

PRINCÍPIOS GERENCIALISTAS NA EDUCAÇÃO PÚBLICA E A ATUAÇÃO DO PROFESSOR COORDENADOR

PRINCIPIOS GERENCIALISTAS EN LA EDUCACIÓN PÚBLICA Y LA ACTUACIÓN DEL PROFESOR COORDINADOR

MANAGERIAL PRINCIPLES IN PUBLIC EDUCATION AND THE PERFORMANCE OF THE TEACHER COORDINATOR

Vanessa LANDIM¹
Raquel Fontes BORGHI²

RESUMO: Este artigo representa parte de uma pesquisa de Mestrado que investiga a atuação do Professor Coordenador diante das avaliações em larga escala implementadas no Brasil a partir da década de 1990. Apresentaremos algumas discussões acerca do gerencialismo na educação pública brasileira e indicaremos algumas possíveis influências na atuação do Professor Coordenador. Para isso, dialogamos com Ball (2005a, 2005b), Ball e Youdell (2008), Fernandes (2004, 2008, 2009), Garcia, Adrião e Borghi (2009), Oliveira (2003), Paula (2005), Polato e Bertagna (2013). Com base nos apontamentos realizados podemos inferir que os princípios gerencialistas passaram a exercer influências sobre a educação pública e sobre a atuação do Professor Coordenador a partir da reforma do Estado que se iniciou na década de 1990 no Brasil.

PALAVRAS-CHAVE: Gerencialismo. Performatividade. Educação pública. Professor coordenador.

RESUMEN: *Este artículo representa parte de una investigación de Maestría que investiga la actuación del Profesor Coordinador ante las evaluaciones a gran escala implementadas en Brasil a partir de la década de 1990. Presentaremos algunas discusiones acerca del gerencialismo en la educación pública brasileña e indicaremos algunas posibles influencias en la actuación del Profesor Coordinador. Para ello, dialogamos con Ball (2005a, 2005b), Ball e Youdell (2008), Fernandes (2004, 2008, 2009), Garcia, Adrião e Borghi (2009), Oliveira (2003), Paula (2005), Polato e Bertagna (2013). Com base en los apuntes realizados podemos inferir que los principios gerencialistas pasaron a ejercer influencias sobre la educación pública y sobre la actuación del Profesor Coordinador a partir de la reforma del Estado que se inició en la década de 1990 en Brasil.*

PALABRAS CLAVE: Gerencialismo. Performatividad. Educación pública. Profesor coordinador.

¹ São Paulo State University (UNESP), Araraquara – SP – Brazil. Master's Degree in Education. ORCID: <http://orcid.org/0000-0002-0663-4085>. E-mail: van_landim@hotmail.com

² São Paulo State University (UNESP), Rio Claro – SP – Brazil. Professor of the Department of Education. ORCID: <http://orcid.org/0000-0003-1486-7396>. E-mail: raborghi@gmail.com

ABSTRACT: *This article represents part of a master's degree research that investigates the acting of Teacher Coordinator in the face of large-scale evaluations implemented in Brazil from the 1990s. We will present some discussions about managerialism in Brazilian public education and indicate some possible influences on the performance of the Teacher Coordinator. For this, we dialog with Ball (2005a, 2005b), Ball e Youdell (2008), Fernandes (2004, 2008, 2009), Garcia, Adrião e Borghi (2009), Oliveira (2003), Paula (2005), Polato e Bertagna(2013). Based on the notes we can infer that the managerial principles began to exert influences on public education and on the performance of the Teacher Coordinator from the State reform that began in the 1990s in Brazil.*

KEYWORDS: *Managerialism. Performativity. Public education. Teacher coordinator.*

Introduction

This article represents part of a Master's research entitled “O professor coordenador e sua atuação diante das avaliações em larga escala: um estudo nas redes Estadual Paulista e Municipal Rio-Clareense de Educação”³, in which we aim to understand the effects of large-scale evaluations scale, implemented in Brazil since the 1990s, on the role of the Coordinating Professor, seeking to highlight the similarities and differences between the São Paulo State and Rio Claro Municipal education networks.

Our focus in this article will be on presenting and discussing managerialism in Brazilian public education and indicating some possible influences on the work of the Coordinating Professor.

For that we list Ball (2005a, 2005b), Ball and Youdell (2008), Fernandes (2004, 2008, 2009), Garcia, Adrião and Borghi (2009), Oliveira (2003), Paula (2005), Polato and Bertagna (2013) in order to obtain the theoretical contributions necessary for our discussion.

Through neoliberal discourses on the reforms that are necessary in education, we realize that all over the world new educational systems are being implemented in public schools raising the flags of quality, competence and effectiveness. In Brazil this was no different and, starting on the 1990s, some changes began to be implemented in public schools from political reforms and government programs that promised a miraculous solution to the historical structural problems of basic education.

The crisis of the State spread by neoliberal thinking, through criticisms of the bureaucratic system and overestimation of the efficiency of the private system, opens space for

³ The coordinating teacher and his performance in the face of large-scale evaluations: a study in the São Paulo State and Rio Claro Municipal education networks

the reform movements in which the new public administration starts to operate through the managerial movement (PAULA, 2005, p. 27).

We will seek to show in this article that a market logic has been incorporated into the public schools' daily routine through the performance of its professionals, through the discourses of modernization of practices and the urgent need to improve quality, however, a quality based on ideals competitiveness and high performance, which disregards identity, collectivity and relationships, prominent issues when dealing with human formation.

In this context, the Coordinating Professor, a professional who has the origin of his function linked to a progressive conception of “teacher-subject”, has his performance modified through the political transformations evidenced by the documents that govern the function, after the State reform that occurred during the governments of Fernando Color de Mello and Fernando Henrique Cardoso.

We can affirm that the exercise of the function in progressive contexts, such as those presented in the 60s and 80s, was based on a concept of teacher-subject, capable of constituting his teaching professionalism. In contrast, the context of neoliberal reforms (re)creates the function with a look centered on the role of the teacher as an object, who is responsible for regulation by the bureaucratic forms of control and externally determined tasks. Thus, the function may have been necessary in the current reforms of the Department of Education as a lever for the proposals present in the “Escola de Cara Nova” to be successful. The PCP was responsible for the control and implementation of educational reforms in the school environment, in a clear proximity to the technical aspects of education, which constituted a neoliberal trap to the process of teaching professionalism and the professionalization of public schools (FERNANDES, 2009, p. 7).⁴

In the state of São Paulo, the “Escola de Cara Nova” program corresponded to a reform package that began in 1995 and aimed to reorganize elementary and high schools (OLIVEIRA, 2003). The program, imposed changes such as “the continued progression, the external evaluation, the school reorganization of the physical network, the environmental rooms, the implementation of projects, the flexibility of high school and other measures that were incorporated into the school routine [...]”. Parents were convinced of the importance of their

⁴ Podemos afirmar que o exercício da função em contextos progressistas, como os apresentados nas décadas de 60 e 80, assentava-se em uma concepção de professor-sujeito, capaz de constituir sua profissionalidade docente. Diferentemente, o contexto das reformas neoliberais (re)cria a função com o olhar centrado no papel do professor como objeto, a quem cabe a regulação pelas formas burocráticas de controle e de tarefas determinadas externamente. Dessa forma, a função pode ter sido necessária nas atuais reformas da Secretaria de Educação como uma alavanca para que as propostas presentes na “Escola de Cara Nova” saíssem a contento. Ao PCP coube o controle e a implantação das reformas educacionais no âmbito escolar, numa clara proximidade com os aspectos tecnicistas da educação, o que se constituiu em uma armadilha neoliberal ao processo de profissionalidade docente e de profissionalização das escolas públicas (FERNANDES, 2009, p. 7).

participation in school management and teachers were convinced that they should become “reflective teachers’ and builders of the school’s pedagogical project” (FERNANDES, 2004, p. 32).

However, according to Fernandes (2004), these reforms appropriated the progressive flags to consolidate the discourse in defense of neoliberal ideals and in the face of so many rhetorically proposed improvements, the regulation of the Coordinating Professor function occurs to leverage the effectiveness of the changes, since this would be a professional who would work directly with the teaching teams.

Managerialist principles and privatization *in* public and *of the* public schools

In view of the above scenario, we started our discussions with Ball and Youdell (2008) who affirm that sometimes privatization appears clearly in policies that propose solutions to public school problems, through the entrance of the private sector in its administration. In others, it occurs in a covert manner, but also with the direct consequence of the effective entry of the private sector into education.

About this, Ball and Youdell (2008) tell us about privatization *in* the public school, or endogenous privatization, that which promotes the modification of ideas, bringing to the school the methods and practices of the private sector, so that it becomes “as efficient as a company”; and privatization *of the* public school, or exogenous privatization, that is, one in which the private sector becomes the manager and provider of education.

These different forms of privatization change the way in which education is organized, managed and transmitted, the way in which curricula are decided and taught, the way in which student results are assessed and, finally, the way they are judged students, teachers, schools and local communities (BALL; YOUDELL, 2008, p. 8).⁵

These changes in conception directly impact the way teachers are trained, their access to positions, their daily activities in the classroom, as well as the way they perceive themselves as professionals, that is, in the constitution of their identity (BALL; YOUDELL, 2008, p. 8).

Privatization also represents the way society perceives the school. It represents the change of ideals that are inspired by a selection of which skills are necessary for students to be

⁵ Essas diferentes formas de privatização mudam a forma como se organiza, se gerencia e se transmite a educação, a maneira pela qual os currículos são decididos e ensinados, a maneira pela qual os resultados dos alunos são avaliados e, finalmente, a forma como são julgados os alunos, professores, escolas e comunidades locais (BALL; YOUDELL, 2008, p. 8, tradução nossa).

inserted in the labor market and no longer in the knowledge necessary to form themselves as critical and reflective human beings, participants and active in this society.

The pressures caused by competition (endogenous privatization) can also have an impact on the forms of pedagogy applied in the classroom, with an increasing emphasis on "teaching to pass exams" through memorization and repetition. Classroom activities for students are limited and diminished and the teacher increasingly depends on materials prefabricated and "proof safe" of any personal intervention by the teacher, on state programs prepared in advance and on curricula that control the pace of learning and require teaching methods. Thus, it is precisely teachers with less experience who are more likely to adopt these mandatory work systems and, therefore, students from "low-income" schools are those who are most likely to face these teaching regimes in the classroom (BALL; YOUDELL, 2008, p. 10).⁶

In the midst of privatist reforms, experimental projects financed by the World Bank and other international agencies are often found, which in developing countries have a favorable climate and environment for their entry and propagation (BALL; YOUDELL, 2008, p. 11).

Privatization is a political tool, which not only implies a renunciation by the State of its ability to deal with social problems and respond to social needs, but is part of a set of innovations, organizational changes and new social relationships and associations, which together play an important role in reconfiguring the State itself. In this context, the reconfiguration of education gives legitimacy to the concept of education as an object of profit, available through a contract and as a sales transaction (BALL; YOUDELL, 2008, p. 11).⁷

According to Ball and Youdell (2008) educational policies themselves are privatized, based on the increasingly effective participation of NGOs and the private sector in the elaboration and implementation of these policies.

⁶ As pressões causadas pela competição (privatização endógena) também podem ter repercussões nas formas de pedagogia aplicadas em sala de aula, com ênfase crescente no "ensinar para passar nos exames" através da memorização e da repetição. As atividades em sala de aula dos alunos são limitadas e diminuídas e o professor depende cada vez mais dos materiais pré-fabricados e "à prova" de qualquer intervenção pessoal do professor, de programas estatais preparados de antemão e de currículos que controlam o ritmo de aprendizagem e requerem métodos de ensino. Assim, são precisamente os professores com menos experiência que têm maior probabilidade de adotar esses sistemas obrigatórios de trabalho e, portanto, os alunos de escolas de "baixa renda" são aqueles que têm maior probabilidade de enfrentar esses regimes de ensino nas aulas (BALL; YOUDELL, 2008, p. 10, tradução nossa).

⁷ A privatização é uma ferramenta política, que não só supõe uma renúncia por parte do Estado à sua capacidade de lidar com problemas sociais e responder às necessidades sociais, mas faz parte de um conjunto de inovações, de mudanças organizacionais e de novas relações e associações sociais, que juntas desempenham um papel importante na reconfiguração do próprio Estado. Nesse contexto, a reconfiguração da educação confere legitimidade ao conceito de educação como objeto de lucro, disponível por meio de contrato e como transação de venda (BALL; YOUDELL, 2008, p. 11, tradução nossa).

Ball (2014, p. 34) argues that “new networks and policy communities are being established through which certain discourses and knowledge flow and gain legitimacy and credibility”.

For the author, these networks constitute changes in the functioning of the State, where “new sources of authority” composed of members of the State itself, the economy and civil society, are organized in an interdependent manner, creating complex relationships that constitute, individually or in groups, alternative policies to manage the “failure of the State” (BALL, 2014, p. 34).

In this way, the dismantling of the public school takes place as society comes to believe in the successive complaints regarding the neglect of the public power in relation to the services provided by educational institutions, so that this demonstrates the government's inability to coordinate such services and justifies the entry of the private sector already known rhetorically for its managerial competence with regard to consumer goods.

However, the following questions remain: can education be equated with a consumer good? Can we broadly classify the quality of education at different levels and establish values for them, so that those who can afford to pay higher prices will have access to the best services and those who can afford little will have access to lower quality services? Thinking about education as a right (SANFELICE, 2005), is it possible to price and sell it according to the logic of “who gives more”?

For Ball and Youdell (2008),

Privatization in public education and privatization of public education can have a very important effect on equal educational access, formation and results. Without a doubt, they can change the meaning of "equality" in the field of education, with disastrous consequences that they can have in terms of social justice. When privatization processes are associated with competition between suppliers and result management systems, they can lead to a differential assessment of students and distortions in access guidelines. Equality is rarely a positive value in market-prone systems and, furthermore, a consequence of privatization is that education almost inevitably leads to an increase in differentiation between schools and their stratification, so that the achievement of a common schooling is something almost impossible (BALL; YOUDELL, 2008, p. 18).⁸

⁸ A privatização na educação pública e a privatização da educação pública podem ter um efeito muito importante na igualdade do acesso educacional, na formação e nos resultados. Sem dúvida alguma, eles podem modificar o significado de "igualdade" no campo da educação, com consequências desastrosas que podem implicar em termos de justiça social. Quando os processos de privatização estão associados à concorrência entre fornecedores e sistemas de gestão de resultados, eles podem levar a uma avaliação diferencial dos alunos e a distorções nas diretrizes de acesso. A igualdade raramente é um valor positivo em sistemas propensos ao mercado e, além disso, uma consequência da privatização é que a educação quase inevitavelmente leva a um aumento na diferenciação entre as escolas e sua estratificação, de modo que a realização de uma escolarização comum seja algo quase impossível (BALL; YOUDELL, 2008, p. 18, tradução nossa).

This new public management (GARCIA; ADRIÃO; BORGHI, 2009; BALL; YOUDELL, 2008; PAULA, 2005) took place in Brazil from the 1990s, during the government of Fernando Collor de Mello (1989-1992) but, it was configured in fact under the government of Fernando Henrique Cardoso after the creation of the Ministry of Administration and State Reform (MARE, Portuguese initials) led by economist Luiz Carlos Bresser-Pereira, who proposes the “organic reform of the state apparatus under the assumed perspective of management administration” culminating in the loss of space for democratization and public interest in exchange for incentives for technical efficiency (GARCIA; ADRIÃO; BORGHI, 2009).

Despite the inadequacy of techniques and practices of the private sector in the public sector, precisely because of the incompatibility between managerialist and public interest logic, the reform proposes a “symbiosis between the public and private spheres” through public-private partnerships, that give rise to “quasi-markets” (GARCIA; ADRIÃO; BORGHI, 2009, p. 547).

The quasi-markets are characterized by the increased importance of the figure of the manager and the concept of new public management. The concepts of results control, accountability, human resources, strategic planning, among others, gain strength in the public schools (GARCIA; ADRIÃO; BORGHI, 2009).

These new managers proposed by the reform are the ones who become responsible for the results of the institution, as well as for managing resources and people. This change in conceptions dramatically alters the performance of public school professionals.

The idea of new public management has also been the main means by which the organization and culture of public services are restructured in order to introduce and strengthen market mechanisms and forms of privatization. In this way, the new notion affects the way and scope of adoption of social policy decisions and, systematically, marginalizes and subtracts all the decision-making power of education professionals. On the other hand, it also submits them, frequently, to new forms of control through results management methods and promotes a new perspective among themselves through new forms of commitments and priorities, a process that could be called "reculturation" (BALL; YOUDELL, 2008, p. 27).⁹

⁹ A ideia de nova gestão pública também tem sido o principal meio pelo qual se reestruturam a organização e a cultura dos serviços públicos a fim de introduzir e fortalecer mecanismos de mercado e formas de privatização. Dessa forma, a nova noção afeta o modo e o escopo de adoção das decisões de política social e, sistematicamente, marginaliza e subtrai todo o poder de decisão dos profissionais da educação. Por outro lado, também os submete cada vez mais frequentemente a novas formas de controle através de métodos de gestão de resultados e promove entre eles uma nova perspectiva própria através de novas formas de compromissos e prioridades, processo que poderia ser chamado de "reculturação" (BALL; YOUDELL, 2008, p. 27, tradução nossa).

More than providing the technical change of the public school, the reform modifies professionals and their relationships, as it modifies all the subjectivity that makes up the teaching action. Political reform inserts in this action “new values, new identities and new forms of interaction” (BALL, 2005b, p. 546).

From this point on, the search for results and the quality of education culminated in control and regulation policies, characteristics of a managerial state. The standardized tests and the implementation of the unified curriculum in the state of São Paulo, for example, resulted from the educational policies implemented in this period and continue to delimit the work of managers, teachers and students in schools belonging to the São Paulo State network (POLATO; BERTAGNA, 2013, p. 13).

It is within this context “in which was defended the school autonomy, the importance of the professional development of teachers, the reflective teacher and the school as the locus of formation” that the Coordinating Teacher emerges as an articulator between the Department of Education and the teachers, captivating their peers and leading them to fulfill the established goals (FERNANDES, 2004, p. 33).

Accountability and results management mechanisms, including in this case bonuses paid to teachers and management teams in state schools in São Paulo, for example, are characteristics of this process of entry of the private sector into public administration (BALL; YUDELL, 2008, p. 28).

Our criticism occurs as these mechanisms promote significant changes in relation to the orientation of the pedagogical work, which starts to be guided by the results and the fulfillment of the established goals (BALL; YUDELL, 2008, p. 28).

For Ball and Youdell (2008), the main changes that occur in the education systems managed by the market logic relate to the hierarchy by results:

With regard to schools, the following examples could be cited: governments that set benchmarks and objectives to be met for schools and education systems; publication of school results in the form of “leaderboards”; and linking school funding to performance obligations (such as American legislation called *No Child Left Behind* [in Spanish, “*ausência de crianças atrasadas*”]), whereby schools are required to have their students score better on reading tests and mathematics, otherwise, they may lose federal funding for education) (BALL; YUDELL, 2008, p. 28).¹⁰

¹⁰ No que diz respeito às escolas, os seguintes exemplos poderiam ser citados: governos que estabelecem padrões de referência e objetivos a serem cumpridos para as escolas e sistemas de ensino; publicação de resultados escolares sob a forma de “tabelas de classificação”; e vinculação do financiamento escolar a obrigações de desempenho (como a legislação americana chamada *No Child Left Behind* [em espanhol, “*ausência de crianças atrasadas*”]), por meio da qual as escolas são obrigadas a ter seus alunos com pontuação melhor nos testes de leitura

For teachers, the consequences are the linking of wages to results, conditions and employment contracts defined by managers and characteristically much more flexible and with lower wages, end of the relationship between qualifications and vacancies, in addition to the reduction of teachers with qualifications precisely in order to make the labor cheaper and, finally, adoption of large-scale evaluation systems and teaching staff accountability, through the results of these evaluations (BALL; YOUDELL, 2008, p. 28).

The effects of the “commodification” of education and teaching professionals are felt as social relations are replaced by market valuation. Values and relationships are transformed into things and everything starts to be quantified, according to objectives to be achieved or expected (BALL, 2005a, p. 8).

In this logic, education starts to be administered as a service and no longer as a right (SANFELICE, 2005) and the individual choice of parents starts to be defended through the perspective of free competition. The freedom of this choice is the “slogan” that enchants and guarantees, for those who use it, the pot of gold at the end of the rainbow.

The “value of the student” (BALL, 2005a) is now determined by his performance and therefore, it can be disputed or rejected by schools:

The demands of competition, the 'information' made available by the Evaluation Tables - Ranking of Schools -, the pressure from the State to improve performance, fulfill objectives and per capita financing, in a time of cost containment, combine to create '[local] savings of student value'. In effect, schools compete to recruit students who are better able to contribute to 'improvement' and 'performance', easier and cheaper to teach and better able to contribute to attracting others like them (BALL, 2005a, p. 14-15).¹¹

The “value of the student” transforms the child into an object, of greater or lesser cost, which will determine his admission or refusal through the selection processes. In view of this situation, ethically nothing prevents the social class from determining whether a child is of greater or lesser value for a school, because when it comes to survival in the market “the scruples regarding dedication and equality of value quickly become dispensable” (BALL, 2005a, p. 16).

e matemática, caso contrário, eles podem perder o financiamento federal para a educação) (BALL; YOUDELL, 2008, p. 28, tradução nossa).

¹¹ As exigências da concorrência, a ‘informação’ disponibilizada pelas Tabelas de Avaliação – *Ranking* das Escolas -, as pressões por parte do Estado no sentido da melhoria do desempenho, do cumprimento dos objetivos e do financiamento *per capita*, numa época de contenção de custos, conjugam-se no sentido de criar ‘economias [locais] do valor do aluno’. Com efeito, as escolas entram em competição para recrutar os alunos mais aptos a contribuir para o ‘aperfeiçoamento’ e para o ‘desempenho’, mais fáceis e mais baratos de ensinar e mais capazes de contribuir para atrair outros como eles (BALL, 2005a, p. 14-15).

Under this scenario, the teacher needs to choose between having “good practices” or having “good performance”. Those who risk refuting the normative culture and opt for authenticity, are considered to be “moral dinosaurs - irrelevant and inconvenient”, since “authenticity and performance are constantly in conflict” (BALL, 2005a, p. 22).

Educational reform 'calls for' a new type of teacher and new types of knowledge - a teacher capable of maximizing performance, able to set aside irrelevant principles or obsolete social commitments, who sees excellence and improvement as the driving force of their work. The notion of 'doing a good job' in this perspective is reduced to a 'tenuous' version of professionalism based on responsibility for measurable results (BALL, 2005a, p. 22).¹²

With the Coordinating Professor it couldn't be different. He is the protagonist of education reform in Brazil. As a leader, it is up to him to convince the pedagogical work teams through the mediation of relations with view to the results of the school (SÃO PAULO, 2007, s/p).

For Ball (2005a), since relations are replaced by performance measures, privatization of education becomes easier.

In all of this, professional activity itself becomes a commodity. The value replaces the values. Moral reflection is unnecessary, even obstructive. The important thing is flexibility, in terms of skills, interest, dedication and morals. The new professional of knowledge should not be disturbed by scruples. Cold calculation and external values now predominate. This is the archetype of the 'postmodern' professional - defined by superficiality, flexibility, transparency and represented within the spectacle, the performance (BALL, 2005a, p. 23).¹³

In this scenario, what Ball (2005b) calls teaching “post-professionalism” emerges, a change of identity that affects the teacher, since his actions are defined by determinants external to his will and beliefs, always in search of better results that are represented through “shows, in performances” (BALL, 2005b, p. 558).

Teachers and other school professionals are faced with a “schizophrenia of values” and no longer know if they should be committed to the student and their learning, risking being seen

¹² A reforma educativa ‘convoca’ um novo tipo de professor e novos tipos de saberes – um professor capaz de maximizar o desempenho, capaz de pôr de lado princípios irrelevantes ou compromissos sociais obsoletos, que encare a excelência e o aperfeiçoamento como força motriz do seu trabalho. A noção de ‘fazer um bom trabalho’ nesta perspectiva é reduzida a uma ‘ténue’ versão de profissionalismo assente na responsabilidade pelos resultados mensuráveis (BALL, 2005a, p. 22)

¹³ Em tudo isto, a própria atividade profissional passa a ser uma mercadoria. O valor substitui os valores. A reflexão moral é desnecessária, obstrutiva mesmo. O importante é a flexibilidade, em termos de competências, interesse, dedicação e moral. O novo profissional do saber não deve ser incomodado pelos escrúpulos. Predominam agora o cálculo frio e os valores exteriores. Este é o arquétipo do profissional ‘pós-moderno’ – definido pela superficialidade, flexibilidade, transparência e representado no seio do espetáculo, do desempenho (BALL, 2005a, p. 23).

as rebels, or as odds with what the system imposes, or whether they should just surrender to the pressures and adapt, turning their focus to productivity and the excellence of their work, no matter what the cost (BALL, 2005b, p. 551).

The authentic professional, the one who commits himself to morality, political conscience and emotions, the one who is open to dialogue and reflections is replaced by the competitive professional:

Effectiveness takes precedence over ethics; order over ambivalence. This change in the teacher's awareness and identity is supported and ramified by the introduction, in the teacher's preparation, of new forms of non-intellectualized training, based on competence. [...] During training, the teacher is "re-built" to be a technician and not a professional capable of critical judgment and reflection (BALL, 2005b, p. 548).¹⁴

In general, performativity in education is expressed by the constant struggle for prominence, for visibility. In this perspective, individuality in search of efficiency, maximum performance, excellence prevails (BALL, 2005b, p. 547-548).

As something culturally constructed, managerialism transforms the intimacy of education professionals, as it "seeks to instill performance in the soul of the worker", who starts to feel responsible not only for their own results, but for their peers, as well as their institution (BALL, 2005b, p. 545).

In this stage of managerialism, control no longer necessarily needs to occur externally, since the idea of ranking is already embedded in schools and their professionals. Performance bonuses can even be withdrawn because, as stated by Freitas (2018), it is a matter of faith to achieve good results (verbal information)¹⁵.

Relationships change as teachers from the same institution start to compete with each other and judge the work of those who not try hard enough - according to market logic - to ensure a good image for the organization, in terms of measurable results:

The activities of the new technical intellectuality, of the management, direct the performativity for the routine practices of the teachers and for the social relations between teachers, making the management omnipresent, invisible,

¹⁴ A eficácia prevalece sobre a ética; a ordem, sobre a ambivalência. Essa mudança na consciência e na identidade do professor apoia-se e se ramifica pela introdução, na preparação do professor, de formas novas de treinamento não intelectualizado, baseado na competência. [...] Durante o treinamento, o professor é "re-construído" para ser um técnico e não um profissional capaz de julgamento crítico e reflexão" (BALL, 2005b, p. 548).

¹⁵ Information provided by Luiz Carlos de Freitas, during the lecture "New right": his educational policy and the role of research in resistance, at FE / Unicamp, Campinas, 2018.

inevitable - part of something that is inserted in everything we do (BALL, 2005b, p. 554).¹⁶

Human and social relations are increasingly abandoned at the expense of the productivist logic. Uncertainty and insecurity generate more and more illnesses related to an unstable and competitive environment every day, since “within the framework of evaluations, comparisons and incentives related to performance, individuals and organizations will do whatever is necessary to distinguish or survive” (BALL, 2005b, p. 549).

As previously mentioned, we can clearly see in the documents that it provides on the role of the Coordinating Professor the insertion of the instruments and business criteria of performance in his actions. The assignments become more targeted and describe a professional who will focus specifically on achieving results.

Faced with the change in conception of the Coordinating Professor, he becomes the one who captivates his peers, building a relationship of trust and reciprocity, as the conquest of this workforce will ensure that the expected results are met. He is the leader of the transformations that will only be possible if the teacher believes that they are possible, believe in the leading figure of the Coordinating Professor.

Unfortunately, it seems that the new policies place the role of coordinating professor, symbol of the democratization of labor relations, in a dead end. After some progress, what we see is a setback in relation to the fact that the teacher is the subject of his own work. Subject and at the same time object of control, the function acquires new attributions, gradually moving away from the progressive ideals created in the 1980s. Just as neoliberal policies have appropriated other progressive banners, such as autonomy and participatory management, turning them in control and regulation mechanisms, perhaps the same is happening with the pedagogical coordination function (FERNANDES, 2008, p. 142).¹⁷

In short, we can affirm that the role of Professor Coordinator was directly influenced by the privatization policies of education, radically changing from its emergence to the present day and, contradictorily becoming an articulation function between the Department of Education and the teams of teachers, especially due to their proximity to the pedagogical work teams and

¹⁶ As atividades da nova intelectualidade técnica, do gerenciamento, direcionam a performatividade para as práticas rotineiras dos professores e para as relações sociais entre professores, tornando o gerenciamento onipresente, invisível, inevitável – parte de algo que está inserido em tudo o que fazemos (BALL, 2005b, p. 554).

¹⁷ Infelizmente, parece que as novas políticas colocam a função de professor coordenador, símbolo da democratização das relações de trabalho, em um beco sem saídas. Depois de alguns avanços, o que vemos é um retrocesso em relação ao fato do professor ser sujeito de seu próprio trabalho. Sujeito e ao mesmo tempo objeto de controle, a função adquire novas atribuições, afastando-se gradativamente dos ideais progressistas gestados nos anos 80. Assim como as políticas neoliberais se apropriaram de outras bandeiras progressistas, tais como a autonomia e a gestão participativa, transformando-as em mecanismos de controle e regulação, talvez o mesmo esteja ocorrendo com a função de coordenação pedagógica (FERNANDES, 2008, p. 142).

the strength of the relationships generated between the category, with their practices today focused primarily on improving the performance of schools in external evaluations.

Final considerations

Based on the notes made in our discussions, we realized that over the years, new policies aimed primarily at controlling results have been implemented in public schools, changing the daily lives of these institutions.

Thus, we can consider that the managerialist principles began to be disseminated and started to influence public education and the role of the Coordinating Professor after the State reform that began in the 1990s in Brazil, since the conceptions of education and teaching and learning processes began to have a greater focus on managerial and performance strategies, through standardization and measurement of results present in large-scale assessments, characteristics of a market logic that changed not only the way in which school professionals act, but also the relationships between them.

REFERENCES

BALL, S. J. **Educação à venda**. Viseu: Pretexto, 2005a.

BALL, S. J. Profissionalismo, gerencialismo e performatividade. **Cadernos de Pesquisa**, São Paulo, v. 35, n. 126, p. 539-564, set./dez. 2005b.

BALL, S. J.; YOUDELL, D. **La privatización encubierta en la educación pública**. Instituto de Educación, Universidad de Londres, 2008.

FERNANDES, M. J. S. **Problematizando o trabalho do professor coordenador pedagógico nas escolas públicas paulistas**. Orientadora: Maria Helena Galvão Frem Dias-da-Silva. 2004. 113 p. Dissertação (Mestrado em Educação Escolar) – Faculdade de Ciências e Letras - UNESP, Campus Araraquara, 2004. Disponível em: <http://hdl.handle.net/11449/99267>. Acesso em: 5 mar. 2020.

FERNANDES, M. J. S. **A coordenação pedagógica em face das reformas escolares paulistas (1996-2007)**. Orientador: Maria Helena Galvão Frem Dias-da-Silva. 2008. 282 p. Tese (Doutorado em Educação Escolar) – Faculdade de Ciências e Letras - UNESP, Campus Araraquara, 2008. Disponível em: <http://hdl.handle.net/11449/101617>. Acesso em 5 mar. 2020.

FERNANDES, M. J. S. O professor coordenador pedagógico e a fragilidade da carreira docente. **Estudos em Avaliação Educacional**, São Paulo, v. 20., n. 44, p. 411-424, 2009. Disponível em: <http://publicacoes.fcc.org.br/ojs/index.php/eae/article/view/2037>. Acesso em: 03 janeiro 2017.

GARCIA, T. O. G.; ADRIÃO, T.; BORGHI, R. A nova gestão pública e o contexto brasileiro. *In: Instituições educacionais: políticas, gestão e práticas profissionais* [S.l.: s.n.], 2009.

OLIVEIRA, J. C. **Um estudo sobre o coordenador pedagógico: sua identidade, seu trabalho e formação continuada no cotidiano escolar.** Orientadora: Maria Inês G. F. Marcondes de Souza. 2009. 223 p. Dissertação (Mestrado em Educação) – Pontifícia Universidade Católica do Rio de Janeiro (PUC), Rio de Janeiro, 2009. Disponível em : https://www.maxwell.vrac.puc-rio.br/14328/14328_1.PDF. Acesso em: 5 mar. 2020.

PAULA, A. P. P. **Por uma nova gestão pública: limites e potencialidades da experiência contemporânea.** Rio de Janeiro: Editora FGV, 2005.

POLATO, A.; BERTAGNA, R. H. O uso de avaliações em larga escala como forma de aferir a qualidade da educação. *In: Seminário de Educação Brasileira - PNE em foco: Políticas de responsabilização, regime de colaboração e Sistema Nacional de Educação, Campinas-SP: Disponível em: http://www.anpae.org.br/IBERO_AMERICANO_IV/GT1/GT1_Comunicacao/AmandaPolato_GT1_integral.pdf. Acesso em: 03 janeiro 2017.*

SANFELICE, J. L. Da escola estatal burguesa à escola democrática e popular: considerações historiográficas. *In: LOMBARDI, J. C.; SAVIANI, D.; NASCIMENTO, M. I. M. (Orgs.). A escola pública no Brasil: história e historiografia.* Campinas: Autores Associados, 2005. p. 89-105.

How to quote this article

LANDIM, Vanessa; BORGHI, Raquel. Princípios gerencialistas na educação pública e na atuação do Professor Coordenador. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24 n. 1, p. 24-36, jan./abr., 2020. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v24i1.12703>

Submitted: 20/08/2019

Required revisions: 30/09/2019

Approved: 24/10/2019

Published: 06/01/2020