

DOSSIÊ “GESTÃO EDUCACIONAL: DEBATES CONTEMPORÂNEOS”

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**DOSSIER "EDUCATIONAL MANAGEMENT: CONTEMPORARY
DEBATES"**

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The debate about educational management has intensified in recent years, especially regarding the confrontation between the mechanisms of democratization and the business models adopted by public education. In this interface, some questions are unavoidable. Is a new management model for schools, universities and educational systems possible? What is the role of engagement and leadership in this new model? How does management moderate (and is moderated by) the institutional relations that are built in daily life? Which programs, agencies, agents, interfere in the management of basic education and higher education?

This dossier, organized by PhD professors Marcelo Maia Vinagre Mocarzel and Jorge Najjar, respectively researcher and coordinator of the Management and Public Policies in Education Study and Research Center of the Fluminense Federal University (NUGEPPE/UFF/CNPq), brings together articles on educational management, contemplating a multiplicity of theoretical and methodological approaches and perspectives that enrich and deepen the debate on the theme.

The first article "School management and school democratization: challenges and possibilities of a collective construction", by Elisangela da Silva Bernado, Amanda Moreira Borde and Leonardo Meirelles Cerqueira, remakes the historical path of school

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management in the specialized literature, highlighting the role of collegiate organs and the engagement of professionals in the construction of the political-pedagogical project. It is a qualitative research, with a bibliographic and documentary approach, which establishes theoretical parameters for the understanding of the subject.

The legal and conceptual debate on educational management is the object of the article "Educational management and educational quality in the LDB: measures and standards (not always) congruent", by Pablo Silva Machado Bispo dos Santos. The author points out inconsistencies in the texts of the Federal Constitution and the Law of Guidelines and Bases of National Education, which give rise to mistrust and contradictions regarding the implementation of educational policies aimed at educational management.

Jardelino Menegat, Dirleia Fanfa Sarmiento and Mary Rangel develop a complex survey about quality indicators from the management of education. In "The right to quality education and their decoresces for school management" the authors list conditions that are essential to the achievement of quality education, such as democratic management, equity, diversity, training, valorization and professional qualification, based on national and international documents that deal with the topic.

Next, Daniela Patti do Amaral makes an innovative research on the role of the Public Ministry of the state of Rio de Janeiro regarding the regulation of democratic management in the municipalities of Rio de Janeiro. The article "The regulation of democratic management and the role of the Public Ministry: actions in the state of Rio de Janeiro" brings an unprecedented contribution to the field, proposing to follow up the processes of regulation of democratic management as a research result.

The article "School education and democratic management of teaching: perspectives", by Máximo Augusto Campos Masson and Maria Teresa Vianna Van Acker, discusses the management of teaching from the school as a social institution. Based on a consistent theoretical framework, the text deals with questions such as the access of subaltern classes to school and the growing conservatism towards the mechanisms of democratization of education.

Still in this topic, Lucília Augusta Lino and Karine Vichiatt Morgan present an interesting summary of the disputes over the conceptions of democratic management held in the Conferences of Education and consolidated in the Conae final document of 2010, in the face of the meanings given in goal 19 of the National Plan of Education (2014-2024). The article "From CONAE final document to the National Education Plan:

an analysis of goal 19" presents as a background the contradictions that come from society about what is democratic management.

The next two articles are concerned about the management of full-time education programs. In "Democratic school management: engagement in the practice of a comprehensive education program context", Janaína Specht da Silva Menezes and Rozineide Souza Brasil start from a case study at a school in Belém, Pará, to discuss democratic management and engagement in the "Mais Educação" Program. Interviews with participants of the program were used and their content was analyzed in the text.

In "The management of programs Mais Educação e Escola a Tempo Inteiro: an analysis of policies for full-time education", Elisangela Maria Pereira Schimonek and Theresa Adrião make a comparative study between Brazil and Portugal and their respective management models of the programs that endorse full-time education. Taking the time cut from 2008 to 2013, the authors highlight the role of the private sector in sharing with the public sector the management of such programs. It is a bibliographical and documentary research, with primary and secondary sources.

In "The reform of High School: new challenges for school management", Marcelo Maia Vinagre Mocarzel, Angelina Accetta Rojas and Maria de Fátima Barros Pimenta discuss the unplanned imposition of the legal system of the new High School on school administrators, without providing the necessary resources for change. The article analyzes the main items of the reform that changed the LDB, emphasizing the workload management together with the National Curricular Common Base.

In this same perspective, two articles discuss new management models in educational networks, based on concepts such as efficiency and effectiveness. Sheila Santos and Miriam Fábila Alves, in "The management reform on the estate network of Goiás and Rio de Janeiro under the support of the new public management", address the consequences faced by schools due to the reforms in management models in the educational systems of the two states, highlighting the control of the teaching work, impacted by evaluation, accountability and bonus.

In the text "Rio de Janeiro state education and the implications of the management model", Silvana Malheiro do Nascimento Gama and Jorge Najjar deal specifically with managerialism as a proposed model of school management, implemented through reforms inspired by the private sector. The research analyzes the Integrated School Management (GIDE) - program proposed by the State Department of Education of Rio de Janeiro for a management focused on results.

Still on the management of the teaching work, Omar Cabrales Salazar presents an overview of the new universitarian management models experienced in Colombia. In "New management models in universities and in teaching work in Colombia", the author indicates that, from a theoretical perspective referenced in Cognitive Capitalism, new determinations have been imposed on professors with a business logic.

The management of Higher Education is also the subject of research by Ana Christina Celano Teixeira, Sergio Eduardo de Pinho Velho Wanderley and Fátima Bayma de Oliveira. In the work "Center-periphery management in the internationalization of executive masters", the authors bring the imposition of Anglo-Saxon models in knowledge management, often disregarding local issues and devaluing the voices of peripheral countries, to the fore. The approach criticizes this imported model, seeking a more dialogic and less taxing internationalization of graduate programs.

Finally, Igor Vinicius Lima Valentim dives into the university to analyze the relationships that exist there. Adopting autoethnography as a method, the article "Between naturalization and unquietness: educating to tolerate the intolerable?" questions the current logic in the academy, based on naturalizations of behaviors that bring risks to students, teachers and technicians, questioning the current ways of managing the university and what they stimulate, in the bosom of subjective and micropolitical relations.

We invite readers to delve deeper into contemporary and profound debates about educational management in a plethora of texts produced by relevant researchers from Brazilian and foreign universities. They are articles from serious researches, committed to the transformation of education and, consequently, of society.

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