



# Training of basic education professionals to work in school management: an analysis of Pedagogical Projects of Pedagogy Courses in Ceará and Rio Grande do Norte

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**ABSTRACT.** This paper aims to study the Basic Education professional training for school management through the curricular proposals existing in 10 (ten) Pedagogical Projects of Pedagogy Courses from 06 (six) public universities located in the States of Ceará and Rio Grande do Norte. As a guiding question, we point out: what do Pedagogy Graduation from public universities in Ceará and Rio Grande do Norte propose, at the level of the official curriculum, to undergraduates regarding school management? From a methodological point of view, we use the qualitative approach and documentary analysis. The research shows that, among other aspects, the professional profile desired in these universities is presented, in most official documents, with a generalist approach to management, linked to educational management and not to school management, with a focus on school. We also highlight that, in most graduation courses, there are few curricular components with an emphasis on the different areas that make up the management of school educational processes (school management, pedagogical coordination, among others). The official curricula analyzed affirm the perspective of generalist education discussed in educational history for Pedagogy Graduation courses.

**Keywords:** education professional training; school management; pedagogy graduation.

## Formação do profissional da educação básica para atuação na gestão escolar: uma análise de Projetos Pedagógicos de Cursos de Pedagogia do Ceará e do Rio Grande do Norte

**RESUMO.** Este trabalho objetiva analisar a formação do profissional da Educação Básica para atuação na gestão escolar, por meio das proposições curriculares existentes em 10 (dez) Projetos Pedagógicos de Cursos de Pedagogia de 06 (seis) universidades públicas situadas nos Estados do Ceará e do Rio Grande do Norte. Como questão norteadora, pontuamos: o que as Licenciaturas em Pedagogia de universidades públicas do Ceará e do Rio Grande do Norte propõem, no âmbito do currículo oficial, aos licenciandos a respeito da gestão escolar? Do ponto de vista metodológico, utilizamos a abordagem qualitativa e a análise documental. A pesquisa mostra que, entre outros aspectos, o perfil profissional desejado ao licenciado nessas universidades se apresenta, na maior parte dos textos oficiais, com uma abordagem generalista de gestão, vinculada à gestão educacional e não à gestão escolar, com foco na escola. Destacamos também que, na maioria dos cursos, há poucos componentes curriculares com ênfase nas diferentes áreas que compõem a gestão de processos educativos escolares (direção escolar, coordenação pedagógica, entre outras). Os currículos oficiais analisados afirmam a perspectiva de formação generalista debatida na história educacional para os cursos de Pedagogia.

**Palavras-chave:** formação do profissional da educação; gestão escolar; licenciatura em pedagogia.

## Formación del profesional de educación básica para actuar en la gestión escolar: análisis de los Proyectos Pedagógicos de Curso de Pedagogía de Ceará y Río Grande do Norte

**RESUMEN.** Este trabajo tiene como objetivo estudiar la capacitación de profesionales de Educación Básica para trabajar en la gestión escolar, a través de las propuestas curriculares existentes en 10 (diez) Proyectos

pedagógicos de cursos de pedagogía de 06 (seis) universidades públicas ubicadas en los Estados de Ceará y Río Grande Del norte. Como pregunta orientadora, señalamos: ¿qué proponen las Licenciadas en Pedagogía de las universidades públicas de Ceará y Rio Grande do Norte, a nivel del plan de estudios oficial, a los estudiantes de pregrado con respecto a la gestión escolar? Desde un punto de vista metodológico, utilizamos el enfoque cualitativo y el análisis documental. La investigación muestra que, entre otros aspectos, el perfil profesional deseado para el graduado en estas universidades se presenta, en la mayoría de los textos oficiales, con un enfoque generalista de la gestión, vinculado a la gestión educativa y no a la gestión escolar, con un enfoque en la escuela. También destacamos que, en la mayoría de los cursos, hay pocos componentes curriculares con énfasis en las diferentes áreas que conforman la gestión de los procesos educativos escolares (gestión escolar, coordinación pedagógica, entre otros). Los planes de estudio oficiales analizados afirman la perspectiva de la educación generalista discutida en la historia de la educación para los cursos de Pedagogía.

**Palabras clave:** educación formación profesional; gestión escolar; licencia em pedagogía.

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## Introduction

In the historiographic studies published in the field of Education, there is an understanding, on the part of some educational researchers, that, since the creation of Pedagogy courses in Brazil, in 1939, there has always been a difficulty in reaching a consensus on the professional profile for the former students of these courses (Brzezinski, 1996; Silva, 2006; Libâneo, 2007; Scheibe, 2007; Cruz, 2008; Fiorin & Ferreira, 2013). Among the questions raised throughout history, according to Cruz (2008), we have: a technician in Education or a teacher in the Normal Schools? School manager, school supervisor, educational advisor, pedagogical coordinator or Normal Education teacher? Teacher in the early years of elementary school, kindergarten or social educator?

The lack of consensus on the professional profile aimed at the Pedagogy courses illustrates a series of contradictions built in historical times, sometimes by the Brazilian educational system itself, in particular, by the Basic Education and Higher Education legislation, sometimes by issues of disputes between political and social groups that, based on divergent interests associated with the dynamics of the Brazilian society formation, inserted ideological impressions into the arena of teacher education that spilled directly into the nature and identity of graduations (Cruz, 2008).

Pedagogy courses were given the task of training different professionals in the area of Education, among them, the school manager, the pedagogical coordinator, the school supervisor, the teacher of Early Childhood Education and the early years of Elementary School, the professional for acting in teaching and management of non-school educational environments (in the context of Non-Formal Education<sup>1</sup>). This scenario, at times, became conflicting in the curricula of these graduations, given that it became complex to think of a curricular proposal that would meet all the functions desired by professionals trained by Pedagogy courses (Libâneo, 2007; Pimenta, Fusari, Pedroso, & Pinto, 2017).

Thus, the present study intends to contribute to discussions about professional training for acting in school management in Basic Education. Thus, it aims to analyze the curricular propositions existing in 10 (ten) Pedagogical Projects of Pedagogy Courses of 06 (six) public universities in the States of Ceará and Rio Grande do Norte. Educational pedagogues, we developed part of our experiences as teacher trainers, in licentiate degrees, in these States, therefore, justifying the local interest. In detail, we evaluated the curricular projections regarding professional training for acting in school management. As a guiding question for this investigation, we emphasize: what do the Undergraduate Degrees in Pedagogy from public universities in the States of Ceará and Rio Grande do Norte propose, within the scope of the official curriculum, to undergraduate students about school management?

In methodological terms, the research was based on a qualitative approach and used the document analysis of the Pedagogical Projects of Degrees as a data production technique. We also register that the reading of reference authors about Pedagogy courses in Brazil, such as Brzezinski (1996), Libâneo (2007), Scheibe (2007), Pimenta et al. (2017), among others, and official documents about teacher education in Brazil served us for the organization of data and for the analysis presented in this text. In particular, Resolution CNE/CP No. 01,

<sup>1</sup> In this text, we conceptualize Non-Formal Education as an educational modality that develops beyond school spaces. It is disseminated, most of the time, in environments such as community associations, unions, churches, among other social environments.

of May 15, 2006, which established the National Curriculum Guidelines for the undergraduate course in Pedagogy, Licentiate, and Resolution CNE/CP No. 2, of December 20, 2019, which defined new National Curriculum Guidelines for Initial Teacher Training for Basic Education and instituted the Common National Base for Initial Basic Education Teacher Training (BNC-Training) (Resolution CNE/CP n° 1, 2006; Resolution CNE/CP n° 2, 2019).

Apart from this introduction, the text is organized into three more sections. In the first, we described the methodological processes that constituted the present research. Next, we present the analysis based on what the curricular documents (Course Pedagogical Projects) studied attest. Finally, we talk about the considerations apprehended in the research, emphasizing that it is necessary to (re)think about the training of Basic Education professionals developed in Pedagogy courses to work in school management.

We hope that the work adds knowledge to the other articles that make up the present issue of the *Revista Acta Scientiarum. Education*. Thus, we hope that this study somehow adds to the historical discussion produced in different studies (carried out in stricto sensu programs or not) in the Education area about the training of the Basic Education professional to work in school management.

## Investigative process

We emphasize that the objective of this study is to analyze the curricular propositions existing in the Pedagogical Projects of Pedagogy Courses at public universities in the States of Ceará and Rio Grande do Norte regarding the training of Basic Education professionals to work in school management. Thus, in order to achieve the purpose of the investigation, we outline, at the methodological level, the investigative process described below.

Initially, we checked out the official database of higher education courses and institutions of the Ministry of Education, the e-MEC. At that time, we carried out a survey of the group of public universities in the states of Ceará and Rio Grande do Norte that offer a degree in Pedagogy as a regular course. In total, we found 09 (nine) institutions – 06 (six) in Ceará and 03 (three) in Rio Grande do Norte.

After that, in the second moment, we checked out the institutional websites of each university to gather contextual information about the institutions and courses. In this phase, we apprehend the pedagogical projects of 10 (ten) degrees in Pedagogy available. We would like to explain that, out of the 09 (nine) universities that offer regular graduations, 03 (three) did not provide the curricular documents (the three institutions are located in the State of Ceará), leaving for investigation the courses of 06 (six) universities – 03 (three) from Ceará and 03 (three) from Rio Grande do Norte, namely: Federal University of Ceará (UFC); Federal University of Cariri (UFCA); University of International Integration of Afro-Brazilian Lusophony (UNILAB); Federal University of Rio Grande do Norte (UFRN); Federal Rural University of the Semi-Arid (UFERSA); and State University of Rio Grande do Norte (UERN). We also inform that, in some universities, there are courses in more than one campus, an aspect that justifies the number of curricular documents (10 Pedagogical Course Projects) being higher than the number of universities (6 institutions).

With the Pedagogical Projects selected, we started to read the documents in order to collect the information necessary for the research, organizing thematic axes for the collection and analysis of the information available in the Teaching Projects for Undergraduate Degrees.

Thus, based on the question – 'what do the Undergraduate Degrees in Pedagogy of public universities in the States of Ceará and Rio Grande do Norte propose, within the scope of the official curriculum, to undergraduates about school management?' – we built the thematic axes: a) 'professional profile designed for graduates in Pedagogy to work in school management'; b) 'disciplines about school management in Degrees in Pedagogy'; and c) 'class hours allocated to the study of subjects on school management in Pedagogy Courses'.

In the third moment, after finished reading the 10 (ten) Pedagogical Projects of the Undergraduate Degrees in Pedagogy, we systematized the information collected in 4 (four) tables and a figure for the interpretation and qualitative analysis.

Finally, in the fourth stage of the investigative process, we carried out a qualitative analysis based on the set of information available in the tables and figure. We note that in the course of the investigation process, especially when reading the curriculum documents, we note information about the degrees that were also relevant for the analysis presented below.

## Training of basic education professionals to work in school management: analysis of official curricula

Before starting analyzing the 10 (ten) pedagogical projects of the Degrees in Pedagogy located in the 6 (six) public universities in the States of Ceará and Rio Grande do Norte, we made some initial considerations about the Courses. At first, we pointed out that 9 (nine) graduations courses have curriculum documents with little implementation and/or revision time. These projects date from 2016 to 2019. The exception is the UFC course<sup>2</sup>, which started its implementation in 2013.

In addition, half of the courses work exclusively on the night period, a characteristic that is associated with the studies by Gatti and Barretto (2009) and Medeiros and Aguiar (2018), who see the predominance of undergraduate courses, in general, to function in the night shift because the students that take these courses are, for the most part, composed of workers and day workers. This factor contributes to their permanence at the university. We summarize this and other information in Table 1.

**Table 1.** Degrees in Pedagogy, Public Universities of Ceará and Rio Grande do Norte.

Institution-Course	Municipality/Campus	Opening hours	Year of initiating the PPC	Class hours of the course	Academic semesters for curriculum completion
Ceará					
UFC	Fortaleza	Day period	2013	3.216	8
UFCA	Brejo Santo	Integral	2018	3.752	8
UNILAB	Acarape	Evening period	2016	4.400	8
Rio Grande do Norte					
UFRN	Natal	Afernoon and evening	2017	3.220	10
UFRN	Caicó	Morning	2018	3.290	9
UFERSA	Angicos	Evening Period	2016	3.435	10
UERN	Mossoró	Morning e evening	2019	3.205	8
UERN	Assú	Evening	2019	3.205	8
UERN	Pau dos Ferros	Evening	2019	3.740	8
UERN	Patu	Evening	2017	3.200	8

Caption: Course Pedagogical Project (PPC); Federal University of Ceará (UFC); Federal University of Cariri (UFCA); University of International Integration of Afro-Brazilian Lusophony (UNILAB); Federal University of Rio Grande do Norte (UFRN); Federal Rural University of the Semi-Arid (UFERSA); State University of Rio Grande do Norte (UERN).

Source: Survey data (2020).

Another feature that deserves to be highlighted is the fact that 7 (seven) degrees consider the minimum time of 8 (eight) academic semesters for the curricular integration. With 9 or 10 semesters planned for this purpose, only the courses at UFRN, Campi from Natal and Caicó, and at UFERSA are planned. An evident aspect deserves attention in the Licenciante degree in Pedagogy at UNILAB, located in the Academic Unit of Palmares in the city of Acarape, Ceará, which plans graduation training in 08 academic semesters, however, out of that number, 02 semesters (the initial ones) are attended in the Bachelor's Degree in Humanities, from which a total of 720 hours of study is used (600 hours of compulsory subjects and 120 hours of optional subjects) (University of the International Integration of Lusofonia Afro-Brazilian [UNILAB], 2016).

As additional information, we pointed out that the 10 (ten) degrees have a workload of more than 3,200 hours. Although the Projects were implemented before the promulgation of the National Curriculum Guidelines for the Initial Training of Basic Education Teachers and the Common National Base for the Initial Training of Basic Education Teachers (BNC-Training), published in December 2019 (CNE Resolution /CP No. 2, 2019), his workload is within the expected by the current Resolution.

However, with regard to the additional 400 hours that enable the graduate to work in the context of school management, we saw that only the courses at UFCA, UNILAB and UERN, Campus de Pau dos Ferros, meet this requirement. In any case, it is necessary to deepen the debate on this aspect, given that the additional 400 hours in the official curricula stipulated for training in the degree in Pedagogy do not ensure that they are consistent with undergraduate studies in the area of school management.

<sup>2</sup> We clarify that the UFC Pedagogy Course, Fortaleza Campus, is offered in two shift perspectives: a day course and another working in the afternoon and night shifts. For each course, there is a Pedagogical Project, however, the curricular matrix, the professional profile desired for the graduate, the course menus, among other aspects, are the same. In this study, we consider the Course's Pedagogical Project registered as daytime.

Going into the analysis of official texts, we reinforce that we organized it based on the guiding question, subsequently unfolding it into three thematic axes for the production and analysis of data. In this context, we point out that from the central question – ‘what do the Undergraduate Degrees in Pedagogy of public universities in the States of Ceará and Rio Grande do Norte propose, within the scope of the official curriculum, to undergraduates about school management?’ –, we developed the thematic axes: a) ‘professional profile designed for graduates in Pedagogy to work in school management’; b) ‘disciplines about school management in Degrees in Pedagogy’; and c) ‘class hours allocated to the study of subjects on school management in Pedagogy Courses’.

In reference to the first thematic axis (professional profile designed for graduates in Pedagogy to work in school management), we organized a synthesis of the data collected in Table 2.

**Table2.** Professional profile designed for graduates in Pedagogy to work in School Management.

Institution/ Course	Municipality/ Campus	Official Curriculum Projections	Dimensions of School Management covered in PPC
UFC	Fortaleza	"[...] the graduate in Pedagogy should be able to act as: manager of educational processes [...], through the demands of both the Teaching Systems (school spaces) and other sectors of society (non-school spaces) [...]" (Federal University of Ceará [UFC], 2013, p. 18).	Generalist approach
UFCA	Brejo Santo	"The graduate in the Pedagogy course is a professional able to teach in early childhood education and in the first years of elementary school, and can also work in the areas of school management [...]. The pedagogue is a professional able to assume the functions of teaching, management, coordination, [...] in different segments and educational institutions [...]" (Federal University of Cariri [UFCA], 2018, p. 17-18 ).	Direção Escolar Pedagogical coordination
UNILAB	Acarape	"The Pedagogical Course Project – PPC establishes the options for teaching in Kindergarten, in the early years of Elementary School, [...] in addition to Educational Management (in school and non-school spaces) from the perspective of Africa and its Diasporas, with emphasis on UNILAB integration countries" (UNILAB, 2016, p. 62).	Generalist approach
UFRN	Natal	"This professional is responsible for teaching [...], being able to assume the functions of teacher in Kindergarten, early years of Elementary School [...]; researcher; manager and coordinator at different levels, stages, modalities and educational contexts [...]" (Federal University of Rio Grande do Norte [UFRN], 2017, p. 26).	School board Pedagogical coordination
UFRN	Caicó	"[...] the CERES Pedagogy graduate is the professional who will act as a teacher in Early Childhood Education, in the early years of Elementary School in the respective modalities of education [...], in educational management and in different areas of knowledge, with integration between them, being able to cover a specific and/or interdisciplinary field [...]" (Federal University of Rio Grande do Norte [UFRN], 2018, p. 38).	Generalist approach
UFERSA	Angicos	"The graduate of the Licenciature Degree in Pedagogy at UFERSA Angicos should have the following profile: [...] Acting in educational management, preferably under a democratic perspective [...], especially [...] in administration, to coordination, follow-up and evaluation of the teaching-learning process, institutional evaluation, as well as in the analysis, formulation, implementation, follow-up, monitoring and evaluation of public and institutional policies in the area of education" (Universidade Federal Rural do Semi-Árido [UFERSA], 2016, p. 34-35).	School management Pedagogical coordination Education Counseling School supervision
UERN	Mossoró	"[...] the profile of the Pedagogue to be formed by UERN requires that they be qualified to deal with the demands of teaching activities, the challenges posed by educational practice in different contexts and educational management [...]" (Universidade do State of Rio Grande do Norte [UERN], 2019a, p. 25).	Generalist approach
UERN	Assú	"Assú's Pedagogy Course/Advanced Campus aims to fully train the Pedagogue to work in teaching in Early Childhood Education, in the Early Years of Elementary School and in Youth and Adult Education, as well as in the management of educational processes in spaces school and non-school [...]" (University of the State of Rio Grande do Norte [UERN], 2019b, p. 21).	Generalist approach

Institution/ Course	Municipality/ Campus	Official Curriculum Projections	Dimensions of School Management covered in PPC
UERN	Patu	"UERN's Degree Course in Pedagogy aims to fully train the Pedagogue to work in teaching Early Childhood Education, the Early Years of Elementary School and its teaching modalities, as well as in the management of educational, school and non-school processes. students [...]" (University of the State of Rio Grande do Norte [UERN], 2017, p. 30).	Generalist approach
UERN	Pau dos Ferros	"So, the Undergraduate Course in Pedagogy at UERN aims to form the Pedagogue in an integrated way to act in teaching Early Childhood Education, the Early Years of Elementary School and Youth and Adult Education, as well as in the management of educational and school processes and non-schoolers [...]" (University of the State of Rio Grande do Norte [UERN], 2019c, p. 34).	Generalist approach

source: research data (2020).

The analyzed Pedagogy Courses emphasize different scopes for the performance of the graduate in Basic Education, which illustrates a plurivalent professional profile that will be able to act in different contexts and functions. The word "management" is mentioned in all official documents. However, we see that the emphasis given to the dimensions of school management, that is, school management, pedagogical coordination, school supervision, to name a few, varies in the curricular reality analyzed. In the words of Lück (2009, p. 23):

School management is one of the areas of professional performance in education aimed at carrying out the planning, organization, leadership, guidance, mediation, coordination, monitoring and evaluation of the processes necessary for the effectiveness of educational actions aimed at promoting learning and training of students.

In the curriculum documents, it is possible to find from a generalist approach, which uses the expression 'educational management' to refer to the broad context of professional performance in formal education in management processes, to the specific demarcation of professional functions that the graduate may exercise in the Basic education in school management.

In detail, we consider that, out of the 10 (ten) Degree courses in Pedagogy, 7 (seven) emphasize in their professional profile the generalist approach to management, not specifying the areas that constitute it as possible for the performance of graduates. In this context, courses from UFC, UNILAB, UFRN (Campus de Caicó), and UERN (from the four campuses – Mossoró, Assú, Pau dos Ferros and Patu) are presented. Differently, the courses at UFRN (Campus de Natal) and at UFCA demarcate textually school management and pedagogical coordination as specific sectors of action for graduates of the courses. UFRSA's degree, on the other hand, in addition to highlighting pedagogical coordination, uses the term 'school administration', as well as allows us to understand that educational guidance and school supervision are functions aimed at the profile of the professional trained by University graduate.

As a synthesis of the thematic axis that locates the professional profile to be qualified by Pedagogy Courses to work in school management, we believe that there is no uniform understanding of this aspect in the curricular documents studied. We believe that this results from the lack of definition in the Pedagogical Projects of the Courses about what school management is, what constitutes it, the professional functions that encompass it and the context in which it is exercised – the Basic Education school. The use of the expression "educational management" helps our understanding in most documents, as we understand it as an area that refers to the management of Education, which includes the school and the contexts of Education beyond it (in sectors of the systems municipal, state and federal educational institutions, such as education secretariats and educational councils, among others) (Libâneo, 2013).

Therefore, we understand that school management is conceived, in most official curricula, as a field/area of educational management. In other words, the emphasis on the professional profile does not establish an exclusive focus on the management functions of school educational processes (school management, pedagogical coordination, school supervision, among others), but on education management, placing a generalist professional profile to work in areas of management at school and beyond.

Continuing the analysis, we discuss the second thematic axis built in the investigation, namely: 'disciplines with an emphasis on school management in the Degrees in Pedagogy'. Similar to what we have done in this text, we condense the records found in Table 3.

**Table 3.** Disciplines with emphasis on School Management in Degrees in Pedagogy.

Institution/Course	Municipalities/Campus	Disciplines	Class hours	Semester position in curricular completion
UFCA	Brejo Santo	Foundations of school management	64	4 <sup>o</sup>
		Teaching practice IV – School management	96	8 <sup>o</sup>
UNILAB	Acarape	Fundamentals of Educational Management in Integration Countries	60	5 <sup>o</sup>
		Teaching practice in Educational Management in Integration Countries	105	8 <sup>o</sup>
UFRN	Natal	Organization and Management of Brazilian Education	52	3 <sup>o</sup>
		School Management and Pedagogical Coordination	60	5 <sup>o</sup>
		Teaching practice in Pedagogical Management and Coordination	100	6 <sup>o</sup>
UFRN	Caicó	Educational management	57	8 <sup>o</sup>
		Teaching practice in Educational Management	100	9 <sup>o</sup>
UFERSA	Angicos	Public Policy and Education Management	60	4 <sup>o</sup>
		Planning and Organization of Pedagogical Work	60	5 <sup>o</sup>
		Integrative Pedagogical Practices IV	30	5 <sup>o</sup>
		Planning and School Management Practices	60	7 <sup>o</sup>
		Supervised student teaching IV - Educational Management	60	8 <sup>o</sup>
		Management of Educational Processes	60	4 <sup>o</sup>
UERN	Mossoró	Supervised student teaching III	165	7 <sup>o</sup>
		Management of Educational Processes	60	4 <sup>o</sup>
UERN	Assú	Supervised student teaching III	165	7 <sup>o</sup>
		Management of Educational Processes	60	4 <sup>o</sup>
UERN	Pau dos Ferros	Supervised student teaching III	150	7 <sup>o</sup>
		Management of Educational Processes	60	4 <sup>o</sup>
UERN	Patu	Educational management	60	4 <sup>o</sup>
		Supervised student teaching III	165	7 <sup>o</sup>

Source : research data (2020).

Before carrying the analysis, we detailed that the set of subjects shown in Table 3 corresponds to the mandatory curricular components of the curricular matrices. In order to include the curricular components in this thematic axis, we considered the name of the discipline and, mainly, the proposal of curricular knowledge and contents expressed in its syllabi. This explains the subjects with the nomenclature 'Educational Management' or subjects with a name that do not show the term 'School Management' in the analysis. In the syllabuses of these subjects, the focus is, for the most part, on the management of school education processes, that is, on the management of Basic Education schools.

A first feature to be highlighted corresponds to the fact that the UFC Degree in Pedagogy does not have any mandatory subject in the curriculum with an emphasis on school management. The other graduations, despite using other terms, such as 'Educational Management', 'Organization and Management of Brazilian Education', among others, centralize the study of school management in the official text (in their menus). For example, what the syllabuses of the disciplines 'Planning and Organization of Pedagogical Work' and 'Supervised student teaching IV – Educational Management' of the UFERSA Degree in Pedagogy earn.

Discipline: 'Planning and Organization of Pedagogical Work' – 60 hours.

Theoretical-practical study on the organization of pedagogical work, its relationship with the organization of the work process in general, its nature, categories and specificities. The different dimensions of the organization of pedagogical work and the current socio-educational and political situation. Organization and contextualization of pedagogical work in teaching and learning processes. Routines in early childhood education, EJA and the organization of pedagogical work. Pedagogical planning, cultural diversity and power relations at school. The construction of the eco-political-pedagogical project through the practice of Reading the World. The School Regiment. Collective work. Knowledge, training and teaching work. Continuing education. The articulation between evaluation and the organization of pedagogical work. The role of the pedagogical coordinator. School supervision. Differentiated educational environments (UFERSA, 2016, p. 87, emphasis added).

Discipline: "Supervised Student training IV - Educational Management" - 60h

Analysis of school organization and functioning, pedagogical coordination and management. Participation in planning activities, class council, pedagogical meetings with teachers and parents. Study and critical analysis of school

management. Supervised Internship in School Management. Coordination of the preparation, implementation, execution and evaluation of the PPP (UFERSA, 2016, p. 101, emphasis added).

Regardless of whether the subjects do not express the term “School Management” in their official titles, the centrality of knowledge and curriculum content, as evidenced by their syllabi, are consistent with the school's management and/or its administrative organization. Thus, the work carried out with these curricular components must, according to official curricula, be directed towards the study of the management of school educational processes.

Continuing with the analysis, we assess that in the curricular proposals the average of mandatory subjects on 'School Management' is two curricular components per course. With the exception of the Undergraduate Programs at UFRN, Natal campus, and at UFERSA, all undergraduate courses in Pedagogy have this characteristic. We also saw that the workload of the subjects varies between 30 and 165 hours. In the curricular components of 'Supervised Internship', there is a greater concentration of time for study and practice regarding “School Management”. However, close to the number of subjects, the average time allocated to the study of knowledge and curricular content on the central theme at this time of analysis is 60 hours. Out of the 20 (twenty) subjects selected for analysis, in the 10 (ten) courses, half (10 subjects) project this amount of time for studies (60 hours)

Regarding the position of the curricular components in the curricular matrices, we realized that they are placed between the 3rd and 8th semester of teacher training. Subjects of a theoretical nature, with emphasis on classroom study in the analyzed courses, occupy positions in the official curriculum between the 3rd and 6th semester of training. The subjects that aim at practical activities in concrete school contexts, such as 'Supervised Student Teaching', are located between the 7th and 8th period of the course.

We also note that in the courses (with the exception of the UFC) there is a discipline about 'Supervised Student Teaching' in school management. This point weighs on the analyzed curricula, since, like most courses (7 degrees), only 2 (two) subjects are designed for the study of school management, one of which refers to internship practice. By analyzing the syllabuses of subjects focused on school management, we identified, in Pedagogy courses at public universities in Rio Grande do Norte, that there is the intention of linking the study of school management, whether the curricular components of internship or not, with the discussion on management in non-school educational spaces (in the context of Non-Formal Education). For instance, the syllabuses for the subjects 'Management of Educational Processes' and 'Supervised Internship III' of the Undergraduate Programs in Pedagogy at the UERN campuses of Mossoró and Assú:

Discipline: 'Supervised Internship III' – 165h

Pedagogical management in school and non-school spaces. Acting in formal and non-formal education systems. Acting in school and non-school spaces. Planning pedagogical management in formal and non-formal spaces (UERN, 2019b, p. 117, emphasis added).

Discipline: 'Management of Educational Processes' – 60h

Management and its interface with national and local educational policies. Educational and School Management. Dimensions of School Management (financial, pedagogical, administrative, people and property). Organization of pedagogical work in school and non-school spaces. Planning and Political Pedagogical Project (PPP). Management by and for results (UERN, 2019a, p. 104, author's emphasis).

In both subjects, we observed the expression 'non-school', which allows us the initial interpretation that it refers to any non-formal educational space beyond the school (such as associations and community centers, cooperatives, hospitals, unions, among others). However, our understanding is supported by the full reading of official curriculum documents. In the Pedagogical Projects studied, the intention to train professionals in Pedagogy degrees to work in the context of Non-Formal Education is defended. When the expression 'non-school' is used, it is usually associated with non-formal teaching contexts. We found this characteristic in the sections of the curricular documents that discuss the Supervised Student teaching of the four UERN courses that took part of the analysis.

Continuing the analysis, we state that, in addition to researching mandatory subjects with a central focus on school management, we selected for investigation other mandatory curriculum components that indicate, although they do not emphasize the study of knowledge and curriculum content about the management of school educational processes, themes to the practice of school management. Among them are disciplines on educational policies, planning and educational evaluation in educational institutions, organization, structure



and functioning of educational systems. We understand that this set of subjects is important for the training of professionals who will work in school management, given that it is associated with themes that permeate and influence the daily life of the school and in the different functions that management develops in school institutions. Again, we record the synthesis of our findings, organizing them in Table 4.

**Table 4.** Disciplines for the training of professionals in Basic Education that are associated with School Management.

Institution/Course	Municipality/ Campus	Disciplines	Class hours	Semester position in curricular completion
UFC	Fortaleza	Structure and Functioning of Basic Education	64	4°
		Educational politics	64	5°
		Social Organization and School Work	64	5°
UFCA	Brejo Santo	Structure and Organization of Basic Education	64	3°
UNILAB	Acarape	Organization of Basic Education in Integration Countries	75	4°
		Curriculum Educational Policies and Curriculum Decolonization in Integration Countries	60	6°
UFRN	Natal	Public Education Policies	60	3°
UFRN	Caicó	Políticas Públicas e Legislação Educacional	60	2°
		Curriculum, Theories and Practices	60	4°
		Education and assessment	60	7°
UFERSA	Angicos	Organization, Structure and Functioning of Education	60	3°
		Planning and Evaluation of Educational Institutions	30	9°
UERN	Mossoró	Structure and Functioning of Basic Education	60	3°
		Education Policy and Planning	60	3°
UERN	Assú	Structure and Functioning of Basic Education	60	3°
		Education Policy and Planning	60	3°
UERN	Pau dos Ferros	Structure and Functioning of Basic Education	60	3°
		Education Policy and Planning	60	3°
UERN	Patu	Structure and Functioning of Basic Education	60	2°
		Education Policy and Planning	60	3°
		Education Financing	60	8°

Source: Research data (2020).

The 10 (ten) courses analyzed present subjects with knowledge and curricular content that are associated with school management. The average is 02 (two) curricular components per course, except for degrees in Pedagogy at UFC and UFRN, Natal Campus, which pontificate 03 (three) subjects. The workload of this composite of curricular components ranges from 30 to 75 hours. The positions in the curricular matrices are variable, ranging from the 2nd to the 9th period of training in undergraduate courses.

In relation to the knowledge and curricular content that they address, we have grouped them into three main themes. In the first, we find the knowledge and curricular contents about the organization, structure and functioning of Basic Education. The normative basis of Brazilian Education is presented in all subjects of this curricular theme. In the second, there are the knowledge and curricular contents about Educational Policies and Educational Planning. The relationship between the State, Education and Society (sometimes articulated with work) is a priority in this context, as well as the different educational policies (in particular, public policies) at the local level. The issues of curriculum policies and ways of planning education also present themselves. The third includes knowledge and curriculum content on educational assessment and financing. In this context, the discussion about the funding perspectives for Basic Education and the different Education assessment exams, among others, is attested.

For illustrating our understanding, we exemplify with the disciplines of 'Structure and Organization of Basic Education', from the UFCA Course, 'Educational Policy', from the UFC Licentiate Degree, and 'Education Financing', from the UERN graduation course (Campus de Patu).

Discipline: 'Structure and Organization of Basic Education' – 64 hours

The Brazilian constitution and its specifications regarding basic education. What is basic education and what is its level of functioning. The role of the pedagogue in basic education, in accordance with the Brazilian educational policy. Basic notions of Brazilian educational legislation (LDB, constitution, and constitutional amendments) (UFCA, 2018, p. 75, emphasis added).

Discipline: 'Education Policy' – 64 hours

Concept of the State and its forms of social intervention (control and adjustment). Social policy in the capitalist state. Educational policy as social policy. The political, economic and social conditions of educational reforms in the context of economic globalization and neoliberal ideals. The post-1990 Brazilian educational reform: the protagonists; the neoliberal and conservative trend; the forms of financing; the meaning of the emphasis on the national curriculum and assessment (UFC, 2013, p. 36, emphasis added).

Discipline: 'Education Financing' – 60 hours

Public sources and resources for education. The financing of Basic Education and the legislation that regulates it. Management of public resources. Basic Education Financing Policies. Education Maintenance Funds. Participatory budgeting. Monitoring of financial resources by society through the councils (UERN, 2017, p. 124, emphasis added).

In general, the subjects do not discuss, as we announced, school management itself. However, they highlight important knowledge and curricular content that influence the understanding of the daily life of the school and school management, whether in school management, in pedagogical coordination or in another function within the scope of the management of school educational processes. We consider that the knowledge and curricular contents covered in this set of subjects are the foundations of professional training for acting in school management. Its relevance is supported by different researches in the field of Education. Among them, we cite the investigations by Libâneo (2007, 2013), by Stremel and Mainardes (2015), by Pimenta et al. (2017) that, when discussing the training of Basic Education professionals in Pedagogy courses, the organization of pedagogical work at school, school management and educational policy, among others, allow us this understanding precisely because they are knowledge and curriculum content which demarcate complex dimensions/fields of the educational area that limit or enable work in school management.

The third thematic axis of the analysis referring to the 'hours devoted to the study of subjects on school management in Pedagogy Courses' was organized by validating subjects about school management and the curricular components that present study intentions regarding management, but not of central mode, which were discussed earlier (disciplines in the training of professionals in Basic Education that are associated with School Management). Figure 1 outlines the data collected in the research.

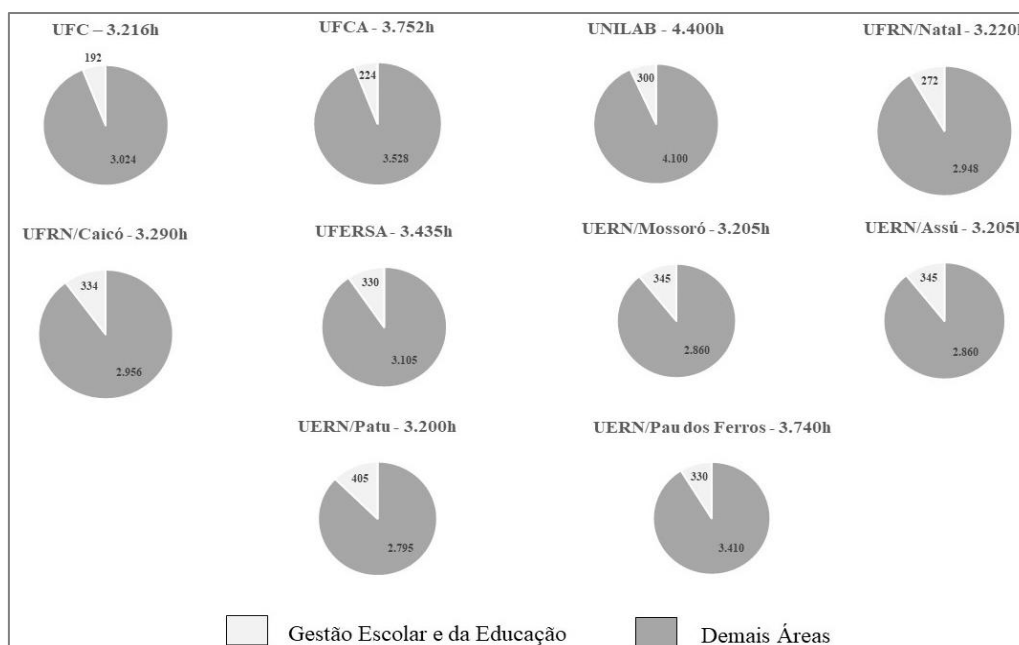


Figure 1. Hours devoted to the study of subjects on School Management.

Source: Survey data (2020).

The 10 (ten) courses allocate between 6 and 13% of the total workload to the study of knowledge and the curricular contents of the subjects about school management or that are associated with it. In this perspective, with the shortest time is the UFC Course (192 hours – 6%) and with the greatest number of hours is the UERN Course, Campus de Patu (405 hours – 13%). We understand that the workload highlighted in each course is insufficient, given that the various functions in the area of school management require knowledge for

professional training under different approaches (coordination, supervision, organization of education systems, types of management that can materialize in school institutions – democratic, participatory, among others).

However, we have to consider, according to Brzezinski (1996) and Scheibe (2007), that the focus of training in Pedagogy courses is, above all, consistent with teaching in the early years of Elementary School. This aspect was defended during a good part of the trajectory of these courses in Brazil. In this sense, there is a demand for teaching activities with different disciplines in the same context (Portuguese, Mathematics, Science, among others). Apart from that, there is also the intention to train teachers for Early Childhood Education, to work in the field of Non-Formal Education (in non-school spaces), in Youth and Adult Education, in Special Education, among others. If we consider the various dimensions projected for the performance of the professional trained in this course, we believe that the workload allocated is compatible with this generalist perspective of training, which sees this subject as an Education professional and not just a pedagogue or teacher.

About this discussion, there are authors, such as Pimenta et al. (2017) and Libâneo (2007), who defend the impossibility of training this professional, with a generalist approach, in Pedagogy courses. The generalist perspective of training leads, according to these authors, to a poor quality of pedagogical work carried out in Basic Education by professionals trained in these degrees, since there are no conditions for the development of solid training (encompassing theory and practice) during the processes of training.

According to Pimenta et al. (2017), neither the pedagogue nor the polyvalent professional listed in the Guidelines for these graduations published in 2006 has been trained, which is defended by the National Association for the Training of Education Professionals (ANFOPE), among other entities in the field of Education. On our part, as teacher trainers in Higher Education, we understand that, regardless of the existence of several studies on the training of Basic Education professionals in these degrees – such as the studies by Fiorin and Ferreira (2013) and Albuquerque, Haas, and Araújo (2013), among others – we still see as essential the development of new studies, mainly investigations that address the performance of professionals trained by these courses in school management.

## Conclusion

This study aimed at analyzing the curricular propositions existing in 10 (ten) Pedagogical Projects of Pedagogy Courses of 6 (six) public universities located in the States of Ceará and Rio Grande do Norte. In summary, we studied the curricular projections regarding the training of Basic Education professionals to work in school management. As a guiding question that accompanied this investigation, we asked: what do the Undergraduate Degrees in Pedagogy from public universities in the States of Ceará and Rio Grande do Norte propose, within the scope of the official curriculum, to undergraduate students about school management?

Following this reasoning, the construction and analysis of data were organized around three thematic axes, namely: a) 'professional profile designed for graduates in Pedagogy to work in school management'; b) 'disciplines about school management in Degrees in Pedagogy'; and c) 'class hours allocated to the study of subjects on school management in Pedagogy Courses'.

In the research, we found out the professional profile highlighted in most of the official texts (seven) does not present direct emphasis in the area of school management. The generalist approach, focused on educational management, which extends to acting in management in different domains within the scope of Education, is what is attested in the official documents. Another aspect identified in the analysis corresponds to the fact that most degrees confer only two subjects that are relevant to school management. Out of this number, one of them is intended for the Supervised Student Teaching in the context of management.

We also verified that there are subjects in the official curricula that are associated with school management. In our perception, these curricular components can be conceived as fundamentals of professional training for acting in management. In terms of the workload for studying school management, we believe that it is attested to percentages ranging from 6 to 13% of the total projected amount for training graduates in Pedagogy in these institutions.

After these considerations, we alert to the need to (re)think the training of Basic Education professionals in Pedagogy courses to work in school management. From our point of view, it is necessary to advance with regard to the debate and also with new research, especially in and about the professional context of graduates. Due to the reality apprehended in the investigation, we are concerned about this dimension of training in

these degrees, given the complexity of Education and the challenges that permeate school institutions, spilling over into the daily work of everyone who performs functions in school management.

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