

116 - SCHOOL MANAGEMENT IN CHILDREN'S EDUCATION OF THE FIELD IN THE ISLE OF MOSQUEIRO BELÉM / PARA / BRAZIL: A CASE STUDY

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INTRODUCTION

This research presents a reflective analysis on the importance of family participation attributed by the Institutional Management of the Child Education Unit - UEI Bacuri, Damos District in Belém, Pará, Brazil.

This is a qualitative study which, according to Ludke and André (1986, p.18), "is what develops in a natural situation, is rich in descriptive data, has an open, reflective plan and focuses on reality in a complex way and contextualized. In this way, we will have a better applicability of socio-educational analyzes and interpretations.

The dynamic relation of the real world and the subject, indissociable to the objective world, as well as the subjectivity of each one can not be traced by numbers. Thus, the interpretation of the phenomena and the attribution of basic meanings of the process refer to interpretative analyzes in the management of the Child Education Unit mentioned above.

This study therefore deals with children's education in the field and the approach investigates the meaning of school management, aiming at the participation of the family, flowing from the information gathered in the field of research, to the outskirts of the city of Belém.

In this way, this investigation was guided by the following questions:

- 1) What are the actions of the management practice that contribute to the insertion of the families of a rural elementary school in participatory management processes?
- 2) In what way do the family and the nursery school coexist in a collaborative process to improve the quality of education?

And it aimed at the following objectives:

- 1) To identify the actions of the management practice that contribute to the insertion of the families of a kindergarten elementary school in the participatory management processes;
- 2) Investigate the relationship of the family and school of early childhood education in a collaborative process to improve the quality of education.

After the characterization of the case study, it will be data resulting from the work developed in relation to the existing resources and analysis of the situation in the light of the theoretical assumptions and the methodology applied, in order to provide quality to the actions undertaken for better student training, and participation, as a link to achieve goals.

The work is developed in four fundamental axes: it deals with Educational Management with emphasis on school, democratic and participative management; Child Education with a focus on education in the field; the management of education in the Infant Education Unit in Mosqueiro Island, the locus of research; the methodology that was used to characterize the research carried out with situational analysis of the place and activities developed with results of the implanted experience.

This work ends with Conclusion, after which the bibliographic references are presented.

THE MANAGEMENT OF CHILD EDUCATION IN THE ISLAND OF MOSQUEIRO

The School Community served by the Bacuri Early Childhood Education Unit is very diversified, since the students are in the following socioeconomic situations: unstructured families, unemployment, risk situation, mostly are regularized and irregular invasions, which makes the community in a diversified environment in which the majority depends on social programs, such as family grants.

In the UEI Bacuri, 75 children, aged between 2 and 4 years old, are enrolled in the Maternal I, Maternal II and Jardim I full time classes, ie they enter at 7:30 and leave the unit only at 6:00 p.m. During this period, the children attend four meals: snack, lunch, afternoon snack and dinner provided by the Municipal Foundation for Student Assistance (FMAE).

According to EUI coordinator, TelmaRego, "Strategies are made to bring parents closer to school. I say mainly parents because they are the most resistant. Mothers came at a certain frequency, even if it was few, the parents were difficult to bring."

The realization of home visits will be able to know a little of the reality of the parents and our children. This first contact with the family allows us to know the space, customs, way of life and conditions of the children to which they are submitted.

The community, lacking financial, social and cultural resources, survives without the minimum of quality of life with lack of hygiene, health, security often without comfort and privacy. This kind of environment threatens the integrity of children.

Therefore, in the UEI Bacuri, parents need to be active in the educational process so that they can improve the quality of their children's education and provide better living conditions.

Children in the EUI age range from low-income families and most of their caretakers use fishing to survive, need to work outside the home, mostly in the informal market for child support, complemented by the BolsaFamília program.

In addition to these social factors, there are self-reported crime rates in this region, generating among the families a circumstance of poverty, by the parents being prisoners or complying with judicial disciplinary measures, some children have already lived in shelters or are cared for by grandfathers, it does not have sufficient conditions to maintain them, and others the

parents died due to the circumstances of the crime.



Figure 1 - Entrance facade of UEI Bacuri, Mosqueiro Island, Belém-PA.
Source: Research Dat

Faced with this reality, the Bacuri Infant Education Unit is the only space in the Community that offers full-time Early Childhood Education, and perhaps for most children, the only environment that educates and cares for and provides them with dignified food.

The quality of the service offered to the students was intensified. In addition to the actions found within the UEI's Political Pedagogical Project, caring for children is what makes them different and unique.

Shortly after the new tactic of approach used, it is observed that in fact the strategy has become a successful experiment. Parents 'and guardians' attendance was greatly improved, the engagement of the family in assisting the student in homework, of course, directly influenced the psychosocial and pedagogical development.

Throughout the years, School Management has become an important tool to resolve discussions about pedagogical policies and practices in the school context, since it is through the manager that the principles of equality, quality, freedom, democracy and everyday life. In this process the role of the manager is very complex and requires experience, because besides being a teacher, he is also an administrator and is in charge of all school projects, interceding for the best learning, setting goals and thus reaching the objectives outlined.

Therefore, the manager is an actor of extreme importance in the educational institution, because he is the person who believes in the success of the institution in which he develops his pedagogical activities. It is the educational manager who manages the school as a whole, either by managing the financial resources or by managing the social relations between teachers, employees, students and the family. It is your responsibility to promote the integration of the school with the community of which it is a part.

The bibliographic research gathered sufficient information to make the analysis and interpretation of the facts addressed through the application of interviews and questionnaires distributed among the community affects the education of children in the island of Mosqueiro.

For the data collection a copy of the PPP was requested, proceeding with the questionnaire applied to the teachers. The techniques chosen for the survey were: documentary analysis (unit PPP), semi-structured interview, and in loco observation.

After the preliminary data collection, the manager and four (4) regent teachers were selected as the survey subjects who agreed to respond to the instrument (interview).

On-site observation was performed, and at the end of the observation period, interviews were conducted with the management team and four families. From the answers obtained through the interviews, observations and documentary analysis, the analyzes of the final data that generated the fundamental axes for this study were carried out.

The semi-structured interviews made it possible to reveal the singular complexity of the relations between management and family, of the actions and reactions of the subjects in social contexts, through the discourses. This instrument made it possible to "listen" as a moment in which the participants of the research reflect on what was "observed" by the researcher, letting him approximate their meanings.

Therefore, based on the field diaries, it was sought to understand what still needs to be done about actions aimed at families, in order to provide close relationships and the integration of schools that make possible their participation in the democratic management of the institution.

Based on the data collected from the UEI Bacuri, it was verified that the organization of the pedagogical work is based on the curricular planning that has as its main axis the child as a subject of law. With flexible objectives that can valorize and favor the previous knowledge and experiences of each one.

The role of educators is to search through studies and reflections and identify new themes by analyzing the meaningful speeches that make possible the organization of a curriculum by languages, extending to the construction of the web of languages which guides all the pedagogical activities of daily education .

The evaluation happens from the slopes: diagnostic / procedural when verifying the continuous performance of the students, accompanies the entire process in a qualitative way, values each progress and understands the setbacks as a point of analysis to raise the level of learning.

To analyze children's progress through daily observation, difficulties, potentialities and performance, especially in meaningful and practical activities, with written records (collective and individual reports) and photographic records.

Management presents participatory democratic characteristics, because it occurs in a dialogical way in that it takes into account the whole within its organization.

It seeks to lead its team with autonomy, to value collective construction, to act in a decentralized manner and to promote changes with the support of the school community.

Due to the type of management developed in the unit, the community participates in the construction of the process, seeks to interact jointly in educational actions and supports the UEI in the sense of dividing responsibilities, since education is a collective process and social commitment. Focusing on the family approach to the best result in school administration and enrichment of the child's learning.

The logbook was a very important tool to obtain the data presented during the study, because through it we can observe the frequency with which the family members participated in the activities proposed by the school. The logbook signaled to the manager what arrangements should be made for the family members to interact more with the school environment that their children were inserted in order to be able to develop projects that encourage even more community participation with the

school.

CONCLUSION

The present study focused on studying only the pedagogical aspects, with regard to children's education in the field, as well as the participation of families in the students' school routine and its importance to the teaching and learning process. In this sense, it is necessary to carry out future studies that further deepen the concepts about the theme in the search for new paradigms for Early Childhood Education.

In this way, the results found contribute significantly to the fact that new studies are carried out, since they have allowed to have a more holistic view on the researched topic. With these results, the Child Education unit studied can develop actions to improve family participation in the students' daily lives, working in isolation from each actor in this process, in the case manager, teacher and family.

The present research is not limited to the presented data, since there is much that develops in relation to the school management, especially with respect to the children's education of the field, since society in general and family of students must and need participate more actively in the school life of children and also in school management as it is democratic and participatory.

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ABSTRACT

The present work deals with the School Management of children 's education in the countryside, reflecting on the importance of family participation attributed by the management of the Infant Education Unit - UEI Bacuri, Mosqueiro District, Belém, Pará. qualitative, this being a descriptive-exploratory type, making it necessary to conduct interviews with the management team, teachers and family that make up the school unit, the locus of the research. In this way, the research was carried out by a Case Study that aimed to describe aspects related to school management with emphasis on the democratic and participatory management of families in the school environment. The criterion for choosing this institution was the fact that it is the only Infant Education Unit located in the field region on the island of Mosqueiro in Belém, Pará. In this study, the research sample is composed of five members of the school and four representatives of families of both genders, who are somehow part of the community in which the school unit is inserted. Due to the type of management developed in the unit, the community participates in the construction of the educational process, seeks to interact jointly in educational actions and supports the UEI in the sense of dividing responsibilities, since education is a collective process and social commitment.

Keywords: School Management, Democratic Management, Early Childhood Education

GESTION DES ÉCOLES DANS L'ÉDUCATION DES ENFANTS DANS L'ILE DE MOSQUEIRO BELÉM / PARA / BRÉSIL: UNE ÉTUDE DE CAS

Le présent travail porte sur la gestion scolaire de l'éducation des enfants à la campagne, reflétant l'importance de la participation familiale attribuée par la direction de l'unité d'éducation infantile - UEI Bacuri, district de Mosqueiro, Belém, Pará. qualitatif, étant de type descriptif-exploratoire, rendant nécessaire la conduite d'entretiens avec l'équipe de direction, les enseignants et la famille composant l'unité scolaire, lieu de la recherche. De cette façon, la recherche a été réalisée par la réalisation d'une étude de cas qui visait à décrire les aspects liés à la gestion de l'école en mettant l'accent sur la gestion démocratique et participative des familles dans le milieu scolaire. Le critère de sélection de cette institution est le fait qu'elle est la seule unité d'éducation infantile située sur le territoire de l'île de Mosqueiro à Belém, Pará. Dans cette étude, l'échantillon de recherche est composé de cinq membres de l'école et quatre représentants des familles des deux sexes, qui font en quelque sorte partie de la communauté dans laquelle l'unité scolaire est insérée. En raison du type de gestion développée dans l'unité, la communauté participe à la construction du processus éducatif, cherche à interagir conjointement dans les actions éducatives et soutient l'UEI dans le sens de responsabilités partagées, puisque l'éducation est un processus collectif et un engagement social.

Mots-clés: Gestion scolaire, gestion démocratique, éducation de la petite enfance

GESTIÓN ESCOLAR EN LA EDUCACIÓN INFANTIL DEL CAMPO EN LA ISLA DE MOSQUEIRO BELÉM / PARA / BRASIL: UN ESTUDIO DE CASO

El presente trabajo versa sobre la Gestión escolar de la educación infantil del campo, haciendo un análisis reflexivo sobre la importancia de la participación de las familias atribuida por la gestión de la Unidad de Educación Infantil - UEI Bacuri, Distrito de Mosqueiro en Belém, Pará. que es el tipo descriptivo-exploratorio, haciéndose necesario la realización de entrevistas con el equipo gestora, profesores y familia que componen en la unidad escolar, locus de la investigación. De esta forma, la investigación se dio por la realización de un Estudio de Caso que objetivó describir los aspectos relacionados con la gestión escolar con énfasis en la gestión democrática y participativa de las familias en el ambiente escolar. El criterio para la elección de dicha institución, se dio por el hecho de ser la única Unidad de Educación Infantil ubicada en la región del campo en la isla de Mosqueiro en Belém, Pará. En este estudio, la muestra de la encuesta está compuesta por cinco integrantes de la escuela y cuatro representantes de las familias de ambos géneros, que de alguna forma forman parte de la comunidad en la que se inserta la unidad escolar. Debido al tipo de gestión desarrollada en la unidad, la comunidad participa en la construcción del proceso educativo, busca interactuar conjuntamente en las acciones educativas y apoya a la UEI en el sentido de dividir responsabilidades, teniendo en cuenta que la educación es un proceso colectivo y de compromiso social.

Palabras Clave: Gestión Escolar, Gestión Democrática, Educación Infantil del Campo.

GESTÃO ESCOLAR NA EDUCAÇÃO INFANTIL DO CAMPO NA ILHA DEMOSQUEIRO BELÉM/PARA/BRASIL: UM ESTUDO DE CASO

O presente trabalho versa sobre a Gestão escolar da educação infantil do campo, fazendo uma análise reflexiva sobre a importância da participação das famílias atribuída pela gestão da Unidade de Educação Infantil – UEI Bacuri, Distrito de Mosqueiro em Belém, Pará. A pesquisa foi de caráter qualitativo, sendo esta, do tipo descritivo-exploratória, fazendo-se necessário a realização de entrevistas com a equipe gestora, professores e família que compõem a unidade escolar, locus da pesquisa. Desta forma, a pesquisa se deu pela realização de um Estudo de Caso que objetivou descrever os aspectos relacionados a gestão escolar com ênfase na gestão democrática e participativa das famílias no ambiente escolar. O critério para escolha da referida instituição, se deu pelo fato de ser a única Unidade de Educação Infantil localizada na região do campo na ilha de Mosqueiro em Belém, Pará. Neste estudo, a amostra da pesquisa está composta por cinco integrantes da escola e quatro representantes das famílias de ambos os gêneros, que de alguma forma fazem parte da comunidade na qual a unidade escolar está inserida. Devido ao tipo de gestão desenvolvida na unidade, a comunidade participa da construção do processo educativo, busca interagir conjuntamente nas ações educativas e apoia a UEI no sentido de dividir responsabilidades, tendo em vista que a educação é um processo coletivo e de compromisso social.

Palavras Chave: Gestão Escolar, Gestão Democrática, Educação Infantil do Campo