

**SCHOOL MANAGEMENT WITHIN THE SCOPE OF THE RIO BRANCO
EDUCATION SYSTEM-AC: ASPECTS RELATED TO THE SELECTION OF THE
SCHOOL LEADER AND THE CONSTITUTION OF THEIR MANAGEMENT TEAM**

***GESTÃO ESCOLAR NO ÂMBITO DO SISTEMA DE ENSINO DE RIO BRANCO-AC:
ASPECTOS REFERENTES À SELEÇÃO DO DIRIGENTE ESCOLAR E À
CONSTITUIÇÃO DE SUA EQUIPE GESTORA***

***GESTIÓN ESCOLAR EN EL ÁMBITO DEL SISTEMA DE ENSEÑANZA DE RÍO
BRANCO-AC: ASPECTOS RELACIONADOS CON LA SELECCIÓN DEL LÍDER
ESCOLAR Y LA CONSTITUCIÓN DE SU EQUIPO DE GESTIÓN***



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ABSTRACT: The study seeks to analyze the implementation of democratic management in the Municipal Education System of Rio Branco/Acre, focusing on the selection of school leaders, and, to this end, a bibliographic study and document analysis was developed. The first part deals with elements of national legislation and reference studies on the subject. In the second, we compared the municipal legislation for the selection process of school leaders and the constitution of their management team, based on document research about the selection process, subsequently elaborating a database, which articulates the literature of the area that produced the analysis. In conclusion, the fulfillment of one of the aspects of democratic management stands out, which deals with the selection of school leaders and the management team, as a way of demonstrating the significant involvement of teachers in the selection process, showing the struggle for power and the conditions provided by the exercise of the position of principal of municipal education units in Rio Branco.

KEYWORDS: Democratic management. Municipal Education Network. School principal.

RESUMO: O estudo procura analisar a implementação da gestão democrática no Sistema Municipal de Ensino de Rio Branco/Acre, tendo por foco a seleção de dirigentes escolares, e, para tal, se desenvolveu um estudo bibliográfico e análise documental. A primeira parte trata de elementos da legislação nacional e de estudos de referência sobre o tema. Na segunda, cotejamos a legislação municipal para o processo de seleção de dirigentes escolares e a constituição de sua equipe gestora, a partir de um levantamento documental a respeito do processo de seleção, elaborando, na sequência, um banco de dados, que, articulado à literatura da área, possibilitou a produção das análises. Na conclusão, se destaca o cumprimento de um dos aspectos da gestão democrática, que trata da seleção de dirigentes escolares e da equipe gestora, como forma de demonstrar o envolvimento significativo dos professores no processo de seleção, evidenciando a luta pelo poder e pelas condições proporcionadas pelo exercício do cargo de diretor das unidades municipais de ensino de Rio Branco.

PALAVRAS-CHAVE: Gestão democrática. Sistema Municipal de Ensino. Diretor escolar.

RESUMEN: El estudio busca averiguar la implementación de la gestión democrática en el Sistema Educativo Municipal de Rio Branco/Acre, centrándose en la selección de líderes escolares y, para ello, se desarrolló un estudio bibliográfico y análisis documental. La primera parte trata de elementos de la legislación nacional y estudios de referencia sobre la cuestión. En la segunda, cotejamos sobre la legislación municipal para el proceso de selección de los líderes escolares y la constitución de su equipo directivo, a partir de un levantamiento documental sobre el proceso de selección, construyendo, en la secuencia, una base de datos, que articulando la literatura del área se produjo los análisis. En la conclusión, se destaca el cumplimiento de uno de los aspectos de la gestión democrática, que trata de la selección de los líderes escolares y del equipo de gestión, como una forma de demostrar la participación significativa de los profesores en el proceso de selección, evidenciando la lucha por el poder y las condiciones proporcionadas por el ejercicio del cargo de director de las unidades municipales de enseñanza de Rio Branco.

PALABRAS CLAVE: Gestión democrática. Sistema Municipal de Enseñanza. Director escolar.

Introduction

Democratic management is an essential constitutional principle of Brazilian education, as it is full of particularities, complexities and specificities, above all, due to the continuous need to reaffirm the importance of democracy and participation as foundations of quality education, as well as from the perspective of right of citizens and a duty of the State.

From this perspective, as mentioned by Souza and Gouveia (2010), the institute of the principle of democratic school management in public education systems across the country, articulated with the deliberations of the Education Guidelines and Bases Law — LDB no. 9,394/1996, provided a diversity of actions aimed at building democracy in Brazilian schools. Furthermore, elements of the education financing fund policy are added, such as the Fund for the Development of Elementary Education and Valorization of Teaching — Fundef, and the Fund for the Development of Basic Education and Valorization of Education Professionals — Fundeb and, mainly with the National Education Plan — PNE (2014 – 2024), as statutes that reaffirm the democratic management of Brazilian education.

At a local level, this principle was identified in the municipal public education network of Rio Branco in the period after LDB 9,394/1996, more specifically after 2005, when it is possible to verify a more intense movement in relation to the theme, resulting in the creation of the democratic management law (RIO BRANCO, 2005), soon to be amended by Law no. 1,888/2011, which remains to this day.

Thus, the general objective is to establish some reflections on the implementation of democratic management of the municipal education system in Rio Branco, with the specific objective of this study being the analysis of the selection process of school leaders for teaching units and coordinators. daycare center, in more detail on the selection process that took place at the end of 2018. In this way, we intend to understand the bases that support the exercise of the role of school manager in the municipality, as well as capturing some of the aspects that involve the disputes, structure and attractiveness within the framework of municipal public teaching.

The study is of a bibliographic and documentary nature, whose analyzes are produced and supported by the educational legislation relevant to the research object; in materials related to the process of selecting school leaders, such as: list of registrants and results of the electoral election. Furthermore, it is worth noting that the enrollment data was organized based on materials collected from the School Census (2018), which is operated by the National Institute of Educational Studies and Research Anísio Teixeira.

In this way, the text is organized with introductory aspects, followed by a first part dealing with legislation and some studies on democratic management; In the second part, we aim to identify the legislation of the Rio Branco municipal education network, analyzing in more detail the process of selecting school leaders and general daycare coordinators. To conclude, we made some reflections on the main diagnosed results.

Some legal and theoretical bases of school management

Democratic management as an object of research within the scope of education systems in Brazil may seem like a repetitive subject, however, we understand this topic as necessary and inexhaustible, considering, mainly, the changes in the direction of Brazilian democracy that have occurred in recent years. To this end, this is the case of the selection processes for school leaders developed in the municipality of Rio Branco, capital of the state of Acre, as all studies covering this topic have not yet been presented.

In this definition, it is worth highlighting the perception of Souza and Gouveia (2010, p. 174-175, our translation):

[...] school management is understood as the political-pedagogical and institutional (administrative and representative) coordination function of the school. Normally, it is performed by an education professional (elected, appointed, public servant), who represents the power established in the school and whose primary task is to coordinate school management, represent the institution, respond administratively and politically, look after, support and enforce compliance, as well as respect the school's pedagogical objectives.

Considering these aspects, power relations and the exercise of functions must be developed by individuals capable of understanding the nuances that involve this movement. Thus, the inclusion of democratic management as a constitutional principle was fundamental for the organization of national education, which, from the perspective of Nardi (2017), can be understood with some reservations:

[...] even though the inclusion of the principle of democratic management in the 1988 Federal Constitution – unprecedented in the constitutional history of Brazil – was supported by the climate that emanated from the movement for the democratization of the country in the same decade, it cannot be lost sight of that the political and economic transformations carried out in the 1980s and 1990s tended both to political redemocratization and to the liberalization and privatization of the public (NARDI, 2017, p. 4, our translation).

As highlighted by the researcher, democratic management was one of the achievements of the period, but the subsequent movement indicates changes to it, as State reforms attempted

to change the logic of the public sector, moving towards a neoliberal perspective, with less State, privatizing and outsourcing public services, reducing spaces for participation and collegial management. For Pires (2019, p. 53, our translation):

The proposed education management directs its objectives to all aspects that enable the administration of financial, pedagogical and human resources of school institutions, thus guaranteeing the rigor and systematicity necessary for teaching.

Therefore, we understand that it is necessary to research the dynamics and processes of implementing and implementing democratic management within the country's education systems. In this sense, we clarify that the Municipality of Rio Branco – PMRB, through the Municipal Department of Education – SEME, hired a pedagogical consultancy to carry out the selection processes for school leaders; in this dialogue, it corroborates the perception of Nardi (2017).

LDB 9,394/1996 also reaffirms the importance of democratic management, establishing the following determinations:

Art. 3, LDB 9,394/1996, VIII - democratic management of public education, in accordance with this Law and the legislation on education systems;
[...]

Art. 14. Education systems will define the standards for the democratic management of public education in basic education, according to their peculiarities and in accordance with the following principles:

I - participation of education professionals in the preparation of the school's pedagogical project;

II - participation of school and local communities in school councils or equivalent.

Art. 15. Education systems will ensure that public basic education school units that integrate them will have progressive degrees of pedagogical and administrative autonomy and financial management, in compliance with the general rules of public financial law (BRASIL, 1996, online, our translation).

According to the law presented, the responsibility of education systems (municipal and state) is the responsibility of defining the norms and form of organization of democratic management, safeguarding, in the construction of the respective legislation, the elements of federal laws, which, in synthesis, provide for the participation of all professionals, students, parents or guardians in the process of administering the system and educational units.

The fund policy established with Fundef, which lasted from 1996 to 2006, was expanded by Fundeb, which began in 2007, with a deadline to end in 2020. Thus, the creation of the Fundeb Social Monitoring Council contributed to the participation of the population in the

management and supervision of education resources, and can be considered essential for the development of democratic practices.

In the sphere of goals and strategies of the National Education Plan – PNE (2014 – 2024), democratic management is covered as follows:

Goal 19: ensure conditions, within 2 (two) years, for the implementation of democratic management of education, associated with technical criteria of merit and performance and public consultation with the school community, within the scope of public schools, providing resources and support Union technician for this purpose (BRASIL, 2014, online, our translation).

Regarding this issue, the results of the Basic Municipal Information Survey – Munich 2018, developed by the Brazilian Institute of Geography and Statistics – IBGE, reveal several aspects of the search for the consolidation of democratic management within Brazilian municipalities, among which the fact that There is still, in the country, 69.5% of municipalities, that is, 3,869 municipalities, using political appointments for school principal (BRASIL, 2019, p. 33). These data make it possible to infer that the exercise of the role of school principal is treated as a position of trust for municipal leaders, making it necessary to advance in studies and insist on the defense of democratic management, seeking to guarantee what is established in Brazilian educational legislation, which aims to reduce incidence of political appointments as a way of selecting school leaders.

Vieira and Vidal (2019) draw attention to the process that began in the 1980s and the development of democratic management subsequently, in which they say:

Although the democratic management of public schools in Brazil is present as a principle in the Federal Constitution of 1988 and in the LDB, subsequent educational legislation makes little progress towards conceptually defining the term and establishing duties and competencies for school leaders. The concept of democratic school management has been associated with some aspects such as: the choice of school leaders with varying degrees of participation from the school community; pedagogical, administrative and financial management autonomy; the elaboration of the pedagogical project, school curricula, school management plans, school regulations and the constitution of school councils or equivalent involving the participation and consultation of the school community (including students and their families) and the local community, ensuring the participation of parents in the evaluation of teachers and school leaders (VIEIRA; VIDAL, 2019, p. 20-21, our translation).

Pires (2019) also highlights that “These changes require a new resizing in all systems of society, including education and, consequently, in school units, thus moving towards a process of democratization of the school context”. As can be seen, democratic management implies the articulation of several aspects, requiring its agents to engage in the construction of democratic

and collegial practices. Consequently, not only the production of legislation is seen as essential, but the creation of spaces, the mobilization of efforts and the encouragement of the public sector, in order to guarantee and protect the participation of the educational community.

Democratic management cannot be understood as a simple construction of a bureaucratic practice, or even the establishment of rites without the participation of everyone involved in daily school life. Therefore, the selection of school leaders and their team cannot represent the effectiveness of this principle, but it is one of its necessary actions, given that this management model is implemented by different mechanisms. From this perspective, Lima (2018) makes the following warning:

At the risk of becoming subordinated to technical reason, to ritualized democratic practices and to participatory stagings more congruent with the heteronomous government of schools and their atopic direction, situated above and beyond each concrete school and its actors, the democratic management of public schools can be transformed from a democratic legal principle into a complex of practices without substantive democratic meaning, in a process of erosion. Knowing that both as a principle and legally recognized right, and as an effective achievement in terms of actions and practices of the actors, the democratic management of schools is above all a continuous and never completed process of deepening and experiencing democracy in schools, the crucial issue to be researched and answered, at each moment and in each concrete school context, is to know how democratic the legally instituted and discursively omnipresent democratic management of the school is, and is being (LIMA, 2018, p. 24, our translation).

The elements highlighted by the author represent what democratic management should actually be, in addition to, equally, warning of some risks in relation to the rationalization and bureaucratization of this process, which can affect the improvement and construction of a collegiate management and participatory.

Therefore, as we limit ourselves to the democratic management of the municipal public education system in Rio Branco, capital of the state of Acre, specifically in the process of selecting school leaders for teaching units, we consider as limits of this study the elements that form the selection procedure of the management team and the legislation concerning the topic of this research.

The discussion around democratic management within the scope of the Municipal Education System – SME is driven by the autonomy that legislation guarantees to municipalities, for example, in the implementation of some educational policies. We should understand this federative entity as a space for exercising power, as well as the community and the school itself, which can and should participate in educational management (VIEIRA, 2011).

In the same direction, Pereira (2014) highlights that the formalization and

institutionalization of the SME enable municipalities to organize and implement educational policies under their responsibility, building their own rules and norms regarding educational management, such as, for example, the creation of a form specific to the law on democratic management of municipal networks. Therefore, we will examine the process of selecting members of the management team within the educational system of Rio Branco, capital of the state of Acre.

The process of selecting school leaders for municipal education units in Rio Branco/AC

In this section we will present some results, highlighting the legislation regarding democratic management within the municipal education system of Rio Branco; materials related to the selection process for school leaders, which took place at the end of 2018; in addition to articulating with data from the School Census (2018), with the perspective of understanding the dynamics of this theme at the local level.

The current law on democratic management of the public education system in the municipality of Rio Branco, Law no. 1,888/2011 (RIO BRANCO, 2011), regulates the constitutional principle of democratic management, establishing norms and rules, so that they can be implemented; among them, the definitions regarding the process of selecting school leaders for teaching units. From this perspective, we aim to compare legislation, as well as data on the selection process for school leaders/managers, in addition to highlighting the selection process of other members of the management team.

The process of selecting school leaders, as established in Article 13 (of the aforementioned law) is of a mixed nature, involving participation in a certification course (School Management Course), and the second phase limited to 200 hours destined for continued training, in case of approval and direct election by the school community. Article 14 establishes the criteria for who can apply:

Art. 14. Education professionals who meet the following requirements may enroll in the selection process:

I – be graduated at full degree level;

II – have at least 03 (three) years of effective teaching in the municipal public network;

III – be a permanent employee of the SEME teaching staff;

IV – not have been exonerated, dismissed or suspended from performing the function, as a result of an administrative process, in the last 05 (five) years.

Single paragraph. The effective exercise of teaching is understood as the action of a group of education professionals, holders of the position of teacher who carry out teaching and pedagogical support functions linked to teaching,

within the scope of Municipal Public Education (RIO BRANCO, 2011, online, our translation).

Once the criteria are met, candidates must participate in the School Management Course, offered⁴ by SEME, which has been run by the private sector. The aforementioned course is selective in nature, with the first phase of the selection process organized over a maximum of 80 hours, characterized by covering content related to strategic planning; pedagogical management of people and processes, conceptual knowledge and teaching didactics. The second phase is limited to 200 hours, intended for continued training, covering content linked to educational legislation; school curriculum; integral student development; execution and accountability of resources managed by the school. At the end of the course, professionals are subjected to a test with the aim of evaluating their performance during the course (RIO BRANCO, 2011).

It is important to highlight that, to participate in the second stage of the selection process, candidates will need to have completed the activities mentioned above, requiring a minimum attendance of 75% and 70% in the assessments.

Another essential element to this process refers to the definition of school community, which is established in the management law, initially comprising students with a minimum attendance of 75%, enrolled from the 6th year onwards or in the first segment of Youth Education and Adults. This understanding also applies to the fathers, mothers or guardians of students who have met the aforementioned criteria. Finally, teachers and non-teaching staff working at the teaching unit also make up the school community (RIO BRANCO, 2011).

This same legislation establishes that the proportionality of votes is determined according to the logic that teachers and non-teaching employees correspond to 50%; while the other 50% refers to students, parents or guardians. It is worth noting that teachers on temporary contracts do not have the right to vote. Therefore, the mandates are four years, with the possibility of re-election, that is, the principals can stay for eight years in sequence in the management of the teaching units.

As municipalities are the federated entities responsible for offering daycare centers, it was identified that the legislation deals with the general daycare coordinator and not the principal or manager, but uses most of the rules already mentioned, being different in the training criteria, which was initially exclusive of Pedagogy graduates, being amended by Law

⁴The offer is the responsibility of SEME, but execution has taken place through a private company. The public x private relationship within the municipal education system of Rio Branco is the object of research study coordinated by the authors of this work.

no. 2,029/2013, expanding the participation of any graduate working in Early Childhood Education in the Rio Branco education network. This change may seem strange, as the first stage of basic education is the field of activity of those with a degree in Pedagogy or those who have secondary education, in the normal modality. However, what happens in Rio Branco responds to pressure from professionals who work and have training in other degrees, especially those approved in a competition held by the city hall, in which any area of training was required.

The elections take place in school institutions in the Rio Branco municipal public education system that have more than one hundred students. Elected school leaders are responsible for appointing the administrative coordinator, who may be a mid-level non-teaching employee, or a teacher with a medical prescription, and the pedagogical coordinator. In the latter case, one coordinator per shift for schools with more than 101 students enrolled (RIO BRANCO, 2011).

Regarding the remuneration of school leaders of teaching units and general daycare coordinators, the aforementioned democratic management law of the municipality of Rio Branco establishes that:

Art. 47. The Educational Units of the Municipal Education System will be classified, in accordance with the Law and according to the number of students enrolled, based on CENSO/MEC data, referring to the previous year:

I – type A educational unit – up to 100 (one hundred) students;

II – type B educational unit – from 101 (one hundred and one) to 600 (six hundred) students;

III – type C educational unit – from 601 (six hundred and one) to 1,200 (one thousand and two hundred) students;

IV – type D educational unit – more than 1,200 (one thousand and two hundred) students.

Art. 48. The salary of School principals of Educational Units, Elementary Education Units, General Coordinators of Early Childhood Educational Units (daycare and pre-school) and Administrative Coordinators will be regulated by the Municipal Law that establishes the Position, Career and Remuneration Plan (PCCR).

Single paragraph. The general coordinator of the daycare center will receive the equivalent of the bonus to which the Principal of a type B Educational Unit is entitled (RIO BRANCO, 2011, our translation).

Comparing the aspects of the typification of teaching units with the information contained in Tables 2, 3, 4 and 5 of this study, it was possible to identify that the majority of teaching units are Type B, that is, between 101 (one hundred and one) and 600 (six hundred) students. Of these, 11 daycare centers, 9 are early childhood education centers and 28 preschools; Of the 28 elementary education units, 24 are Type B, and only 4 are Type C, as they have more than 600 students enrolled.

Linked to the typification of teaching units, the remuneration of principals, provided for in the Democratic Management Law (RIO BRANCO, 2011) makes mention of the Public Teaching Positions, Career and Remuneration Plan — PCCR of the municipality of Rio Branco (RIO BRANCO, 2017). In this sense, let's see:

Art. 36. Professionals appointed to the roles of School principal, Administrative Coordinator and General Daycare Coordinator will be remunerated as follows:

I - the School principal with a position as Teacher in the municipality will be entitled to realize the difference between the sum of career salaries in the municipal public service and the value established in Table 1 (one) of Annex VIII of this Law;

II - the School principal who legally accumulates two public positions, in the teaching role in which the sum of the positions is equal to or exceeds the value established in Table 1 of Annex VIII, will be entitled to receive the additional value established in Table 2 (two) Annex VIII of this Law;

III - the School principal who legally accumulates two public positions, in the role of teaching, in which the sum of the positions is less than the value established in Table 1 (one) of Annex VIII, will be entitled to receive the difference and the additional established in Table 2 (two) of Annex VIII of this Law;

IV - civil servants occupying the functions of Administrative Coordinators will receive additional function fixed according to the level of training, considering the typification of schools referred to in art. 47 of Municipal Law No. 1,888, of December 30, 2011, according to Table 3 (three) of Annex VIII of this Law;

V - General Day Care Coordinators will have the right to receive remuneration equal to School principals of Type B Education Units.

§1. In the event of a general adjustment to the remuneration of Direct Administration employees, Annex VIII of this Law will be automatically adjusted by the same percentage.

§2°. The School principal, with a municipal connection, who, during his term of office, meets the requirements for retirement and chooses to continue exercising his management role, will receive an incentive of 20% (twenty percent) of the ceiling value established in Table 1 of Annex VIII of this Law, until the end of the mandate.

§3°. The School principal, with municipal ties, who during his term of office meets the requirements for retirement and chooses to retire will have his term of office interrupted.

§4. The School principal who legally accumulates two public positions or jobs, in the teaching role and retires from the public position or job, belonging to an entity other than the municipal one, will be remunerated for exercising the role of Di principal rector, as established in section I of this article (RIO BRANCO, 2017, online, our translation).

At this point, we do not intend to explore the more detailed issues of remuneration, as this dynamic is the specific object of study in another analysis of this research, which is developed regarding the municipal public teaching profession in Rio Branco. Even so, it is worth highlighting that the role of top leader of the teaching unit is the responsibility of a career

teacher, who may be a professional with one or two contracts with the education network, therefore there is a variety of remuneration, since the Bonus applies to each subject's career condition.

In Normative Instruction no. 01/2014, the rules regarding the organization of teaching units are established, which are made up of a School Council and a School principal. In addition to these, there is the administrative coordinator, a pedagogical coordinator per shift, the teaching staff and the administrative staff. In the case of daycare centers, the rule is different, as there is no principal, but rather a general coordinator, who can indicate the person responsible for administrative coordination, and a coordinator/ pedagogical for teaching units with over 101 (one hundred and one) children enrolled (RIO BRANCO, 2014).

The role of pedagogical coordination can be performed by a teacher on the permanent staff of SEME, with higher education in teaching, which may be primarily in Pedagogy or Specialization in the area of Education, who must have passed the certification course for pedagogical coordination, or even, education specialists belonging to the SEME professional team (RIO BRANCO, 2014).

In terms of analysis of the municipal public education network in Rio Branco, we cross-referenced information from SEME/Rio Branco, School Census/Inep and the Educational Data Laboratory of the Federal University of Paraná. Therefore, it is worth highlighting that the municipal public education network of Rio Branco, in 2018, had 84 teaching units, distributed in 72 units in the urban area and 12 units in the rural area, that is, 86% and 14%, respectively. This concentration in terms of enrollment is even greater, as the number was 24,739, with 22,743 urban enrollments and 1,996 rural enrollments, 92% and 8% respectively (UFPR, 2018).

Still on this issue, the public teaching staff, in 2018, had a number of 880 teachers working in urban areas and 93 teachers working in rural areas, highlighting that these professionals can have up to two contracts. The hiring regime was classified as 579 permanent teachers, 367 temporary teachers and 71 according to the Consolidation of Labor Laws — CLT, making a total of 1,017. These data reveal that 57% of the municipal public teaching staff in Rio Branco is made up of permanent professionals.

Table 1 – Overview of teaching units that went through the selection and election process

Teaching Unit	Number of Institutions	Number of Registrants
Nursery	11	26
Early Childhood Education Center	9	24
Pre school	28	84
Elementary School	28	120
TOTAL	76	254

Source: Organized by authors (2022)

Considering the total of 84 teaching units, 76 units or 90.5%, went through the selection process of managers and general coordinators (condition applied to daycare centers), as they have at least one hundred students enrolled. The other 8 teaching units, which represent 9.5%, did not have the necessary number of students, which, in this case, is subject to the condition of free appointment by the Municipal Education Secretary.

The scenario of the certification and election process provides us with some analyses, including the distribution of institutions that underwent this movement. Of the 76 teaching units, 11 are daycare centers, with 26 enrolled in the test, 01 dropped out, 01 absent from the test and 02 who did not reach 70%; therefore, 22 qualified to participate in the electoral process. In the case of Early Childhood Education Centers — CEI, there were 24 registered in the test, with 01 dropping out and 02 who did not reach 70%, in addition to 02 absentees, resulting in 19 able to participate in the election. Following the same logic, there were 28 pre-school units, with 84 registered for the test, 04 absent, 08 that did not reach 70%, resulting in 72 eligible for election. Finally, 28 elementary education institutions also underwent selection and election of managers, with 120 registered in the test, 08 absent, 29 who did not reach 70%, making 78 eligible to participate in the election.

Regarding the total numbers, of 254 registered, less than 1% withdrew from participating in the process, more specifically 02 candidates, with 15 absent from the written test, which represents 5.9%. Thus, it is possible to consider that the engagement of public teaching professionals in the municipal network of Rio Branco is significant in the process of selecting and electing managers, as the rate of absentees and dropouts is low. Adding to this analysis, we mention that, in 2018, the number of effective teachers was 579, of which 254 were willing to participate, that is, 44%, a viable quantity – once considered that this is a representative aspect –, as only tenured teachers may be candidates.

Considering the criterion of having to achieve at least 70% performance in the written test, the panorama identified reveals that 41 candidates did not achieve the necessary score, or a percentage of 16.1%.

In short, an average of 3.4 candidates per vacancy was reached, considering the 254 registered and the 74 teaching units. In terms of gender distribution, there were 28 male candidates and 226 female candidates, which, in percentage terms, represents 11% and 89% respectively.

In a more specific way, the tables that will be presented below allow us to visualize these issues in the context of daycare centers, early childhood education centers, preschools and elementary schools, as well as highlighting that we protect the names of teachers, so as not to cause any type of ethical problem.

The tables are organized to present the teaching unit, the number of candidates per institution, the percentage of performance in the written test and the position of the elected candidate in relation to the others, as well as the number of students enrolled, since this last category is one of the main conditions for guaranteeing the existence of the electoral process. Furthermore, the number of candidates eligible to participate in the election is considered, therefore, dropouts, absentees and those who did not reach 70% in the written test are discarded. Therefore, Table 2 presents the data collected in relation to daycare centers.

Table 2 – Overview of the selection of managers/general coordinator in daycare centers

Daycare	Number of candidates	Performance/Position	Number of Students
Francisca Leite Ferreira	2	70% / 2nd	275
Francisca Silva Maia	2	83% / 1st	182
Gumercindo Bessa	1	83% / 1st	268
Hilda Braga	1	83% / 1st	102
Irmãos Mi e Bino	2	83% / 1st (Tied)	219
Jairo Júnior	3	80% / 2nd	271
Maria Auxiliadora Rocha Soler	2	83% / 1st	274
Maria José Bezerra dos Reis	3	80% / 2nd	243
Sagrado Coração de Maria	2	93% / 1st	158
Sorriso de Criança	2	90% / 1st	271
Ione Portela da Costa Casas	2	73% / 2nd	242

Source: Organized by authors (2022)

The average number of candidates for general daycare coordinators was two per institution: two units had only one candidate for the position, while two others had 3 candidates. In terms of performance, a candidate who was victorious in the election only obtained a

minimum of 70%, placing second in terms of performance. Out of 11 competitors, only in a single daycare center was there a tie in performance in the test, in another 4 institutions the candidate who won the election came in second place in the evaluation. In another 6 daycare centers, the person who won the election came first in the written test.

The next table deals with events relating to early childhood education centers, highlighting that there are nine institutions.

Table 3 – Overview of the selection of managers in Early Childhood Education Centers

Early Childhood Education Center	Number of candidates	Performance/Position	Number of Students
Jacamim	3	87% / 2nd	193
Jorge Luís Venâncio Pinto	2	77% / 2nd	213
José Anacleto Gomes	1	77% / 1st	246
Kauã Kennedy dos Santos	2	77% / 1st (Tied)	215
Luís Roberto Pedron	3	90% / 1st	272
Maria Estela Marques	3	93% / 1st	242
Maria Silvestre de França	2	83% / 2nd	242
Olindina Bezerra da Costa	1	80% / 1st	224
Professora Rita Batista	2	90% / 1st	226

Source: Organized by authors (2022)

Considering the nine Early Childhood Education Centers — CEI and the 19 candidates able to effectively participate in the election, the average was 2.1 candidates, highlighting a tie condition between the competitors; in addition to 3 winners who were runners-up in terms of performance. Of the nine CEI, 5 of those elected obtained first position in the written test.

The Pre-School table presents 28 institutions participating in the electoral process, and in 8 of these teaching units' competition was minimal, reduced to just a single candidate, with a tie in performance in the written test.

From the universe of 72 candidates able to participate in the election, an average of 2.5 competitors was established, with emphasis on one teaching unit with 7 candidates and another 3 with 5.

Disregarding the 8 CEI in which there was a single candidate, in 7 others, the winning candidate came in first place in performance in the written test, second in another 6, third in two situations and seventh place in an institution where there were 7 candidates.

Table 4 – Overview of the selection of managers in Pre-School

Preschools	Number of candidates	Performance/Position	Number of Students
Afonso Pinto de Medeiros	2	83% / 1st	409
Alexandre dos Santos Leitão	3	93% / 1st	273
Angelina Gonçalves de Souza	1	93% / 1st	198
Anita dos Santos Jangles	2	83% / 2nd	364
Bem-te-vi	1	70% / 1st	305
Cecília Meireles	2	73% / 2nd	151
Chrizarubina Leitão Abrahão	2	83% / 1st	267
Djanira Bezerra dos Reis	2	77% / 2nd	314
Dom Giocondo Maria Grotti	4	83% / 1st (Tied)	191
Dr ^a . Ana Turan Machado Falcão	3	90% / 1st	241
Eufrosina Silva Oliveira	3	70% / 1st (Tied)	434
Francisca Aragão Silva	4	83% / 2nd	277
Frei Pelegrino de Lima	1	70% / 1st	245
Hélio Melo	2	83% / 1st	234
Jessé Santiago	1	87% / 1st	345
Jorge Félix Lavocat	5	83% / 3rd	332
Luiza Carneiro Dantas	4	80% / 3rd	419
Maria Adeíza Rodrigues Pereira	2	83% / 2nd	294
Maria Izaliz Correia Teixeira	1	90% / 1st	356
Maria Olívia de Sá Mesquita	5	73% / 4th	361
Menino Jesus	1	83% / 1st	339
Monteiro Lobato	2	87% / 1st	366
Carmelita Barbosa Montenegro	5	93% / 1st	336
Sheyla Maria Mendes Nasserála	1	93% / 1st	235
Terezinha Kalume	3	70% / 2nd	272
Valdiva de Castro Santos	2	93% / 1st	179
Vovó Mocinha	7	70% / 7th	400
Willy Viana	1	93% / 1st	357

Source: Organized by authors (2022)

Table 5, which deals with elementary schools, contains 28 institutions, with an average of 2.8 competitors; with 3 ties in terms of performance, 5 schools with just one candidate and 2 that presented a maximum of 6 competitors.

Apart from the schools where ties occurred, the elected candidates came first in terms of performance in the written test in 11 schools, in 3 in second position; third in 4, with 2 having 3 candidates and 4 in others 2. In one of the schools the winning candidate came in fourth place, considering the universe of 4 competitors.

Table 5 – Overview of the selection of managers in Elementary Education

Elementary School	Number of candidates	Performance/Position	Number of Students
Álvaro Vieira da Rocha	5	77% / 1st	418
Anice Dib Jatene	2	77% / 1st (Tied)	685
Benfica	6	80% / 1st	651
Boa União	2	77% / 1st (Tied)	346
Bom Jesus	3	77% / 1st	115
Chico Mendes	2	83% / 1st	482
Dona Mozinha Feitosa	2	70% / 2nd	188
Dr. José Carvalho	4	77% / 1st	322
Dr. Zaqueu Machado	1	73% / 1st	149
Francisco Augusto Bacurau	3	70% / 3rd	498
Francisco de Paula Leite Oiticica Filho	4	73% / 1st	288
Ilson Alves Ribeiro	3	70% / 3rd	585
Irmã Maria Gabriela Soares	2	90% / 1st	170
Ismael Gomes de Carvalho	2	80% / 1st	579
José Potyguara	2	87% / 1st	323
Juvenal Antunes	6	73% / 1st	586
Luiz de Carvalho Fontenele	3	80% / 2nd	532
Luiza de Lima Cadaxo	1	73% / 1st	183
Maria Lúcia Moura Marin	1	90% / 1st	282
Mariana da Silva Oliveira	2	87% / 1st	582
Mário Lobão	3	77% / 3rd	387
Mestre Irineu Serra	2	80% / 1st (Tied)	126
Monte Castelo	4	73% / 3rd	414
Padre Peregrino Carneiro de Lima	3	77% / 2nd	672
Professora Mauricília Santana	4	80% / 3rd	224
Professora Terezinha Miguéis	1	77% / 1st	731
Raimundo Hermínio de Melo	1	80% / 1st	670
Marilene Mansour	4	70% / 4th	109

Source: Organized by authors (2022)

Our attention is also drawn to the number of elementary schools in which reasonably significant competition can be identified, as in 14 of them the number of candidates was above 3 per school. This may indicate the inclination towards the involvement of teachers or, at least, confirms their interest in management positions, whether due to a desire to participate in school administration or to escape the classroom.

Final remarks

In terms of articulating municipal legislation with national guidelines, it was possible to diagnose that the current law on democratic management of the public education system in Rio Branco (Law no. 1,888/2011) complies with its principles, specifically with regard to the selection of school leaders, with the mixed selection system, characterized by certification and direct election.

Regarding the selection process, it is possible to highlight the significant participation of teachers, which leads us to state that the exercise of the role of top school leader in the municipal network of Rio Branco is attractive for its teachers, which can also be verified in the high competition, including a certain concentration in some schools. Also noteworthy is the participation of all components of the school community in this democratic process of the school/institution/ECE center, including permanent/contracted teachers, students, parents/guardians and other permanent/contracted employees, which enables a process transparent in the election of its leaders. It is pertinent to highlight the certification process, as it has a retention rate of 16% of candidates, which, depending on the point of view, may be representative, given that many of these professionals already worked as school leaders or members of the management team of schools and municipal and state education departments.

These questions reveal to us that this object of study has potential and requires further investigations that enable the deepening and identification of dynamics capable of revealing the nuances of democratic management in each of the education networks across the country, as they have their own specificities and characteristics.

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