coordinator cannot be distanced from the educational project emanated by the Curricular Directive of the Municipal Education Network (LONDRINA, 2016). Consubstantiated in the theoretical bases of the Cultural-Historical Theory, the project guides the pedagogical and political processes of the school management, whose foundations support the vision of school focused on human formation, i.e., the task of forming citizens who participate and modify the environment in which they live, critical subjects and builders of their history.

It is also necessary to consider that the experience of the teaching function is an essential condition for the exercise of school management, so that the centrality of all actions in school management should be based on pedagogical needs. Thus, the pedagogical action of the management (end-activity) directs all other dimensions, because the administrative and

financial tasks are means activities for the achievement of educational purposes, which should turn to the interests and pedagogical needs of the school community (PARO, 2015). Thus, it is born from the pedagogical dimension the meaning and the reason for the decisions to be taken within the school organization: the other dimensions are means for the materialization of the educational project.

In this sense, the motives and meanings that mobilize actions in the field of school management are essentially pedagogical, which is why the matrix presented here intends to rescue the pedagogical role of managers and the centrality of this role in school processes. In opposition to the current tendency toward the Pedagogy of Competencies, as a model of school and management training, with accentuated importance given to the technical-administrative side of the function, this matrix presents new perspectives, and brings to the surface issues of a political-pedagogical nature.

As a denial to this model of school and management training, which spread in the 1990s with the growing wave of educational reforms, driving (neo)pragmatism and (neo)technicalism in education (RAMOS, 2011), we indicate the diffusion of knowledge as a way to overcome the pragmatic vision of school management. To this end, we highlight the importance of education networks as organizers of training policies that professionalize principals and educational coordinators during the course of their duties. In contrast to this model of school training and management, we indicate the diffusion of knowledge as a way to overcome the pragmatic vision of school management.

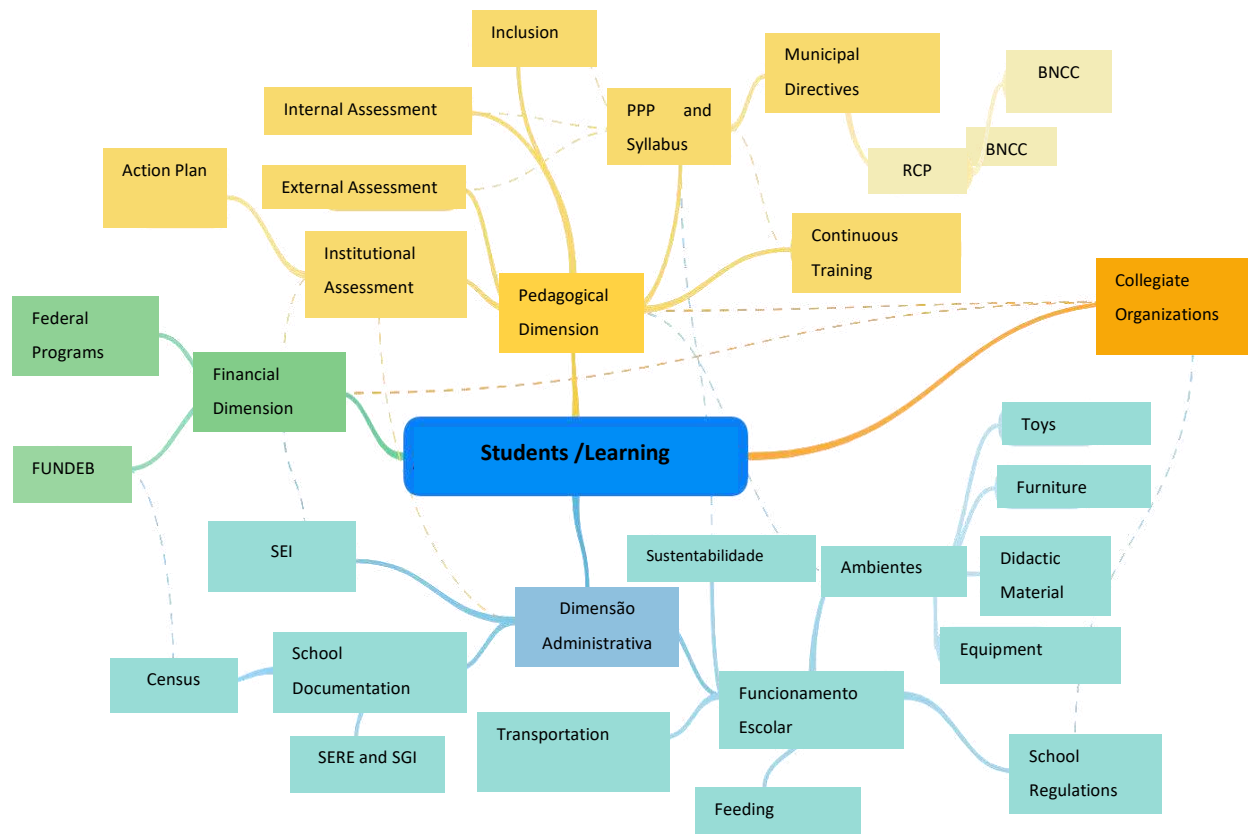
In this context, we assume this matrix of knowledge as the conductor of formative actions in the field of management. We chose to gather the fundamental knowledge for the joint training of school principals and educational coordinators, because we believe that ensuring a collective space for study favors the alignment of actions in school spaces.

Finally, we emphasize that the set of knowledge listed as essential for principals and educational coordinators considers the constitutional principles of democratic management as transversal, i.e., participation and social control permeate all management actions, therefore, the political-institutional dimension transversalizes the matrix. In addition, the proposed training agenda includes knowledge aimed at the development of a humanizing, sustainable, and emancipating school.

The following figure represents the conception we have, and therefore at the center of the educational process is the student (subject of learning) and knowledge. The financial and administrative dimensions of school management are means to achieve the educational ends, that is, learning, which is at the center of the school process. By defending the pedagogical

dimension at the center of school processes, we show that "being a teacher" is an essential condition for the exercise of the function of school principal. Finally, all school practices should be guided by the principle of participation and democracy. In this matrix, we prioritize the forgotten aspects.

Figure 1 – School Management and its Central Focus: The Student



Source: Prepared by Municipal Secretary of Education (2021)

The following is the Municipal Content Matrix for the training of educational managers and coordinators, which is organized into three interconnected dimensions - Pedagogical, Administrative, and Financial. It should be noted that the Administrative and Financial Dimensions are activities-means to achieve the end-activity, i.e., the educational objectives (PARO, 2015). In this context, the Pedagogical Dimension is the one that underlies and guides the decision-making in the field of school management.

This matrix is based on the foundations of a sociopolitical training, and we understand the importance of the principle of democratic management permeating all fields of action of the function, so this constitutional precept finds space of prominence in this document.

Chart 1 – Matrix of Municipal Contents - Area: Planning and Organization of the Teaching System

	AREA	CATEGORY	CONTENT/ KNOWLEDGE	OBJETIVES
PEDAGOGICAL DIMENSION	Planning and Organization of the Education System	Educational Legislation	Municipal Education System: organization and operation	<p>Know the main legal landmarks of Education: Federal Constitution/1988, Law of Directives and Bases of National Education - LDBEN/1996, National Education Plan - PNE (2014/2024), Municipal Education Plan - PME and local regulations.</p> <ul style="list-style-type: none"> - Conceptualize policies, educational management and school management. - Understand the articulation between PME, Curricular Guidelines, Political Pedagogical Project and Teaching Plan. - Understand the principle of democratic management as a guide for school work.
			Education as a fundamental right: access, permanence and school success	<ul style="list-style-type: none"> - Understand education as a constitutional right. - Promote the guarantee of the right to access to a quality public education, as well as the conditions of permanence and school success for all students. - Understand the legal aspects of inclusion.
			The organization of teaching and its specificities.	<ul style="list-style-type: none"> - To understand the organization of teaching and the specificities/pedagogical characteristics of each stage and modality.
			The school unit as a space for integral protection	<ul style="list-style-type: none"> - Understand the role of the school unit as a place of protection for children, adolescents, the elderly and women. - Understand the work of the mediator teacher in assisting families and students in situations of social vulnerability, from the perspective of integral protection and active search. - Reflect on the need for articulation between health, education and social assistance policies.

			Senses and meanings of Inclusive Education	<ul style="list-style-type: none"> - To understand the role of the school unit as a promoter of the right to education for all, attending each one according to their needs and possibilities.
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Source: Prepared by the authors

Chart 2 – Municipal Matrix of Contents - Area: Organization of Teaching, Learning and Assessment

	AREA	CATEGORY	CONTENT/ KNOWLEDGE	OBJETIVES
PEDAGOGICAL DIMENSION	Organization of Teaching, Learning and Assessment	Political Pedagogical Project - PPP and Syllabus	Political Pedagogical Project: fundamentals, concepts, and purpose.	<ul style="list-style-type: none"> - Understand the role of collegiate bodies in decision-making and monitoring of educational issues (deliberative, consultative and supervisory function). - Reflect on the diagnosis of the school unit, its characteristics, potential and weaknesses. - To understand the social function of the school: curriculum, planning, and learning evaluation. - To reflect on the political role of the school. - To understand the pedagogical specificities of Federal Programs and their benefits for school learning. - Understand the role of the management team in terms of scientific and pedagogical-didactic training of the teaching staff of the school unit.
			Municipal Curricular Guidelines	<ul style="list-style-type: none"> - Understand the theoretical and methodological foundations of the PPP based on the Municipal Curricular Guidelines.
			Paraná's Curricular Reference and Common National Curricular Base	<ul style="list-style-type: none"> - Know and reflect on the learning expectations for each year, stage, and modality, considering the contexts that can be determining factors in the teaching and learning process.
		Sustainability	Sustainable School	<ul style="list-style-type: none"> - Reflect on the concept and role of a sustainable school (correct disposal of waste, implementation of school gardens, conscious use of natural resources, installation of cisterns, compost bins, etc.). - Discuss strategies for the implementation of

				<p>educational projects with the school community, such as: rational use of water and electricity, use of vegetables (from the school garden) to enhance school meals, and others.</p> <ul style="list-style-type: none"> • - Reflect on the sustainable and adequate disposal and reuse of the waste produced in the school unit. • - Reflect on the need to create a culture of selective collection as an ecological alternative to reduce the amount of garbage.
		Continuous Training	Continuous Training as professional valorization	<ul style="list-style-type: none"> • - Understand Continuing Education as a space for reflection and professional improvement for teachers and managers. • - Understand the importance of Continuing Education articulated to the reality of the community inserted. • - Understand the role of the use of Digital Information and Communication Technologies - ICTs as teaching and school management tools.

Source: Prepared by the authors

Chart 3 – Municipal Matrix of Contents - Area: Planning and Assessment

PEDAGOGICAL DIMENSION	AREA	CATEGORY	CONTENT/ KNOWLEDGE	OBJETIVES
	Planning and Assessment	Internal and External Assessment	Learning Assessments: Concepts, Purposes, and Implications	<ul style="list-style-type: none"> • - Analyze the school indicators: approval, failure, age/grade distortion, dropout and IDEB, understanding them articulately to the context in which they are inserted. • - To know the municipal legislation and guidelines on evaluation. • - Understand the continuous and parallel recovery as a right aimed at guaranteeing quality public education. • - To know the process of national assessments and their implications for the context of the school unit.
		Institutional Assessment	Institutional Assessment as a planning tool in school management	<ul style="list-style-type: none"> • - To understand Institutional Evaluation as a school planning instrument. • - To understand the articulation between Institutional Evaluation and the Action Plan.
		School Action Plan	The institution's action plan as an expression of mobilization of the school community	<ul style="list-style-type: none"> • - Understanding school reality (diagnosis) as a starting point and point of arrival of educational work. • - Understand the role of research and institutional evaluation as a source of knowledge of reality for analysis and intervention in it. • - Understand the institution's action plan as an intentional organizer of school actions and the articulation of the different dimensions of school management (pedagogical, administrative, and financial).

				<ul style="list-style-type: none"> - Understand that the development and feedback of the action plan occurs through knowledge of the reality (institutional evaluation). - Reflect on the organization of the school environment that favors coexistence and interaction among students, teachers, and staff.
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Source: Prepared by the authors

Chart 4 - Municipal Matrix of Contents - Area: School Operation and Documentation

TM	AREA	CATEGORY	CONTENT/ KNOWLEDGE	OBJETIVES
	School Operation	Environments	Organization of school functioning and spaces	<ul style="list-style-type: none"> - Understand the role of collegiate bodies in decision-making and monitoring the administrative issues of the school unit (deliberative, consultative and supervisory function).
		School Rules	School rules and regulations as a document that defines, regulates, and standardizes school actions	<ul style="list-style-type: none"> - Reflect on the organization / environment of school spaces, aiming at learning and child development.
	School Documentation	School Document	School operation: process and documentation management	<ul style="list-style-type: none"> - Understand the proposal for the formation of the School Brigade and the importance of the contents of firefighting and first aid for safety at school.
		Information Management System - SGI and State System of School Registration - SERE	Tools for organizing students' school documentation	<ul style="list-style-type: none"> - Understand the school rules as an organizing document, regulating and regulating the school's operation.

Source: Prepared by the authors

Chart 5 - Municipal Matrix of Contents - Area: Financial Management of Public Resources

	AREA	CATEGORY	CONTENT/ KNOWLEDGE	OBJETIVES
FINANCIAL DIMENSION	Financial Management of Public Resources	Federal Programs and their linkages	Financial Management and the Assurance of Learning	<ul style="list-style-type: none"> • - Understand the role of collegiate bodies in decision-making and in monitoring the financial management of the school unit (deliberative, consultative and supervisory function). • - Understand the relationship between the survey of priorities for acquisition and pedagogical needs. • - Understand the specifics of federal educational programs, implementing them according to their respective resolutions.
			Transparency in the use of financial resources	<ul style="list-style-type: none"> • - Reflect on the means to ensure transparency in the use of financial resources, during the phases of application, execution and publication of accountability. • - Understand how to use the technological tools available for the financial management of resources (Integrated System of Monitoring,

				Implementation and Control of the Ministry of Education - SIMEC and others).
		Outsourced Services	The supervisory role in school management	<ul style="list-style-type: none"> - Knowing the outsourced services contracts, the specifics of each service in order to comply with the provisions of the contractual clauses, as well as understanding their role in the inspection during the rendering of the referred services.
		School Transportation and Meals	School Transportation and Meals	<ul style="list-style-type: none"> - Understand the specificities of the School Transportation and Meals Programs, and understand them as means to guarantee access to education and the maintenance of nutrition and well-being of all students. - Understand the composition of the school meals menu to ensure the students' nutritional needs.

Source: Prepared by the authors

The presentation of a matrix of a sociopolitical nature reiterates the conceptions that guide our understanding of school management. The educational organization based essentially on scientific knowledge reveals that the exercise of the function of school principal cannot be restricted to behavioral issues - skills and abilities - but to a set of actions that make sense if they contribute to educational praxis.

Final remarks

The 1990s are strongly marked by a change of paradigms in the field of public administration. This change was driven by the Managerial State Reform of the Cardoso administration, which had an impact on new ways of understanding and implementing public management.

From this decade on, public policies in the field of Education have taken on a new form (or have become deformed), as they carry in their core characteristics and meanings that produce and reproduce liberal ideals. Among the many documents guided by such conceptions, the draft resolution prepared by the MEC and approved by the CNE stands out at this moment.

The search to overcome the bureaucratic model of public management accelerated the process of incorporation of managerial values and practices, understood as modern and prodigious in combating the crisis of the State. Born within the private sector, the NGP moves into the school.

The Principals' Matrix elaborated by the MEC, the center of the discussions proposed here, reveals itself to be limited and emptied of educational meaning, since it is based on business principles that do not consider the specificities and dynamism of the educational field. With a political orientation focused on neoliberalism and, in the field of knowledge, on the Epistemology of Practice, the document indicates a training matrix for school managers that does not meet the training needs for the exercise of this function, but suggests contents that correspond to the competencies of the economic world. The utilitarian vision of the document reveals a conception of the school as an institution of the market. In this way, the practice is perpetuated, rooted in managerialist policies organized for school management, present since the 1970s, at the time of technicism, and later 'improved' in the 1990s with the New Public Management.

We understand that the cultural function of the school should be the guiding principle of any policy in the field of education, because it endorses the social transformation that needs to come from such a space. To assume it as a guiding principle in the definition of any educational project means "to tear the straitjacket of the incorrigible logic of the system: to consciously pursue a strategy of breaking the control exercised by the capital with all available means" (MÉZSÁROS, 2007, p. 201).

The elaboration of a work matrix for school managers presents itself concretely as a possibility of change to the current dominant logic, because, as it provides the vision of the dimensions that permeate the school context articulated to the collegiate spheres that make the

democratic management effective in this same space, it provokes a rupture with the pragmatic ability and the opening for the valorization of articulated and democratic knowledge.

Finally, the proposed study contributed to the identification of the neoliberal political orientation of the matrix and the present antagonisms that bring it much closer to a project of capital than to a proposal of professional formation capable of amplifying the theoretical and methodological aspects that permeate school management.

We must be courageous and determined to combat all managerial (de)training that is presented as a training project for educational professionals. Let us fight for a matrix of content whose center is fixed on the sociopolitical dimension of the function of school manager.

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