

## LEADERSHIP IN SCHOOL MANAGEMENT

### LIDERANÇA NA GESTÃO ESCOLAR

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**RESUMO:** A liderança na gestão escolar desempenha um papel essencial na criação de um ambiente educacional colaborativo, inovador e eficiente. Este estudo, baseado em uma revisão bibliográfica, investiga as estratégias de liderança mais eficazes para gestores escolares enfrentarem desafios relacionados à gestão de equipe e ao desenvolvimento de um ambiente participativo. A pesquisa evidencia que a liderança democrática, a inteligência emocional, o incentivo à formação continuada, o uso de tecnologias educacionais e a valorização da equipe pedagógica são fatores determinantes para uma gestão de sucesso. No entanto, desafios como resistência à mudança, falta de infraestrutura e necessidade de qualificação dos profissionais ainda representam obstáculos à implementação dessas estratégias. Conclui-se que não existe um modelo único de liderança ideal, mas sim a necessidade de adaptação conforme a realidade de cada escola, reforçando a importância de gestores preparados para atuar de maneira estratégica e participativa.

**Palavras-Chave:** Liderança escolar. Gestão educacional. Inteligência emocional. Gestão de equipe. Inovação pedagógica.

**ABSTRACT:** Leadership in school management plays an essential role in creating a collaborative, innovative, and efficient educational environment. This study, based on a literature review, investigates the most effective leadership strategies for school managers to face challenges related to team management and the development of a participatory environment. The survey shows that democratic leadership, emotional intelligence, encouragement of continuing education, the use of educational technologies and the appreciation of the pedagogical team are determining factors for successful management. However, challenges such as resistance to change, lack of infrastructure, and the need for professional qualification still represent obstacles to the implementation of these strategies. It is concluded that there is no single model of ideal leadership, but rather the need to adapt according to the reality of each school, reinforcing the importance of managers prepared to act in a strategic and participatory manner.

**Keywords:** School leadership. Educational management. Emotional intelligence. Team management. Pedagogical innovation.

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**ABSTRACT:** Leadership in school management plays a crucial role in creating a collaborative, innovative, and efficient educational environment. This study, based on a literature review, investigates the most effective leadership strategies for school managers to overcome challenges related to team management and the development of a participatory environment. The research highlights that democratic leadership, emotional intelligence, encouragement of continuous training, the use of educational technologies, and the appreciation of the teaching staff are key factors for successful management. However, challenges such as resistance to change, lack of infrastructure, and the need for professional qualification still pose obstacles to the implementation of these strategies. It is concluded that there is no single ideal leadership model, but rather the need for adaptation according to the reality of each school, reinforcing the importance of managers being prepared to act strategically and participatively.

**Keywords:** School leadership; Educational management; Emotional intelligence; Team management; Pedagogical innovation.

## INTRODUCTION

School management plays a key role in promoting the quality of education, with leadership being a determining factor in building an efficient and innovative educational environment. According to Lück (2012), leadership in the school context is not limited to bureaucratic administration, but involves the mobilization of the pedagogical team, the engagement of teachers and the active participation of the school community. In this sense, understanding the most effective leadership strategies for school managers is essential to face the contemporary challenges of education.

The challenges of school management are diverse and include the need to coordinate multidisciplinary teams, promote democratic participation in the school and adapt to constant changes in educational policies. According to Paro (2007), the quality of teaching is directly related to the way school management balances its administrative and pedagogical functions, ensuring an environment that favors learning and inclusion. In addition, authors such as Kouzes and Posner (2003) highlight that effective leadership in education must be based on building trust, example and the ability to inspire positive change.

The relevance of this study is justified by the growing need to strengthen leadership in the school environment to face challenges such as teacher demotivation, lack of resources and communication difficulties between different educational agents. Goleman (2015) argues that emotional intelligence is an indispensable skill for school leaders, as it allows the construction of healthy interpersonal relationships, conflict resolution, and team motivation. In this sense, investigating which leadership strategies are most effective to overcome these challenges can contribute significantly to the improvement of school management.

Thus, this article aims to analyze the most effective leadership strategies for school managers, considering their influence on team management and the promotion of a

collaborative and innovative educational environment. To this end, theoretical conceptions on educational leadership, management models and good practices applicable to the school context will be addressed, based on authors such as Lima (1996), Lück (2012) and Araújo (2009). The research will thus seek to offer theoretical and practical subsidies that can help school managers to improve their leadership skills and face the challenges of contemporary educational management.

## METHODOLOGY

This study is characterized as a bibliographic research, based on the analysis of academic works and articles that address leadership in school management. According to Gil (2008), bibliographic research allows an in-depth understanding of a theme based on the systematization of the knowledge already produced, enabling the identification of different theoretical and practical perspectives.

To support the analysis, classic and contemporary references on school management and leadership were selected, including the works of Lück (2012), Paro (2007), Kouzes and Posner (2003), Goleman (2015) and Araújo (2009), among others. These authors offer a consolidated theoretical basis for discussing the challenges faced by school managers and the most effective leadership strategies in building a collaborative and innovative educational environment.

The research will be developed through reading, filing and critical analysis of the selected texts, seeking to identify key concepts, theoretical approaches and recommended practices for leadership in school management. In addition, different perspectives on the subject will be compared, highlighting the points of convergence and divergence among the authors.

The results of this bibliographic research may contribute to the reflection on the role of the school manager, providing theoretical subsidies that can guide more effective leadership practices in the educational context. Thus, the study proposes to offer a detailed overview of the leadership strategies that favor overcoming the challenges faced in team management and in the development of an innovative and participatory school.

## 3. THEORETICAL FOUNDATION

### 3.1 LEADERSHIP IN SCHOOL MANAGEMENT: CONCEPTS AND APPROACHES

Leadership in school management is an essential factor for the quality of teaching and the development of a collaborative and innovative educational environment. According to Lück

(2012), the school manager should not only be a resource manager, but a leader capable of inspiring, motivating and mobilizing his team towards a common goal. Leadership, in this context, transcends the mere organization of processes and becomes a strategic tool for the construction of a more efficient and democratic educational culture.

Leadership in the educational field has been widely studied, and different theoretical models have been proposed to understand its impact on school management. According to Kouzes and Posner (2003), an effective leader is one who inspires a shared vision, challenges established processes, enables others to act, serves as a role model, and emotionally encourages his team. This approach highlights the role of the school manager as an agent of transformation within the school.

Goleman (2015) introduces the concept of leadership based on emotional intelligence, emphasizing that interpersonal skills and the ability to understand the team's emotions are fundamental to a leader's success. In the school context, this approach is essential, since management involves conflict mediation, teacher motivation, and the creation of an environment conducive to learning.

The concept of educational leadership is also intrinsically linked to the democratic management of the school. According to Paro (2007), leadership must be exercised in a participatory manner, ensuring that all members of the school community have an active voice in institutional decisions. This management model favors the engagement of teachers and other education professionals, contributing to a more cooperative and less hierarchical environment.

Lima (1996) reinforces the idea that school management should be structured in models that promote autonomy and participation. The author argues that leadership in the educational environment should go beyond administrative control and become a mechanism for strengthening the institution's pedagogical identity. This type of approach allows the school to become a space for the collective construction of knowledge.

Situational leadership is also a relevant concept in the field of school management. This model, proposed by Hersey and Blanchard (apud Lück, 2012), suggests that leaders should adapt their management style according to the team's level of maturity and autonomy. In the educational context, this means that the manager needs to identify the needs of each teacher or employee and adjust their approach to ensure more effective professional development.

Transformational leadership is another model widely discussed in the literature on school management. According to Kouzes and Posner (2003), transformational leaders are those who challenge the status quo, promote significant change, and encourage the continuous

growth of their team. In the school environment, this translates into the implementation of innovative practices, the encouragement of continuing education of teachers and the creation of a positive organizational climate.

The role of the school leader also involves promoting the school's organizational culture. Lück (1998) argues that organizational culture is composed of values, norms and practices shared by all members of the institution. The manager, as a leader, must ensure that this culture is focused on collaboration, mutual respect, and the search for excellence in teaching.

Communication is one of the pillars of effective leadership in school management. According to Araújo (2009), transparent and open communication between the manager and his team is essential for the construction of a harmonious and productive work environment. When teachers and staff feel heard and valued, motivation and engagement tend to increase, directly reflecting on the quality of education offered to students.

Another fundamental aspect of leadership in school management is conflict resolution. Goleman (2015) highlights that emotional intelligence allows leaders to deal with interpersonal challenges effectively, minimizing tensions and promoting a more cooperative environment. In schools, where interactions are constant and multifaceted, the ability to mediate conflicts becomes indispensable for maintaining a healthy organizational climate.

5

Valuing education professionals should also be a commitment of the school leader. Paro (2007) emphasizes that the recognition and appreciation of teachers and employees has a direct impact on the motivation and performance of the team. A manager who invests in the professional development of his employees contributes to improving the quality of teaching and retaining talent in the institution.

Lück (2012) points out that the educational leader needs to act as a facilitator of the teaching-learning process. This means that, in addition to managing resources and processes, he must ensure that the conditions for pedagogical practice are adequate. This performance includes everything from the organization of the school environment to the implementation of policies that encourage educational innovation.

Innovation is an essential element of leadership in school management. Kouzes and Posner (2003) argue that effective leaders are always looking for new solutions to the challenges they face. In the school context, this can include the adoption of new teaching methodologies, the incorporation of educational technologies, and the promotion of more dynamic and interactive pedagogical practices.

School leadership is also directly linked to community involvement in the educational process. According to Lima (1996), an effective manager must establish partnerships with families, local organizations and other institutions to strengthen the role of the school in society. When the community is actively involved in education, learning becomes more meaningful and the school gains greater social support.

Leading a school involves not only managing internal processes but also articulating educational policies and ensuring that the institution is aligned with the guidelines set by regulatory bodies. Lück (1998) emphasizes that the school manager must be aware of changes in the educational scenario and be able to adapt his leadership to the new demands and challenges imposed by society.

Given the complexity of the role of the school manager, it is essential that he develops leadership skills that favor efficient decision-making and strategic management of the school. Paro (2007) highlights that the autonomy of the manager, combined with a participatory and democratic vision, is one of the main factors for the success of school management.

Effective leadership in school management, therefore, goes beyond the simple management of resources and involves the ability to inspire, motivate and mobilize the entire team in favor of quality teaching. As defended by Goleman (2015), the combination of emotional intelligence, strategic vision and interpersonal skills makes the manager a leader more prepared to face the contemporary challenges of education.

### **3.2 THE CHALLENGES IN SCHOOL LEADERSHIP: TEAM MANAGEMENT AND EDUCATIONAL ENVIRONMENT**

Leadership in school management faces numerous challenges that directly impact the quality of teaching and the functioning of the school as a whole. The school manager, in addition to managing resources and bureaucratic processes, needs to act as a leader capable of motivating his team, dealing with conflicts and promoting a collaborative and innovative educational environment. According to Lück (2012), the effectiveness of leadership lies in the manager's ability to reconcile the interests of the team, students and the school community, ensuring democratic and participatory management.

One of the main challenges of school leadership is team management. The manager needs to deal with professionals with different profiles, expectations, and experiences, ensuring that everyone works harmoniously and in line with institutional objectives. According to Paro (2007), democratic management is fundamental to overcome this challenge, as it allows the

construction of a more collaborative and participatory work environment, in which teachers and employees feel an active part of the decision-making process.

However, the implementation of participatory management is not always simple. Lima (1996) points out that resistance to change is a common obstacle in many school institutions. Many professionals are used to rigid hierarchical structures and may demonstrate resistance to new forms of organization and leadership. To overcome this barrier, the manager needs to develop strategies that encourage the gradual participation of teachers and other employees in the management of the school.

Another significant challenge is the demotivation of the teaching team, which can be caused by several factors, such as low salaries, lack of professional recognition, work overload, and inadequate infrastructure. According to Araújo (2009), the motivation of teachers is directly related to the support and appreciation offered by school management. When teachers feel recognized and supported, there is a significant improvement in the performance and quality of teaching.

Internal communication also plays a crucial role in team management. Lück (1998) emphasizes that an effective manager must establish clear and open communication channels, ensuring that all school professionals are aligned with institutional objectives. Lack of communication can lead to misunderstandings, decrease team engagement, and compromise the effectiveness of school management.

In addition to team management, school leadership faces challenges in building an innovative and collaborative educational environment. According to Kouzes and Posner (2003), innovation is essential to ensure that the school adapts to the new educational and social demands. However, many managers find it difficult to implement innovative pedagogical practices due to lack of financial resources, resistance from teachers or lack of continuing education.

The school's organizational climate also directly influences the quality of the educational environment. According to Goleman (2015), the manager's emotional intelligence is essential to create a healthy and motivating work environment. A leader who knows how to manage emotions and resolve conflicts in an empathetic way is more likely to build a positive school environment, where teachers and students feel safe and engaged in the teaching-learning process.

Another important challenge for leadership in school management is conflict mediation. The school environment is made up of a diversity of individuals – teachers, staff,

students and parents – each with their own expectations and needs. Lück (2012) points out that conflicts are inevitable, but the way the manager deals with them can determine the organizational climate of the school. Effective leadership must act as a mediator, promoting dialogue and seeking peaceful solutions to problems that arise in everyday school life.

School infrastructure also poses a significant challenge to educational management. Many schools face difficulties due to lack of resources, inadequate maintenance of physical spaces, and scarcity of teaching materials. Paro (2007) states that a well-structured and equipped school environment contributes directly to the quality of teaching and the well-being of professionals and students. However, in contexts of limited resources, it is up to the manager to seek alternatives, such as institutional partnerships and government programs, to minimize the impacts of structural difficulties.

Bureaucracy also presents itself as an obstacle in school management. According to Lima (1996), managers often spend a large part of their time dealing with administrative and bureaucratic issues, which can reduce the focus on pedagogical leadership. The challenge, in this case, is to balance administrative responsibilities with acting as an educational leader, ensuring that management is not restricted only to bureaucratic processes, but also involves strategic actions to improve teaching.

In addition, the lack of leadership training is a factor that can compromise the effectiveness of school management. Many school managers assume leadership positions without adequate preparation, facing difficulties in dealing with people management, conflict mediation and the implementation of pedagogical innovations. Lück (1998) highlights that the continuing education of managers is essential for the development of leadership skills, allowing them to face the challenges of daily school life with greater security and competence.

The relationship with the school community is also a challenging aspect of leadership in school management. According to Lück (2012), the school should not be isolated from society, but should act in partnership with parents, local organizations and other social actors. However, there is not always an active involvement of families in the school life of students, which can make it difficult to implement educational projects and monitor student performance. It is up to the manager to adopt strategies to strengthen this relationship, promoting meetings, events and actions that encourage community participation in the school.

Another major challenge faced by school managers is adapting to new technologies in education. With the increasing digitalization of education, many managers find it difficult to integrate educational technologies effectively. Goleman (2015) points out that the ability to

innovate and adapt to change is a fundamental characteristic of modern leadership. Thus, managers need to be aware of new educational trends and seek ways to train their teams for the proper use of technological tools.

Teacher turnover can also compromise the stability and development of the school. Araújo (2009) observes that the high rate of teacher turnover has a negative impact on the continuity of pedagogical projects and on the relationship between teachers and students. The creation of a favorable work environment, combined with professional appreciation policies, can minimize this problem and ensure greater stability for the school team.

In the face of all these challenges, it becomes evident that leadership in school management requires a set of skills that go beyond bureaucratic administration. The manager needs to be an inspiring leader, a conflict mediator, an efficient communicator and an agent of transformation in the educational environment. As Kouzes and Posner (2003) point out, effective leadership in the school is not restricted to a position or hierarchical position, but is manifested in the ability to positively influence the team and the school community.

In summary, the challenges faced by school leadership are diverse and complex, requiring managers to have a proactive and flexible posture. The construction of democratic management, the strengthening of internal communication, the appreciation of education professionals and the search for innovative solutions are essential ways to overcome difficulties and ensure a more collaborative and efficient educational environment. As Lück (2012) points out, a well-prepared and committed school leader can transform the reality of the school and contribute significantly to the quality of education.

### **3.3 LEADERSHIP STRATEGIES FOR EFFECTIVE SCHOOL MANAGEMENT**

Effective school management requires a set of leadership strategies that allow the manager to overcome challenges, motivate his team, and promote a collaborative and innovative educational environment. According to Lück (2012), school leadership goes beyond bureaucratic administration; It involves the ability to inspire, mediate conflicts, and mobilize efforts to achieve educational objectives. Thus, leadership strategies must be aligned with the needs of the school community and the specific context of each educational institution.

One of the main strategies for effective leadership in school management is the adoption of democratic and participatory management. According to Paro (2007), the school should be a space for dialogue, where managers, teachers, students and the community share

responsibilities and make decisions together. This management model strengthens the engagement of teachers and enables a more harmonious and productive school environment.

Staff participation in decision-making can be encouraged through periodic meetings, working groups, and school boards. Araújo (2009) highlights that, by including teachers and other employees in the decision-making process, the manager strengthens the sense of belonging and promotes greater commitment to institutional objectives.

Another fundamental element for effective management is the investment in the continuing education of teachers and school staff. According to Lima (1996), one of the challenges faced by managers is resistance to pedagogical innovations and methodological changes. However, this resistance can be minimized through training that promotes updating and improvement of educational practices.

In addition, effective leadership involves encouraging collective learning and the exchange of experiences among education professionals. Lück (1998) emphasizes that the creation of spaces for collaborative training, such as pedagogical workshops and internal seminars, contributes to the strengthening of the team and to the continuous improvement of teaching.

Communication is one of the most important tools for school leadership. Goleman (2015) states that effective leaders are those who know how to communicate clearly and assertively, ensuring that all parties involved are aligned in relation to the school's goals and strategies.

10

In addition to transmitting information clearly, the manager must practice active listening, that is, listen carefully to the demands of teachers, employees, students and parents. This process favors conflict resolution and allows the manager to better understand the challenges faced by the team. According to Kouzes and Posner (2003), active listening is an essential characteristic of transformative leaders, as it demonstrates respect and consideration for the members of the school community.

The motivation of the school team is one of the factors that most impact the performance of professionals and the quality of teaching. Lück (2012) points out that valuing the work of teachers is not limited only to financial incentives, but also includes recognition, pedagogical support and good working conditions.

An effective strategy to keep the team motivated is the recognition of individual and collective efforts. Small actions, such as public praise, symbolic awards, and celebrations of achievements, help to reinforce the self-esteem of education professionals. In addition, Paro

(2007) emphasizes that a collaborative work environment, in which teachers feel supported by the manager, contributes significantly to professional satisfaction and pedagogical performance.

Emotional intelligence is a fundamental skill for leadership in school management. According to Goleman (2015), emotionally intelligent leaders are those who can manage their own emotions and understand the feelings of others, creating a more empathetic and harmonious school environment.

The ability to deal with conflicts, remain calm in the face of challenging situations, and demonstrate empathy are essential characteristics for an effective school manager. Lück (1998) reinforces that emotionally intelligent leadership contributes to the construction of healthy relationships among team members, favoring group work and well-being in the school environment.

The incorporation of technologies in school management is an increasingly necessary strategy to optimize administrative and pedagogical processes. Kouzes and Posner (2003) emphasize that technology can be a great ally of leadership, allowing for more efficient communication, monitoring of student performance and improvement of school organization.

The use of digital platforms for internal communication, pedagogical planning, and monitoring of student learning is a viable alternative to make management more dynamic and efficient. Goleman (2015) emphasizes that managers need to be open to technological innovations and encourage school staff to use digital tools that facilitate teaching and learning.

Effective school management should stimulate innovation and the search for new teaching methodologies. According to Lück (2012), education is constantly changing, and managers must be prepared to adapt to new demands and implement innovative pedagogical practices.

The culture of innovation can be promoted by encouraging the experimentation of new didactic approaches, creating collaborative spaces for the development of interdisciplinary projects, and encouraging the participation of the school community in the construction of creative solutions to educational challenges. Paro (2007) points out that an innovative educational environment not only improves student learning, but also contributes to teacher motivation and the construction of a more dynamic and engaged school.

Effective leadership in school management involves building strong partnerships with the local community. Lima (1996) emphasizes that the school should not be an isolated space,

but rather a center of interaction between students, parents, social organizations and public institutions.

The manager can promote greater community involvement through school events, periodic meetings with parents and partnerships with local institutions for the development of educational projects. According to Araújo (2009), when the community actively participates in the school, there is a significant improvement in the performance of students and in the strengthening of institutional identity.

Leadership strategies in school management are key to ensuring an effective, collaborative, and innovative educational environment. The adoption of democratic management, investment in the continuing education of professionals, appreciation of the team, efficient communication and the use of technologies are some of the practices that contribute to the success of school leadership.

In addition, the emotional intelligence of the manager, the stimulus to innovation and the construction of partnerships with the community are determining factors for the quality of education and for overcoming the challenges faced in daily school life. According to Lück (2012), an effective educational leader is one who manages to transform the school into a meaningful learning space, where teachers, students and the community act in an integrated way to achieve full educational development.

#### 4. RESULTS AND DISCUSSION

The analysis of leadership strategies in school management reveals that the role of the manager goes far beyond bureaucratic administration. He must act as a conflict mediator, learning facilitator and agent of transformation in the educational environment (LÜCK, 2012). From the theoretical approaches reviewed, it can be seen that the effectiveness of leadership is directly related to the adoption of participatory practices, investment in team qualification, and the establishment of an innovative organizational culture.

The studies by Paro (2007) and Araújo (2009) reinforce that democratic management is one of the pillars for the success of school leadership. The participation of teachers, staff and students in the decision-making process contributes to the creation of a more collaborative and motivating work environment. However, despite the importance of this management model, many managers still encounter resistance within educational institutions, either from professors accustomed to rigid hierarchical structures, or from the lack of preparation to implement significant changes (LIMA, 1996).

Thus, one of the most evident challenges in the practice of democratic leadership is the need to train managers to act in a more inclusive and participatory way. According to Kouzes and Posner (2003), effective leaders are those who can inspire confidence and engage their team in the pursuit of common goals. This perspective reinforces the importance of training programs for school principals and coordinators, enabling them to deal with the diversity of opinions and shared decision-making.

Goleman (2015) emphasizes that emotional intelligence is an essential characteristic for school managers, as it allows them to deal with daily challenges in a balanced and assertive way. Literature research indicates that leaders who have a high level of emotional intelligence demonstrate greater communication skills, conflict resolution and team motivation (LÜCK, 1998).

The emotional challenges faced by managers include the pressure for results, the need to manage diverse teams, and the mediation of conflicts between teachers, students, and the community. In this sense, the development of empathy and active listening are fundamental strategies to improve interpersonal relationships within the school (GOLEMAN, 2015).

Another factor that stands out in the analysis of the results is the relationship between the continuing education of teachers and the effectiveness of school leadership. According to Lück (2012), managers who encourage team training and promote collective learning spaces are able to improve the performance of the school as a whole. However, the lack of resources to carry out courses and training is still a significant obstacle for many educational institutions (ARAÚJO, 2009).

This reality suggests that one of the most effective strategies to overcome this difficulty is to encourage collaborative training practices within the school itself, such as study groups, pedagogical workshops and mentoring between more experienced and novice teachers (PARO, 2007).

The analysis of the data also reveals that the use of technologies in school management is a growing trend, especially to optimize administrative and pedagogical processes. According to Kouzes and Posner (2003), digital tools can facilitate communication between managers and teachers, in addition to allowing a more accurate monitoring of student performance.

However, the implementation of technologies faces challenges such as resistance to change on the part of some teachers and the lack of adequate infrastructure in some schools (LIMA, 1996). This demonstrates the need for educational policies that encourage the modernization of institutions and the technological training of teachers and managers.

The literature analyzed highlights that one of the biggest challenges faced by managers is maintaining the motivation of the teaching team. According to Lück (2012), the appreciation of teachers should not be restricted only to salary issues, but also include professional recognition, pedagogical support and better working conditions.

Studies such as those by Paro (2007) indicate that schools where there is a positive and collaborative work environment have a higher level of satisfaction among teachers and better results in student performance. This reinforces the importance of strategies such as productive pedagogical meetings, constructive feedback, and encouraging teamwork.

The results of the survey indicate that there is not a single effective leadership model for school management, but rather a set of strategies that must be adapted according to the reality of each institution. Democratic management, emotional intelligence, continuing education, the use of technologies and the appreciation of teachers are essential factors for the construction of a collaborative and innovative educational environment.

However, challenges persist, and the literature highlights that many schools still face difficulties in implementing these strategies due to structural limitations, resistance to change, and lack of specific training for managers (LÜCK, 2012; GOLEMAN, 2015). Given this scenario, it is essential that educational policies encourage a more solid training for school leaders, providing them with tools to face challenges and transform management into a truly participatory and efficient process.

## 5. FINAL CONSIDERATIONS

The reflections developed throughout this study allowed us to understand that leadership in school management plays a fundamental role in the construction of an efficient, collaborative and innovative educational environment. The bibliographic research showed that the manager's performance goes far beyond bureaucratic administration, requiring interpersonal skills, emotional intelligence, strategic vision and the ability to motivate and engage the teaching team. In this sense, authors such as Lück, Paro and Goleman highlight that the effectiveness of school leadership is directly related to the adoption of a democratic management model, based on active listening, constant dialogue with the school community and collective participation in decision-making.

Among the challenges faced by school managers, resistance to change, lack of infrastructure and resources for the implementation of innovative practices, and the need for continuous training of teachers and other school professionals stand out. The literature

analyzed reinforces that effective leaders are those who are able to establish a positive organizational culture, promoting team engagement and encouraging pedagogical practices aligned with the needs of the school context. The adoption of participatory leadership, the development of emotional intelligence to improve conflict mediation, the encouragement of continuing education, the use of educational technologies to optimize management and the appreciation of the pedagogical team were some of the strategies pointed out as essential for effective school management.

The analysis of the results showed that there is not a single ideal model of school leadership, but rather the need to adapt strategies according to the reality of each institution. The manager who understands the importance of his performance in building a healthy organizational environment can transform the school into a dynamic, inclusive and efficient learning space. Thus, leadership in school management should not be seen only as a set of administrative techniques, but as a posture that values cooperation, innovation, and the collective construction of solutions to educational challenges.

In view of this scenario, the present study contributes to the debate on school leadership by providing theoretical subsidies for a more reflective and strategic performance by managers. However, it is essential that new research be carried out, exploring concrete experiences of school management in different educational contexts and analyzing good practices that can serve as a reference for overcoming the challenges faced in the daily life of schools. Leadership in school management is, therefore, a dynamic field that requires constant improvement, adaptation, and commitment to the quality of education.

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