

**ASPECTS OF SCHOOL MANAGEMENT AND THE TRIAD TEACHING,
RESEARCH AND EXTENSION**

**ASPECTOS DA GESTÃO ESCOLAR E DA TRÍADE ENSINO, PESQUISA E
EXTENSÃO**

**ASPECTOS DE LA GESTIÓN ESCOLAR Y DE LA TRÍADA EDUCACIÓN,
INVESTIGACIÓN Y EXTENSIÓN**

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ABSTRACT: This article aimed to concisely describe contemporary school Management and its two divisions, in this case pedagogical Management and administrative Management. As well as characterizing higher education, the triad Teaching, Research and Extension and the characters who are involved in the “collective effort” process aimed at quality education practices. The theoretical basis of this research is supported on studies on the themes that were mentioned before. Elements for the constitution of the theoretical reference were obtained through bibliographic research. The construction in question will allow the expansion of the discussion on the topics covered and also about the practices developed and directed to achieving a school Management model that meets the professional and social needs of individuals.

KEYWORDS: School management. Teaching, research and extension. Collective effort.

RESUMO: Este artigo objetivou descrever de maneira concisa acerca da Gestão escolar contemporânea e suas duas divisões, no caso a Gestão pedagógica e a Gestão administrativa. Bem como, caracterizar o Ensino superior, a tríade Ensino, Pesquisa e Extensão e as personagens que estão envolvidas no processo de “esforço coletivo” voltado às práticas da Educação de qualidade. A fundamentação teórica desta pesquisa tem por alicerce estudos a respeito dos temas supracitados. Através de uma pesquisa bibliográfica foram obtidos elementos para a constituição do referencial teórico. A construção em questão, possibilitará a ampliação da discussão sobre os temas abordados, assim como, sobre as práticas desenvolvidas e direcionadas a alcançar de um modelo de Gestão escolar que supra as necessidades profissionais e sociais dos indivíduos.

PALAVRAS-CHAVE: Gestão escolar. Ensino, pesquisa e extensão. Esforço coletivo.

RESUMEN: Este artículo tuvo como objetivo describir de manera concisa la Gestión escolar contemporánea y sus dos divisiones, en este caso la Gestión pedagógica y la Gestión administrativa. Además de caracterizar la educación superior, la tríada Enseñanza, Investigación y Extensión y los personajes que participan en el proceso de "esfuerzo colectivo" dirigido a prácticas educativas de calidad. La base teórica de esta investigación se

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basa en estudios sobre los temas antes mencionados. A través de la investigación bibliográfica, se obtuvieron elementos para la constitución del marco teórico. La construcción en cuestión permitirá ampliar la discusión sobre los temas tratados, así como en las prácticas desarrolladas y dirigidas a lograr un modelo de Gestión escolar que satisfaga las necesidades profesionales y sociales de las personas.

PALABRAS CLAVE: *Gestión escolar. Docencia, investigación y extensión. Esfuerzo colectivo.*

Introduction

It is known that the term School management refers to the act of managing a school institution, a kind of term evolved from the terms Administration, School administration, as mentioned by several authors. Over time, this evolution occurred not only in the nomenclature, but also in a practical and usual way, since the main difference in terms, which are also considered synonyms, is found in the cold and romantic form of its application. In other words, despite all the terms in practice using the basic principles: planning, directing, controlling and executing, the only one that has a bias towards the human contingent is the so-called School Management. School Administration and Administration are recognized, until now, as colder and more capitalist, even when they were applied in educational institutions.

Sander (2007) mentions that the character of school management in Brazil, in reference to the first studies, surrounded the understanding and used the term school administration.

It is noted that the terms have evolved, as has the mentality, practices and actions that involve them. Nowadays, the idea of managing or administering in a cold way is not well accepted. The correct term to be mentioned is Management, that is, to manage the institution in a broader, globalized way and not only to pay attention to the correct execution of planning, but concomitantly care about the desires and needs of its human contingent.

With this, relevant concepts and subjects involving the main theme of this construction will be presented, that is, the following topics will occur to characterize aspects related to Education, Higher Education, Legislation, Management, School Management and the triad Teaching, Research and Extension, which, in turn, contribute to the good development of School Management developed in higher education institutions where the triad Teaching, Research and Extension is worked.

Education, higher education and legislation

The school environment is not indifferent to society. Quite the contrary, it is connected and inserted in society and has an extreme relevance in its events.

Santos (2008, p. 62, our translation) mentions that society "is a living organism, which reflects, accepts the changes that occur in society and in the management of power, and also reacts or accommodates them". It is perceived the extreme connection between school and society through reciprocal influence, that is, society has the power to influence the activities and teaching offered by the school, as well as the school has the power to influence society through its actions.

While you teach, you also learn. Through a mere gesture or situation, we can also learn and teach. The role of Education and, consequently, the role of the educator is not just to literally teach, that is, to reproduce what is contained in books. But rather to make students become critical thinkers, questioners who can reflect and reach their own conclusions through the content absorbed and experiences of the world, according to Freire (1996).

It is understood the relevance of Education for the reduction of inequalities and for the increase of the stimulus to the growth of a country, which, in our way of thinking, is not a mere question of agreement of opinions. In this context, the school, represented by higher education, presents itself in an essential way. Because it is through higher education that the highest and best salaries in the market are identified.

Therefore, it is fair to mention the idea of Silva (2007) in reference to an important story that involves the origin of the university in our country:

King D. João VI, using the political paradigm of Portugal as a base, did not found any university in Brazil for fear that the Colony would become independent. As well as he did not authorize the formation of engineering and medical officers, based on the level of secondary education existing in Brazil at the time (SILVA, 2007).

It is known that, in contrast to several other countries, where higher education originated through universities, in Brazil this type of teaching emerged through isolated colleges, where professional formation was primarily imposed.

Moacyr (1937) reports, the history of the creation of the university in Brazil shows in its beginning some resistance, both on the part of Portugal, thus confirming its type of colonization policy, as well as on the part of Brazilians, who did not believe in the idea of creation of such an institution in the colony. The understanding of Brazilians, at the time, was

that such a creation was not justified, and the most correct thing would be for the elite to travel to Europe to study higher education.

Brazilian higher education is made up of an assortment of public and private institutions, which encompass various types of courses and programs, integrating different levels of education, from undergraduate to postgraduate courses, *lato* and *stricto sensu*. The current regime of operation of such institutions is based on the Federal Constitution of Brazil of 1988, the Law of Guidelines and Bases of National Education - LDBEN 9,394 of 1996 and a considerable set of decrees, regulations and complementary ordinances (NEVES, 2002).

Currently, it is noted that young perspectives for a Brazilian university in the 21st century are emerging. Such possibilities need to meet the sociocultural needs of citizens, through the development of knowledge, information and, above all, Education.

Fávero (1997, p. 13, our translation) mentions that it is necessary to

[...] to analyze the functions of the University in society, it is necessary to determine not only the pedagogical objectives, but also the social, political and cultural objectives. It is essential to define the degree of participation of each of the instances that make up the university organization, as well as the degree of autonomy with which it is intended to achieve.

It is agreed that, for a long time, higher education institutions were focused on training professionals to meet the local demands of their social pertinence.

Cavalcante (2000) explains the consolidation of university research in public institutions; the qualification of teaching staff and university extension are activities of notable relevance for the integration of higher education institutions with the community and the business sector.

Higher education, at the same time, has evolved and presents itself through the triad Teaching, Research and Extension. It is noticed that such evolution has occurred and will occur through the positioning and firm decisions taken by those responsible for school management. Specifically considering that the school manager is the main character of school management and, through its actions, the planning, procedures and people involved in achieving the intended objective will be shaped and improved. Therefore, the point that demonstrates the importance of the school manager together with the developed school management will be addressed.

School management and the school manager

In this subtopic, the concepts that involve school management and the role of the school manager will be briefly highlighted. It is understood that the terms Administration, School administration and School management have similar meanings. And, why not say, they are synonyms or terms that have evolved in the practical sense.

Martins (1999, p. 02, our translation), comments that,

School administration supposes a pre-established guiding philosophy and policy: it consists of a complex of processes that create conditions suitable for the activities of groups that operate in a division of labor; it aims at the unity and economy of action, as well as the progress of the enterprise. The process complex encompasses specific activities - Planning, organization, execution assistance (management), evaluation of results (measures), accountability (report) and applies to all sectors of the company: personnel, material, services and financing.

Santos (1996) reports the existing analogy between the basic objectives involving the terms Administration, School Administration and School Management: planning, organizing, directing and controlling the services necessary for the good functioning of both companies and educational institutions.

It is observed that the main “difference” between the synonyms Administration, school administration and school management, is linked to the capitalist and humanized way in which they present themselves. Administration, in its purest form, is used by profit-oriented organizations, that is, directed at capitalism. School administration, despite being focused on the educational formation of individuals and not on profit, for a long time, was understood and judged to be of a cold character, for using as a basis the basic principles of Administration (CHIAVENATO, 2003). The term School management has evolved through the need for humanization in terms of managing an educational institution. Even using the basic principles of Administration and School Administration, its focus is to establish a democratic, participatory and humanizing Management for individuals in the process of formation and for the employees who carry it out, through a bias aimed at serving the educational field (CHIAVENATO, 2003).

Changes affect the educational system, requiring it to adapt to the interests of the market and investments in the formation of professionals better prepared for changes in the production process. In effect, such changes affect the organization of work in companies and the profile of the worker needed for new forms of production and, consequently, the knowledge, skills and attitudes necessary for professional qualification. The incessant technological professional changes affect jobs and professional skills, so that

people need to be prepared to change their profession a few times in their lives (LIBÂNEO, 2008, p. 47, our translation).

It is understood that school management in higher education needs to pay attention to the implementation of joint actions between the pedagogical and administrative areas. After all, one complements the other. It is difficult to imagine that a higher education institution achieves its purposes with excellence without the proper alignment between the two areas that make up school management.

Based on the researched literature, and through a practical view of the subject developed in this study, it is possible to describe some functions and also to name them by the nomenclature and activities/actions performed by the pedagogical and administrative areas that make up school management:

The pedagogical character of the educational action consists precisely in the formulation of socio-political and educational objectives and in the creation of forms of organizational and methodological viability of Education (such as the selection and organization of contents and methods, the organization of Teaching, the organization of work school), to give a conscious and planned direction to the educational process. The educational process, therefore, by its nature, includes the concept of direction. Its adequate structure and its excellent functioning are essential factors to achieve the formative objectives effectively. In other words, schoolwork implies a direction (LIBÂNEO, 2001, p. 114-115, our translation).

It is understood that some basic pedagogical functions are: Organize school calendar; Plan the school term; Organize school planning meetings; Coordinate meetings and decisions aimed at students' income; Pedagogical guidance to teachers; Ensure the discipline of students in the school environment; Contact the students' families.

Administrative functions, according to Chiavenato (2003, p. 94, our translation),

These are the functions related to the integration of the other five functions (technical, commercial, financial, security, accounting and administrative). For Fayol, administrative functions include: forecasting, organizing, commanding, controlling and coordinating. Currently, administrative functions involve: planning, organization, direction and control. Taken together, administrative functions compose the administrative process.

It is noticed that the attentive performance of the school Principal is of great importance, that is, he is always present and has knowledge of all decisions and actions after the planning of the consolidated school management. It will be through its partners (Directors, Coordinators and other Employees) that such execution needs will be passed on and, thus, the

functions and tasks destined to reach the end objective of the school institution will be carried out.

School managers, constituted in a management team, are the professionals responsible for the school's administrative and pedagogical organization and orientation, which results in the formation of the school culture and environment, and should be able to mobilize and encourage the development, construction of knowledge and learning oriented towards competent citizenship. To this end, it is up to them to promote the opening of the school and its professionals to the cultural assets of society and to their community. Above all, they must ensure the establishment of a proactive and entrepreneurial school culture capable of autonomously assuming the resolution and the proper handling of their daily problems, using them as circumstances of professional development and learning (LÜCK, 2009, p. 22, our translation).

It is understood that a Manager can work in different spheres and fields and, depending on his choice, he will not act only as a “mere” administrator. This case fits perfectly into the subject of school management. Through the solid performance of this professional, many individuals will benefit because, through him, new possibilities for professional and social transformations will emerge, since the real role of the Manager is to act as an articulator. In other words, his gaze will be on the balance between the valorization of the human contingent and the implementation of procedures. Given the responsibilities that involve the role of Manager, regarding the developed School Management, it is fair to highlight the importance of planning and actions developed and articulated due to the Teaching, Research and Extension triad, through its inseparability, as defined by several authors.

The Higher Education Teaching, Research and Extension triad and its inseparability

It is known that the university was created with the intention of creating an environment where knowledge was built and, consequently, added the formative function of professionals. And the pillars to be worked on are Teaching, Research and Extension, which are called the triad.

Teaching represents activities related to student learning. Specifically, activities such as: period of classes taught inside and outside the classroom (field class), laboratories, monitoring, seminars, lectures etc.

It is currently noted that the purposes involving higher education, are quite comprehensive and aim at improvement. Therefore, it is worth mentioning excerpts that involve the context that culminated in the emergence of higher education in Brazil.

According to Rossato (2006, p. 22, our translation):

the issue of Brazilian higher education must be placed within the process in which the country's schooling was carried out. Such schooling was constituted with a double purpose: the commercial exploitation and the accomplishment of the Catholic-Christian crusade, in the spirit of the Counter-Reformation. In its beginning, Brazilian higher education had a colonialist, dependent, late, classist character and was disconnected from the national reality. Colonial society was archaic, of oral culture, founded on slavery, rural patriarchy and colonial bureaucracy. In this society, education was predominantly ecclesiastical and aimed at maintaining the privileges of the rigid and closed social order.

It is noticed that, at the beginning of the 20th century, higher education in Brazil begins its journey, presenting itself in a peculiar way and, with this, gaining greater attention on the part of the authorities and a good part of society. Why is that? What does this imply?

With this new scenario,

the conception of a university that took shape in the 1920s and its emergence in the early 1930s were the real milestone of the beginning of the university in Brazil. This initial milestone was due to a context in which the university already had conditions for acceptance and constituted a social demand. In the spirit of the restlessness that prevailed in 1920, three facts were decisive for the organization of the university in the 1930s: the survey on public instruction carried out in São Marcos in 1926, the Statute of Brazilian Universities in 1931 and the Manifesto of Pioneers of *Educação Nova* of 1932 (ROSSATO, 2006, p. 19m our translation).

The **Research**, which also receives the nomenclature Scientific Research, encompasses actions and practices produced to encourage Research activities in the university environment. Such actions and practices in general take place through the production of essays, in the course conclusion work or through scientific initiation.

It is agreed that Research is in a practical way the use of a range of research processes and methods applied by researchers for the development of a study.

Lakatos and Marconi (1990, p. 15, our translation) clarify that the word research is perceived as the act of

to ascertain something in detail, is to "investigate", and the understanding of the term investigation is not univocal, since there are several definitions of the term in the different fields of knowledge. However, the starting point of

the Research lies in the problem that must be defined, and evaluate, analyze a solution and then a solution is tried.

Extension is one of the foundations that supports university practice in higher education. The University Extension or Extension is a relevant complement to Teaching and Research, having the power to generate interaction between the educational institution and the surrounding community.

In an official character, the Extension was recognized as an integral part of the triad Teaching, Research and Extension, which form Higher Education in Brazil, through the intervention of the Federal Constitution of 1988, specifically by article no. 207, "Universities enjoy autonomy didactic-scientific, administrative and financial and patrimonial management, and will obey the principle of inseparability between Teaching, Research and Extension" (BRASIL, 1988, our translation).

University Extension is what establishes, through dialogue, the approximation and understanding between university and society, with the intention of producing knowledge and interlocuting academic activities related to Teaching and Research, through formative processes.

According to Soares (2007, p. 2, our translation), the challenge of university extension is "the defense of public policies, participating in the formulation, monitoring and evaluation of these policies in all spheres of the federation and sectors of activity".

It corroborates with the idea that the Extension has an important role when acting outside the walls of the educational institution. The classroom was redefined and recognized as something that encompasses different spaces, based on the idea of the National University Extension Policy (FORPROEX, 2009, p. 18, our translation):

[...] inside and outside the University, in which the historical-social process is apprehended and (re)constructed in its multiple determinations and facets. The classic pedagogical axis 'student - teacher' is replaced by the axis 'student - teacher - community'.

Teaching and Research since the first Statute of universities, from the Francisco Campos Reformation, in 1931, already presented themselves as university functions. The purpose of higher education in promoting and stimulating the cultural level and scientific research is well known.

The meaning of the term inseparability (*indissociabilidade*), according to the online dictionary Dicio:

Feminine noun. Characteristic or particularity of what is inseparable, inseparable; that does not dissociate; that cannot be separated or disunited. Etymology (origin of the Word *indissociabilidade*). Indissociável – vel + bili + dade (DICIO, 2020, our translation).

The term inseparability is not exclusive to the Teaching, Research and Extension triad, since it is mentioned in other topics such as: inseparability between theory and practice; inseparability between educating and caring; inseparability between attention and management, among others. Finally, as already mentioned: inseparability is the characteristic that defines joint performance, work or execution.

Rays (2003, p. 73) declares inseparability as "a multifaceted process of relationships and correlations that seeks the unity of theory and practice". It should be noted that the understanding regarding the inseparability existing between Teaching, Research and Extension, is not limited to something conceptual or legislative, but to subjects of a paradigmatic, epistemological and political-pedagogical character.

The biography of the Brazilian university states that the inseparability of Teaching, Research and Extension activities took center stage around the 1960s, with the structuring of student movements and the reorganization of social movements in the 1970s, establishing itself as a proposition in the reform of Education and part of the process of redemocratization in Brazil, in the 1980s. The inseparability between Teaching, Research and Extension has solidified itself as a banner of struggle of the higher education teaching movement, with the support of students and progressist sectors of organized civil society, linking prayer in defense of academic freedom and self-management (MACIEL, 2010).

It should be noted that, by stipulating that university institutions should follow the path along the principle of inseparability, the Brazilian Federal Constitution of 1988 gives the idea of making university students the idea of eliminating the dual relations between the three functions.

Moita and Andrade (2009, p. 269, our translation) thus explain the effects of fragmentation:

[...] the articulation between Teaching and Extension points to a formation that is concerned with the problems of contemporary society, but lacks Research, responsible for the production of scientific knowledge. In turn, if Education and Research are associated, ground is gained on fronts such as technology, for example, but there is the risk of losing the ethical-political-social understanding conferred when thinking about the ultimate recipient of this scientific knowledge (the society). Finally, when the (often overlooked) link between extension and research excludes teaching, the formative dimension that gives meaning to the university is lost.

The inseparability of the Teaching, Research and Extension triad directs the practice of quality university production. In the words of Moita and Andrade (2009, p. 72, our translation), it would be “a pluriversity catalyst” that enables the discussion of ideas between the university and society.

University extension, through interference of a social nature, enables benefits to the community, bringing about changes in the lives of individuals, strengthening the relationship between the university and the community. Not to mention that it will provide students with the chance of a formation focused on citizenship (FORPROEX, 2009).

The Law of Guidelines and Bases - LDB 9394/96 -, in its article number 43, item VI, establishes that one of the most important purposes of Higher Education is: “to promote Extension, open to population participation, aiming at the dissemination of conquests and benefits resulting from cultural creation and scientific and technological research generated at the institution” (our translation).

It is corroborated that, through this view, it is possible to understand the inseparability as a qualified principle to transform the student into the main subject of the desired professional formation. With this, he can reach a satisfactory level of competence to carry out his technical, critical and citizen formation, secure in his duties and rights in the face of building a just and egalitarian society.

Based on the concept that surrounds the inseparability of the Teaching, Research and Extension triad, rises the thought of the collective effort necessary for the planning and actions that involve its implementation occur satisfactorily.

The collective effort necessary to the teaching, research and extension triad of higher education

As mentioned during this research, the triad Teaching, Research and Extension, within the inseparability described and manifested by several authors and by the Brazilian laws that establish higher education, aims to strengthen the activities developed in the university environment, generating professionals and critical citizens.

For success to be achieved, it will be necessary to pay more attention to practices aimed at the Teaching, Research and Extension triad, since every educational institution requires global organization to achieve the objectives.

Rodrigues (2011, p. 51, our translation) exposes his view regarding the quality of teaching:

[...] it is linked to satisfaction and motivation, it is indicated by an adequate infrastructure, administrative procedures, teacher formation, constant evaluation and updating, professional and critical formation, production and advancement of knowledge, social transformation, valorization of Research and Extension.

Every educational institution is managed by the so-called and well-known School Management, which, in turn, is composed of two subdivisions called the pedagogical area and the administrative area. The first has a guiding character, as it is directly aimed at the goal of the educational institution. And the second presents itself as support for the first. Because it is through the administrative area that several actions will be implemented to meet the educational demand.

The term Management is defined as:

a process that allows the development of activities efficiently and effectively, making decisions with respect to the actions that are necessary, the choice and verification of the best way to carry them out (RUMBLE, 2003, p. 15, our translation).

It is understood, according to this view, that there is a need for added work on the part of everyone involved in school management. And that the concept of complement and reciprocity be articulated between the pedagogical and administrative areas with the intention of obtaining the desired quality of teaching.

According to Pereira (2012), education specialists need to have formation and practical knowledge that encompasses pedagogical and administrative knowledge.

It is agreed when authors defend the idea that it is not simply with the good performance of the pedagogical area that the educational institutions will succeed. Following these steps, it is easy to understand, they cannot be considered as self-sufficient, that is, administrative support is necessary and complementary to actions aimed at the proper functioning of pedagogical management.

The school management has its own pedagogical and administrative duties, and among the most important are organization, administration and management of the decision-making process through participatory practices and the execution of the decisions taken. In general, it acts more directly in the administrative aspects, delegating the pedagogical-curricular aspects to the pedagogical coordination (or another designation equivalent to the work of a school pedagogue) (LIBÂNEO, 2008, p. 270, our translation).

It is noted that administrative actions also point to the educational whole. In other words, it is through them that complementary educational processes and practices take hold. However, on a daily basis, this support is not always understood in a fair way.

It is not possible to diminish the importance of discussions on themes related to the administrative, or even the emergencies of everyday life, since they are part and inserted as elements of a broader pedagogical project; but it is necessary to reposition and rescue the objectives of the meetings; any discussion should focus on reflecting on the action in a broad way, not comprising meetings commonly divided into three parts: the beginning, with general notices; in a second moment, discussion about everyday problems and difficulties; and, finally, analysis of pedagogical issues (TORRES, 2003, p. 47, our translation).

The achievement of the objectives and execution of the educational processes and practices will only be successful with the presence of the main Manager of the Teaching institution, who can be called Principal, General Principal or Manager. Anyway, regardless of which nomenclature will be used to identify it, its role is very clear, through him occurs the planning and all the actions of execution of procedures, practices, tasks, will have the intended effect. It will also count on the literal support of all individuals (and also of the external community), in other words, the collective effort of all involved in the objective of reaching a quality educational model.

These are some of the functions of the school manager: supervising pedagogical and administrative practices; generating integration between the school institution and the community; to know the educational laws and create ways to strengthen the work teams (LIBÂNEO, 2004).

It is noted how important it is to consider collective effort actions due to the development and application of planning and practices arising from the demands imposed on school management, demands from both the internal and external public to the educational environment. The collective effort, as mentioned above, involves several characters and, according to Maranhão (2014), it is a group formed by several blocks of the internal and external school community (parents, students, teachers and other servants), in which, through of participation, it is possible to assist and aggregate on the decisions that involve the educational institution in the administrative, political-pedagogical and financial spheres.

It is agreed that the participation of the internal and external communities together with the school tends to strengthen the bonds and, consequently, the planning, actions and future adaptations necessary to build a democratic and quality school unit that will reflect in a more adequate society to the professionals and citizens who are there one day. School management is a system, in which all the characters, their functions and tasks have the power to intervene in a very significant way in the result desired by the educational institution, in this case, to offer quality education.

Final considerations

From the reflection exposed in the course of this research, it is evident that the terms covered need further study. That the information presented here does not fully supply all the nuances that involve school management, the triad Teaching, Research and Extension, as well as higher education, the collective effort and the characters that are there, since it would be literally impossible portray them in a few pages.

The purpose of this article, as mentioned at the beginning, is to describe aspects of the aforementioned themes, so that questions could be raised, culminating in new and more in-depth studies.

The good development and practice of school management will provide a consequence for actions aimed at the institutional whole. And, this macro look, will reflect positively in each planned and developed area. The school is a system in which each attitude and decision will reflect in the other areas. A clear example of this, almost never taken into account, have you ever imagined a school without electricity, without water, without desks, without an adequate environment for the professionals involved? This demonstrates that within a school institution everyone has its due importance (from services related to cleaning, the maintenance of environments, purchase of equipment, application of classes and sectors where planning decisions are made, among others), no matter how small that the tasks they perform are considered. This is the idea of the institutional whole; one complements the work of the other so that the greater objective is achieved.

Directing the reasoning in a more specific way to the main theme of this study, it is through the globalized attention attributed to a good planning of school management in Higher Education and to the collective effort of the characters involved that the development of the triad Teaching, Research and Extension will be able to offer, in a solid and fair way, knowledge to individuals, in this case to students and society.

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