

Evaluation of the planning of pedagogical actions in the fundamental school

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Abstract — Currently, the construction of knowledge forces a new posture of the teacher in Elementary Schools, requiring a broader view and interaction in the various areas, where knowledge management becomes mandatory. This article aims to evaluate the pedagogical management applied in a fundamental school with about 250 students, located in Rio de Janeiro, Brazil, using interviews and questionnaires with teachers. With this research it was possible to conclude that teachers perceive the existence of several conditions that favour the creation, dissemination and socialization of knowledge, considering the good professional relations existing between the teachers who work in the classroom and the pedagogical team.

Keywords — pedagogical management, pedagogical actions, fundamental education, structured interview, questionnaire.

I. INTRODUCTION

The current globalized world is dominated by organizations in their most varied fields. In every organization there is a management, whose role is to organize the institution according to its predetermined objectives, its values and its mission.

Chiavenato [1] defines the organization as social units, thus composed of people who work together, and who exist to achieve certain objectives. These objectives may be related to profit, commercial transactions, education, public services, charity, leisure, etc. He points out that, at present, the life of human beings is intrinsically linked to organizations, because all human activities are carried out within them.

Still in the Chiavenato [2] vision, the concept of management has evolved considerably throughout the twentieth century. In terms of common sense, a person defines management as administration. Thus, the role of management in an organization is to manage business, people and resources to achieve the desired goals. It is the process of planning, organizing, directing, and controlling people to achieve organizational goals.

Libâneo [3], with his educational vision, emphasizes that for some authors the centre of organization and the

administrative process is decision-making, since it is the function of all the other functions of the organization, such as planning, the organizational structure, the direction, the evaluation. He defines management as action that involves the intentional and systematic processes of reaching a decision and making it work. In other words, it is the activity through which means and procedures are mobilized to achieve the objectives of the organization, basically involving the managerial and technical-administrative aspects, being, in this sense, synonymous with management.

This article aims at the analysis of pedagogical management in an Elementary School based on interviews and questionnaires to evaluate the work of teachers regarding the planning and application of innovative pedagogical actions. This school has about 250 students; it is located in Rio de Janeiro, Brazil, and its management is tied to the Federal Government.

II. CONTEXTUALIZATION

2.1-School management

Ikeshoji et al. [4] emphasize that, unlike a business organization, the social unit in which people are treated as human resources, a school organization is a social unit geared, essentially, towards human promotion and training. Since its main objective is education, the interaction between people assumes a prominent position. The development of the integral being occurs through the teaching-learning process.

The manager must understand this process very well in order to intervene. The manager's job is to deal with the knowledge and information that each of the stakeholders brings with them, such as their values, beliefs, competencies aimed at achieving the primary goal of the school, which is education. Thus, it should value the relationships among all involved in the school context, since it is in diversity that actions will be articulated seeking the greater goal.

In the view of Santos [5] and Bussmann [6], school management objectively, essentially plans, organizes, directs and controls – with the due comprehensiveness of an organization of a social nature – the services necessary

for education, including in its scope of action the school organization.

2.2-The function of the educational coordinator at school

According to Vasconcellos [7], the pedagogical coordinator should act as a supervisor and not as a supervisor or controller of teachers. He or she should act as an element of school management, that is, an articulator of the pedagogical work in the school, who works with the general directorate of the school and the teachers, discussing with them the problems and possible solutions for the improvement of teaching-learning. The pedagogical coordinator must be questioning, valuing the collective, the cooperation and the interaction between the teachers, encouraging them and subsidizing them with elements that contribute to the growth of the team and the development of a quality and innovative work. The pedagogical coordinator has the knowledge management tool, conditions that will favour the creation, socialization and dissemination of knowledge, dialogue and social interaction among the professionals involved that can lead them to plan and implement pedagogical actions innovative factor, a competitive advantage factor for this institution compared to other schools in the region.

2.3-Pedagogical innovations

Education, in this context of constant changes, faces numerous challenges and cannot remain static in traditionalism or concentrated on outdated values. Figueiredo [8] emphasizes that it is precisely in this context that school systems are insufficient both in their ability to renew themselves and in the preparation of future generations for a world in which creativity and innovation have become primary differentiation factors. Often the actors involved in the educational process themselves are afraid of constant changes and tend to keep the various segments fixed and balanced. However, it is imperative that these challenges be overcome. It is necessary, then, to provide opportunities for innovations to be implemented. The practices of reflection and stimulation between teachers and pedagogical managers must be permanently encouraged and applied.

According to Carbonell [9], innovation is understood as a series of interventions, decisions and processes, with some degree of intentionality and systematization, which attempt to modify attitudes, ideas, cultures, contents, models and pedagogical practices.

For Alencar [10], some factors converge to establish an innovative process: in addition to the creative potential and the knowledge domain on the part of the individuals involved, a motivating environment so that the ideas can be realized and the material resources that enable its implementation are fundamental.

Ferreti [11] describes what he calls pedagogical 'innovations': the pedagogical experiences and research that emerge as alternatives to the problems and needs faced by a teaching system. Such as:

- Pedagogical innovations related to the curricular structure corresponding to the proposals of curricular organizations that promote the integration of contents or objectives;
- Innovations in teaching methods and techniques, which concentrate the attempts to produce educational change, probably because they are those that the teacher has more control over and, therefore, provide more opportunities to act. Such modifications refer to those structured teaching methods that aim to encourage students to use their intellectual abilities, to exercise reflective thinking in problem-solving and decision-making;
- Under the didactics vision, innovations are related to the creation of teaching methods or techniques that favour the integration of content and the social integration of students, as well as stimulating the participation of students at levels other than the intellectual;
- Innovation in instructional materials and educational technology for individualized teaching, in addition to the development of audio-visual resources for educational purposes and the use of educational technology in order to make content learning and the development of intellectual skills more meaningful;
- Innovations in the teacher-student relationship are related to the intentional willingness of the teachers to maintain contact with the students based on cooperation, the stimulation of their capacities and the challenge to participate, in which the teacher is considered a facilitator of learning;
- Innovations in educational evaluation refer to the continuous nature of data collection, to the diversification of the dimensions to be evaluated, to the instruments and techniques employed, and to enable the verification of the mastery of the skills necessary to carry out complex activities.

III. METHODOLOGY

The research was carried out in a Fundamental School, located in Rio de Janeiro, Brazil, with 250 students and 48 teachers. The approach chosen to conduct this research was a mixed (qualitative-quantitative) approach, given that there was analysis of non-measurable data and others measures that can be analysed by the use of statistical instruments.

Thus, a structured questionnaire was developed with clear and objective questions, to guarantee the uniformity of understanding of the interviewees. However, not everyone was able to participate as respondents. The

sample, then, corresponds to the 33 questionnaires returned (68.75% of the questionnaires applied). In addition, 16 semi-structured interviews were carried out, covering teachers from the different disciplines offered to students, including class teachers who work in pedagogical coordination and orientation. Planning opportunities were analysed in the weekly meetings of teachers with the pedagogical team, and the subsequent implementation on campus of innovative pedagogical actions.

This technique was also used because during the interviews, doubts that could exist on the part of the respondents could be clarified, guaranteeing a greater veracity to the data collected. In addition, the respondents were able to express their vision in a more complete way, explaining it in more detail.

IV. RESULTS AND DISCUSSION

Regarding the pedagogical team, 54.5% of the teachers already worked in pedagogical teams of other institutions, 36.4% of the teachers worked only in the observed campus team and 9.1% did not declare this information. From the qualitative data obtained, a content analysis was performed. Quantitative data were analysed statistically with percentage frequency. In the replies of the questionnaires and interviews, one can see recurrent words: ‘discussion’, ‘exchange’, ‘sharing’, ‘collective’, ‘participation’, ‘dialogue’.

Figure 1 shows the respondents’ perception regarding the quality of the relations between the teachers working in classroom:

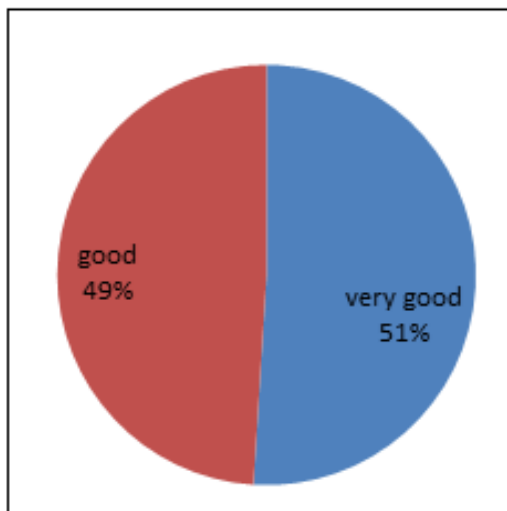


Fig. 1: Perceptions of respondents on the relationship between teachers. Source: Elaborated by the authors based on the questionnaire answers.

Figure 2 shows the respondents’ perception of the quality of the relationship between teachers and pedagogical staff.

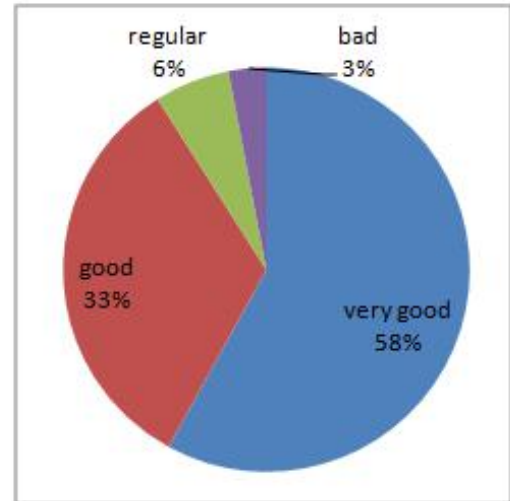


Fig. 2: Perception of the respondents regarding the relationship between teachers and pedagogical staff. Source: Elaborated by the authors based on the questionnaire answers.

Teachers working on the campus were questioned whether, in their view, in the planning meetings there are moments when innovative pedagogical actions are planned. The result of the survey is shown in Figure 3.

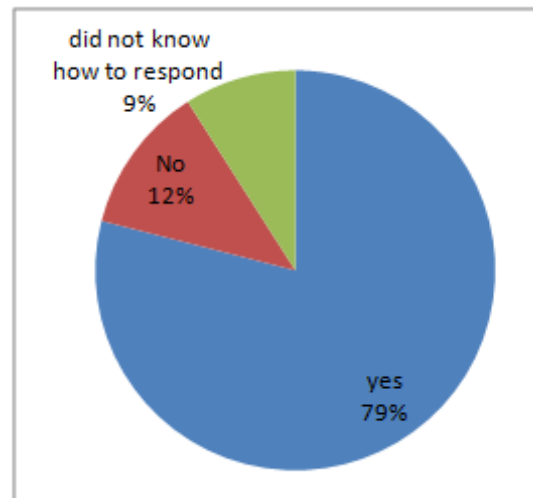


Fig. 3: Perception of respondents about the planning of innovative pedagogical actions in the meetings. Source: Elaborated by the authors based on the questionnaire answers.

Teixeira [12] points out that, in the conceptualizations of innovation in education that he researched, he perceived a constant relationship between this and pedagogical mediation, understood as the teacher’s performance between the student and his / her learning. In this line, innovation is related, then, to the introduction of new materials, resources, activities and new techniques related to pedagogical action / practice, in order to achieve new objectives / results.

Most of the teachers who answered the questionnaires and all those who were interviewed (79% of the respondents) understood that the pedagogical actions collectively planned by the teachers who act in the classrooms with the pedagogical team and were then implemented in the school are innovative pedagogical actions. This is because they are planned with the involvement of all the teachers who work with the classes, seeking the organization of the pedagogical work by projects, in order to guarantee an interdisciplinary approach, i.e. that the contents and objectives are integrated. In the view of Chimendes et al. [13] with pedagogical practices based on the practice of inter-, multi- and trans-disciplinarity, it is possible to contribute to an autonomous society, transforming tacit knowledge into explicit knowledge to serve as a basic tool for social development, sharing and incorporating new technologies.

The student body is actively involved in the process of their learning because the work developed aims at the social integration of students since the faculty understands that the students' active participation in this process implies more meaningful learning.

It is also important to highlight the social inclusion at school of the Nucleus of Attention to People with Special Needs (NAPSN). The core coordinator guides teachers on strategies for working with students with specific needs, both the regent teachers and those who interact with these students in the classroom, as well as those who perform specialized educational assistance [14].

The teachers have several audio-visual resources, in addition to two computer labs, in which computers are used by the students weekly. In the classes of Educational Informatics, there is the presence of a teacher of the discipline, as well as the teacher who taught the class. The work done in these classes is also the result of integrated planning among these professionals. Research is encouraged by the teachers to be carried out by the students, often in the school itself, as a way to increase their knowledge. Educational technology is used by teachers to make content learning and the development of intellectual skills more meaningful to students.

In the research conducted by the questionnaire and semi-structured interviews, the following pedagogical actions were planned and implemented on the campus of the school:

- The semi-annual General Plans are meetings held with all teachers who work with a given year of schooling and the pedagogical team. In these meetings there is the sharing of suggestions on the part of all the teachers of different disciplines, aiming at the construction and accomplishment of a more integrated and interdisciplinary work;

- The Language Workshops project developed by the teachers of the campus, which provided the opportunity for more 'playful' work, exploring the different languages, but addressing as a priority the contents of Portuguese language and mathematics;
- Music education project that implements the practice of musical instruments using the songs known by students;
- Various institutional projects involving family members and integration with students;
- Development of specific competitions with the themes of Brazilian literature, music, geography, history and the environment;
- Development of the Science subjects using Environmental Education as a starting point, connecting the contents to the theme, which favours an interdisciplinary approach and also allows students to engage with a current theme and totally according to their interests. The work seeks to bring them to the awareness of the care that the environment requires for the maintenance of life on Earth, in addition to leading them to a change of attitude towards this environment that is reflected in their daily lives: avoiding waste of water and electricity; reusing the materials considered as rubbish and using parts of food that would be thrown away in order to reduce the production of rubbish; and developing conscious consumption among children, among other actions;
- The use of songs and poems in the science laboratory as a form of motivation to consolidate students' knowledge of science;
- Development of theatrical pieces involving everyday situations and the environment;
- Development of pedagogical excursions to the neighbourhood supermarket with the aim of developing of knowledge of measures of mass, volume and the monetary system;
- The video creation project, coordinated by teachers of visual arts, in which children create videos from a contemporary conception of how they see the world;
- Some mathematics activities made with games, videos and manipulative materials that facilitate the students' understanding of the contents.

V. CONCLUSIONS

Based on the research carried out, the following conclusions were reached:

- Teachers point to the existence of an environment favourable to the exchange of experiences in planning meetings culminating in the growth of all participants. A good dialogue-based work environment enhances interaction among teachers;

- Effective knowledge among groups favours the development of school work, serving as an extension of planning meetings;
- Most of the teachers who answered the questionnaires and all the teachers interviewed understood that the pedagogical actions planned collectively by the teachers with the pedagogical team and then implemented in the school, are innovative pedagogical actions. This is because they are planned with the involvement of all the teachers who work in the classroom, seeking the organization of the pedagogical work through projects, in order to guarantee an interdisciplinary approach and the integration of contents and objectives.

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