

SCHOOL MANAGEMENT AND PEDAGOGICAL COORDINATION: STRATEGIC ROLE IN THE CONSOLIDATION OF QUALITY EDUCATION TODAY

GESTÃO ESCOLAR E COORDENAÇÃO PEDAGÓGICA: PAPEL ESTRATÉGICO NA CONSOLIDAÇÃO DA EDUCAÇÃO DE QUALIDADE NA ATUALIDADE

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ABSTRACT: School management and pedagogical coordination play a strategic role in consolidating an education committed to teaching quality, equity, and the comprehensive development of students. The profound social, cultural, technological, and educational transformations of recent decades have expanded the responsibilities of school principals and pedagogical coordinators, requiring competencies related to leadership, planning, innovation, and the mediation of teaching and learning processes. This study aims to analyze, through a narrative literature review, the main challenges faced by school management and pedagogical coordination in the educational context of the twenty-first century, considering aspects such as democratic management, continuing teacher education, digital technologies, inclusive education, school-community relationships, and educational quality. The research is based on national and international scientific literature as well as official Brazilian educational documents. The findings indicate that strengthening school management and pedagogical coordination depends on collaborative practices, appreciation of education professionals, critical use of digital technologies, participatory planning, and public policies that promote institutional development. It is concluded that integrated action between school managers and pedagogical coordinators is fundamental to meeting contemporary educational demands and fostering democratic, innovative, and learning-centered school environments.

Keywords: School management. Pedagogical coordination. Educational leadership. Democratic management. Basic education.

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RESUMO: A gestão escolar e a coordenação pedagógica assumem papel estratégico na consolidação de uma educação comprometida com a qualidade do ensino, a equidade e a formação integral dos estudantes. As profundas transformações sociais, culturais, tecnológicas e educacionais ocorridas nas últimas décadas ampliaram as responsabilidades atribuídas aos gestores escolares e aos coordenadores pedagógicos, exigindo competências relacionadas à liderança, ao planejamento, à inovação e à mediação dos processos de ensino e aprendizagem. O presente estudo tem como objetivo analisar, por meio de uma revisão narrativa da literatura, os principais desafios enfrentados pela gestão escolar e pela coordenação pedagógica no contexto educacional do século XXI, considerando aspectos como gestão democrática, formação continuada de professores, incorporação das tecnologias digitais, inclusão escolar, fortalecimento das relações entre escola e comunidade e promoção da qualidade da educação. A pesquisa fundamenta-se em produções científicas nacionais e internacionais, além de documentos oficiais da legislação educacional brasileira. Os resultados indicam que o fortalecimento da gestão escolar e da coordenação pedagógica depende da construção de práticas colaborativas, da valorização dos profissionais da educação, da utilização crítica das tecnologias digitais, do planejamento participativo e da implementação de políticas públicas que favoreçam o desenvolvimento institucional das escolas. Conclui-se que a atuação integrada entre gestores e coordenadores pedagógicos constitui elemento essencial para responder às demandas contemporâneas da educação, promovendo ambientes escolares mais democráticos, inovadores e comprometidos com a aprendizagem dos estudantes.

Palavras-chave: Gestão escolar. Coordenação pedagógica. Liderança educacional. Gestão democrática. Educação básica.

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I INTRODUCTION

Contemporary education is inserted in a scenario marked by profound social, economic, cultural and technological transformations, which impose new challenges on school institutions and professionals responsible for organizing educational processes. In this context, school management and pedagogical coordination assume strategic functions for the construction of educational environments capable of responding to the demands of an increasingly dynamic, plural society oriented by the production of knowledge (UNESCO, 2023).

The changes that have occurred in recent decades, intensified by the expansion of digital technologies, the consolidation of inclusive education, curricular reforms, and the impacts resulting from the COVID-19 pandemic, have highlighted the need to redefine administrative and pedagogical practices in schools. The work of the school manager is no longer restricted to bureaucratic and administrative activities to incorporate responsibilities related to strategic planning, pedagogical leadership, people management, institutional development and the promotion of an organizational culture focused on learning and continuous improvement.

At the same time, pedagogical coordination has consolidated itself as one of the main articulating axes of the quality of teaching. The pedagogical coordinator is responsible for monitoring teacher planning, promoting continuing education processes, analyzing educational indicators, encouraging innovative pedagogical practices and strengthening collective work among education professionals. This performance contributes to the construction of more reflective, collaborative educational practices aligned with the needs of students (OECD, 2024).

The Federal Constitution of 1988, the Law of Guidelines and Bases of National Education (Law No. 9,394/1996) and the National Education Plan reinforce the principle of democratic management as the foundation of the organization of Brazilian education systems. However, the implementation of this principle still faces obstacles related to the limitation of financial resources, educational inequalities, the administrative overload of managers, difficulties in the continuing education of professionals and the demands arising from the diversity present in schools (BRASIL, 2025).

In addition to these aspects, the incorporation of digital technologies into daily school life has significantly increased the challenges of management and pedagogical coordination. The need to integrate technological resources into teaching processes, strengthen digital culture, promote pedagogical innovation and develop digital skills among teachers and students

has become one of the main requirements of education in the 21st century. In this scenario, managers and coordinators are called upon to exercise leadership capable of mobilizing teams, encouraging collaborative processes, and building strategies that favor meaningful learning (SAVIANI, 2021).

Another relevant element refers to the growing complexity of the relationships between school, family and community. The construction of participatory management requires permanent dialogue, transparency in decisions, appreciation of different school actors and strengthening of collective participation mechanisms. In this way, the articulated action between school management and pedagogical coordination becomes indispensable to consolidate educational practices committed to inclusion, equity and social quality of education (PIMENTA, 2019).

From this perspective, understanding the challenges faced by these professionals represents an opportunity to reflect on public policies, educational leadership models, and strategies to strengthen democratic management. More than managing resources or monitoring pedagogical practices, managers and coordinators are agents of institutional transformation, responsible for promoting favorable conditions for the integral development of students and the permanent improvement of the school.

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In this context, this article aims to analyze, through a narrative review of the literature, the main challenges of school management and pedagogical coordination in the twenty-first century, emphasizing aspects related to educational leadership, democratic management, pedagogical innovation, continuing education of teachers, the incorporation of digital technologies and the construction of collaborative practices capable of strengthening the quality of basic education.

2. METHODOLOGY

The present study is characterized as a narrative review of the literature, of a qualitative nature and descriptive-analytical character, developed with the purpose of gathering, analyzing and discussing the main scientific contributions related to school management and pedagogical coordination in the face of the educational challenges of the twenty-first century. The narrative review was chosen because it enables a broad approach to the theme, integrating different theoretical perspectives and evidence produced in the specialized literature, favoring a critical

understanding of the transformations that have been occurring in the management of school institutions.

For the construction of this article, national and international scientific publications available in recognized databases such as SciELO, CAPES Journal Portal, Google Scholar, ERIC (Education Resources Information Center) and normative documents of the Ministry of Education (MEC) were consulted. Classic books in the area of educational management, current Brazilian legislation and reports produced by international organizations dedicated to the development of education were also considered.

The inclusion criteria included scientific articles, books, dissertations, theses, and official documents published, preferably, between the years 2020 and 2026, without disregarding classic authors whose contributions remain relevant to the understanding of school management, educational leadership, and pedagogical coordination. Studies that did not have a direct relationship with the object of study were excluded, as well as publications without scientific support or that exclusively addressed administrative aspects unrelated to the pedagogical dimension.

The analysis of the studies occurred through exploratory, selective and interpretative reading of the texts, seeking to identify convergences, divergences and trends present in the scientific production. Subsequently, the contents were organized into thematic categories, covering aspects such as democratic management, educational leadership, pedagogical coordination, continuing education, innovation, digital technologies, inclusive education and contemporary challenges of the school.

Although the narrative review does not have the methodological rigor characteristic of systematic reviews, its use is pertinent when the objective is to understand complex phenomena, discuss different conceptual approaches and integrate knowledge produced in multiple educational contexts. Thus, this research seeks to offer a critical reflection based on specialized literature, contributing to the strengthening of discussions on school management and pedagogical coordination in the contemporary educational scenario.

3. THEORETICAL FOUNDATION

Brazilian school management has undergone profound transformations over the last decades, following the social, political and economic changes that have marked the evolution of national education. For much of the twentieth century, an administrative

model strongly influenced by the principles of classical administration predominated, characterized by the centralization of decisions, hierarchical rigidity and the predominance of bureaucratic practices. In this context, the school principal performed essentially administrative functions, concentrating efforts on compliance with rules, the organization of material resources and the maintenance of institutional functioning.

With the redemocratization of the country and the promulgation of the Federal Constitution of 1988, new principles began to guide the organization of Brazilian educational systems. Education was recognized as a fundamental social right and democratic management became one of the pillars of public educational administration, establishing the participation of the school community as an indispensable element for the construction of a more inclusive, transparent school committed to the quality of education. The Law of Guidelines and Bases of National Education (Law No. 9,394/1996) consolidated this movement by establishing that education systems should promote democratic management mechanisms, respecting the characteristics of each network and ensuring the participation of education professionals, families and the community in school decisions (BRASIL, 1988; 1996).

According to Libâneo, Oliveira and Toschi, contemporary school management goes beyond the administrative dimension and starts to assume an eminently pedagogical nature, articulating planning, leadership, institutional evaluation and professional development of teachers. This perspective recognizes that the quality of education depends not only on the availability of material resources, but also on the school's ability to build collective projects capable of promoting meaningful learning (LIBÂNEO, 2018).

In this scenario, the figure of the school manager underwent an important redefinition. The principal is no longer just an administrator to become an educational leader, responsible for mobilizing people, promoting collaborative work, stimulating innovation and creating favorable conditions for institutional development.

Among the most significant transformations that occurred in Brazilian education, the consolidation of democratic management as the foundation of school organization stands out. More than an administrative model, democratic management represents a conception of education based on participation, autonomy, co-responsibility and the collective construction of decisions.

For Paro (2015), managing a school means creating conditions for the educational process to achieve its social purpose, not being restricted to the bureaucratic control of

administrative activities. Thus, democratic management presupposes the valorization of human relations, the strengthening of collective participation and the permanent commitment to the improvement of learning.

The participation of the school community is one of the main elements of this conception. School councils, parents' associations, student unions and pedagogical meetings are privileged spaces for the exercise of citizenship and for the construction of shared decisions. When these mechanisms work effectively, they favor greater administrative transparency, strengthen the sense of belonging, and expand the collective commitment to educational results.

However, the implementation of democratic management still faces several obstacles. In many institutions, there are still centralizing practices, difficulties in the effective participation of the community, excessive bureaucratic demands, and insufficient policies aimed at strengthening school autonomy. These factors limit the transformative potential of democratic management and hinder the consolidation of an institutional culture based on dialogue and co-responsibility (SAVIANI, 2020).

In this context, it is essential that managers develop competencies related to participatory leadership, institutional communication, conflict resolution and mediation of interpersonal relationships, favoring more collaborative organizational environments. The twenty-first century presents unprecedented challenges for education. The accelerated advancement of digital technologies, changes in the forms of knowledge production, the intensification of cultural diversity, the expansion of inclusive policies, and the impacts caused by the COVID-19 pandemic have profoundly changed the dynamics of schools.

In this scenario, the school manager began to perform much more complex functions than those traditionally assigned to the position. In addition to financial and asset management, he became responsible for pedagogical leadership, people management, the implementation of public policies, institutional evaluation, and the articulation between school, family, and community.

Recent literature shows that the leadership exercised by the manager directly influences the organizational climate, teacher motivation and learning results. Leaders capable of promoting dialogue, encouraging innovation, and stimulating collaborative practices tend to build more participatory school environments committed to

continuous improvement. Another important challenge refers to change management. The speed of social transformations requires a permanent capacity for adaptation, strategic planning and professional updating. The implementation of the National Common Curriculum Base (BNCC), the strengthening of inclusive education policies, the incorporation of digital technologies, and the need to develop students' socio-emotional skills have significantly expanded the responsibilities assigned to managers (BRASIL, 2025).

In addition, aspects related to the mental health of teachers and students have become part of the school management agenda. The increase in the rates of anxiety, stress and emotional suffering requires schools to develop strategies for welcoming, prevention and promotion of well-being, strengthening an institutional culture based on care and respect for differences. Thus, the manager of the twenty-first century needs to act as an articulator of educational processes, mediator of conflicts, pedagogical leader, resource administrator and agent of innovation. Their role transcends the administrative dimension, requiring strategic vision, social sensitivity, and the ability to mobilize the school community around common goals (PARO, 2016).

Pedagogical coordination has consolidated itself as one of the most relevant functions for the organization of educational work in school institutions. Although, historically, this professional has been associated with school supervision and monitoring compliance with curricular standards, the transformations that have occurred in Brazilian education have significantly expanded their attributions, giving them a strategic role in promoting the quality of teaching, in the continuing education of teachers and in the construction of collaborative pedagogical practices (OLIVEIRA, 2021).

In previous decades, a technicist conception of educational supervision predominated, characterized by the control of teaching activities and the supervision of compliance with the curriculum. However, from the debates on democratic management and school autonomy, especially after the promulgation of the Federal Constitution of 1988 and the Law of Guidelines and Bases of National Education (Law No. 9,394/1996), pedagogical coordination came to be understood as a function of formative character, articulating and mediating educational processes (BRASIL, 1996).

From this perspective, the pedagogical coordinator ceased to act exclusively as a supervisor of teaching practices to assume responsibilities related to collective planning, monitoring of learning, professional development of teachers and the construction of the

Political-Pedagogical Project (PPP). This change represents a significant evolution in the understanding of the role of this professional, whose performance is now guided by the promotion of dialogue, critical reflection and pedagogical innovation.

As Libâneo (2018) points out, pedagogical coordination should be understood as a space for educational leadership, aimed at the articulation between curriculum, planning, evaluation, and teacher development. Such understanding reinforces the importance of the coordinator as a mediator of the teaching and learning processes, contributing to the strengthening of the school's pedagogical identity.

In the contemporary context, the pedagogical coordinator performs multiple functions that go beyond the monitoring of didactic activities. Its work involves mediation between teachers, managers, students and families, seeking to integrate the different dimensions of school work around common educational objectives.

Among its main attributions are the monitoring of pedagogical planning, the organization of study meetings, the coordination of institutional evaluation processes, the analysis of student performance indicators and the promotion of continuing education of teachers. In addition, it is the coordinator's responsibility to support teachers in the development of methodological strategies capable of meeting the diversity present in the classrooms, encouraging inclusive, interdisciplinary and innovative practices (PARO, 2015).

Another important responsibility refers to the systematic monitoring of the teaching and learning process. Through the observation of pedagogical practices, the analysis of the results of the evaluations and the realization of moments of collective reflection, the coordinator contributes to identifying difficulties, proposing interventions and strengthening the professional development of the teaching team.

The work developed by this professional also involves the construction and monitoring of the Political-Pedagogical Project, a document that guides the school's identity, its educational objectives and the strategies adopted to promote learning and the participation of the school community. In this sense, the coordinator acts as an articulator between the institutional guidelines and the pedagogical practices developed by the teachers. However, several studies point out that many schools still face difficulties related to the overload of functions assigned to the pedagogical coordinator. In numerous institutions, this professional accumulates administrative activities,

assistance to families, resolution of disciplinary conflicts and bureaucratic tasks that reduce the time allocated to pedagogical monitoring itself. This reality compromises the exercise of their formative function and limits their contribution to the improvement of teaching practice (OLIVEIRA, 2021).

Among the various responsibilities assigned to the pedagogical coordinator, the promotion of continuing education of teachers stands out. The rapid evolution of scientific knowledge, curricular changes, the advancement of digital technologies and the growing diversity present in schools make the permanent development of teachers' professional skills indispensable. Continuing education should be understood as a permanent process of professional knowledge construction, allowing educators to critically reflect on their practice, share experiences and develop new teaching strategies. In this context, the pedagogical coordinator plays a fundamental role in organizing collective study spaces, encouraging collaborative practices and promoting moments of analysis of the experiences lived at school (NÓVOA, 2022).

According to Nóvoa (2022), teacher professional development occurs more significantly when training is integrated into the school routine and based on collective reflection on the real challenges faced by teachers. In this way, the coordinator acts as a mediator of the learning of the educators themselves, favoring processes of pedagogical innovation and strengthening of professional identity.

In addition to traditional pedagogical meetings, continuing education can involve study groups, workshops, peer observation, learning communities, use of digital platforms, and collaborative research projects developed by the school team. These strategies favor the construction of an institutional culture based on permanent learning and continuous improvement of educational practice. However, for this process to be effective, it is necessary for the education networks to guarantee adequate working conditions, time for collective planning, professional valorization and public policies aimed at teacher development. Without these elements, continuing education tends to be restricted to specific actions, with a reduced impact on the quality of education (MORAN, 2018).

The quality of education depends, to a large extent, on the articulation between school management and pedagogical coordination. Although they have specific attributions, both professionals share the responsibility for building democratic, innovative educational environments committed to student learning. The school manager is responsible for

institutional leadership, resource management, strategic planning and articulation of the school community. The pedagogical coordinator, in turn, concentrates his work on the pedagogical dimension, following the teaching work, promoting continuing education and monitoring the teaching and learning processes. When these functions are performed in an integrated manner, an organizational culture is created guided by cooperation, collective planning and continuous improvement (LÜCK, 2017).

This integration requires permanent communication, clear definition of responsibilities and joint elaboration of institutional goals. Periodic planning meetings, analysis of educational indicators, monitoring of external evaluations and discussion of learning outcomes are fundamental instruments to strengthen this partnership. Another relevant aspect refers to the construction of the Political-Pedagogical Project (PPP). The preparation of this document requires collective participation, involving managers, coordinators, teachers, students, families and other members of the school community. It is up to the manager to guarantee the institutional conditions for this process, while the coordinator pedagogically organizes the discussions, systematizes the contributions and monitors the implementation of the planned actions.

The integration between these professionals also favors the construction of innovative practices, especially with regard to the incorporation of digital technologies, inclusive education and the development of active learning methodologies. By acting collaboratively, managers and coordinators become capable of promoting significant changes in school culture, strengthening teacher autonomy and expanding students' learning opportunities. On the other hand, the lack of integration between management and coordination can generate institutional conflicts, fragmentation of pedagogical actions, communication difficulties and reduced effectiveness of educational policies implemented by the school. Thus, the strengthening of this partnership constitutes one of the main challenges of educational management in the twenty-first century.

Digital transformation is one of the main characteristics of contemporary society and has caused significant changes in the processes of organization, communication and production of knowledge. In the educational context, these changes directly impact school management and pedagogical coordination, requiring new skills related to the use of digital technologies, innovative leadership, and strategic planning. The incorporation of Digital Information and Communication Technologies (DICT)

has expanded the possibilities of teaching, learning, evaluation and institutional management. Tools such as virtual learning environments, educational platforms, electronic diaries, integrated management systems, communication applications with families, and artificial intelligence resources have become part of the routine of schools, changing the way managers, coordinators, teachers, and students Interact (MORAN, 2018).

In this scenario, the school manager assumes a fundamental role in the promotion of digital culture. Its work involves the definition of institutional policies for the use of technologies, the planning of technological infrastructure, the encouragement of pedagogical innovation and the promotion of the continuing education of the school team. It is not just about making equipment available, but about building conditions for technology to be used in a critical, ethical and pedagogically meaningful way. Likewise, the pedagogical coordinator plays an important role in supporting teachers in the integration of technologies into the curriculum, guiding the planning of activities that favor student protagonism, collaborative learning and the development of digital skills provided for in the National Common Curricular Base (BNCC).

However, the specialized literature shows that the mere presence of technological resources does not guarantee improvements in learning. The effectiveness of technologies depends on the quality of management, teacher training, available infrastructure and institutional capacity to promote pedagogical innovation. Thus, digital transformation requires cultural, organizational and methodological changes, which go beyond the acquisition of equipment and involve the construction of a new conception of teaching.

The advancement of digital technologies has brought a new dimension of leadership to school management, called digital leadership by several researchers. This perspective comprises the manager's ability to guide innovation processes, promote digital culture, stimulate the pedagogical use of technologies and develop skills necessary to face the challenges of contemporary education. Digital leadership is characterized by strategic vision, the ability to make decisions based on data, the encouragement of collaborative work, and the creation of environments favorable to continuous learning. The manager ceases to act only as an administrator of technological resources to become an articulator of institutional transformation (LÜCK, 2014).

During the COVID-19 pandemic, this competence became even more evident. The need to quickly reorganize educational processes has highlighted the importance of managers

and coordinators prepared to lead teams, reorganize curricula, establish efficient communication channels, and ensure the continuity of the educational process through digital technologies. Even after the return of face-to-face activities, many of the practices developed during this period remained incorporated into the school routine, reinforcing the need for permanent investments in technological infrastructure, information security, and continuing education.

The approval of the National Common Curriculum Base (BNCC) represented one of the most important milestones in Brazilian educational policies in recent decades. The document establishes a set of essential learning that must be guaranteed to Basic Education students, guiding the preparation of curricula and strengthening the search for educational equity. The implementation of the BNCC significantly expanded the responsibilities of school management and pedagogical coordination. It is up to managers to organize institutional planning processes, promote the review of Political-Pedagogical Projects (PPP), ensure conditions for teacher training and monitor the implementation of the competencies and skills provided for in the document (LIBÂNEO, 2021).

The pedagogical coordinator takes a leading role in this process by guiding teachers in the curricular reorganization, in the selection of teaching methodologies, in the elaboration of evaluation instruments and in the integration of the general competencies of the BNCC to the pedagogical practices developed in the school. Another relevant aspect refers to the development of socio-emotional skills, digital culture, scientific thinking, argumentation and citizen responsibility, elements that require new ways of organizing pedagogical work and new strategies for monitoring learning.

The effective implementation of the BNCC depends on integrated action between managers, coordinators and teachers. When this process occurs collaboratively, it favors the construction of contextualized curricula, aligned with the needs of students and committed to comprehensive education. The construction of an inclusive school represents one of the greatest challenges of educational management in the twenty-first century. The recognition of human diversity requires that school institutions develop practices capable of ensuring equal opportunities, respect for differences, and effective participation of all students (IMBERNÓN, 2019).

School inclusion is not limited to serving students with disabilities. It also involves the recognition of cultural, ethnic-racial, social, linguistic, religious and gender differences, promoting educational environments based on respect for human rights and the appreciation of diversity. In this context, school management assumes strategic responsibility in the construction of inclusive institutional policies, ensuring accessibility, adequate pedagogical resources, teacher training and the development of practices that favor the learning of all students.

The pedagogical coordinator, in turn, plays an essential role in monitoring teachers' planning, encouraging inclusive methodologies, guiding curricular adaptations, and promoting moments of reflection on pedagogical practices aimed at equity. In addition to pedagogical adaptations, it is essential to develop actions aimed at confronting prejudice, discrimination, bullying and all forms of violence present in the school environment. The construction of an institutional culture based on respect for differences strengthens democratic coexistence and contributes to the integral development of students (HARGREAVES; FULLAN, 2020).

The quality of education depends on the construction of collaborative relationships between school, family and community. Several studies show that the participation of families favors academic performance, reduces school dropout, strengthens the socio-emotional development of students and expands the collective commitment to the educational process. Democratic management presupposes that the school establishes permanent channels of dialogue with the community, promoting spaces for participation, transparency and co-responsibility. Pedagogical meetings, school councils, assemblies, community projects and cultural activities are important instruments for bringing the school institution and society closer together (GATTI, 2010).

In this process, the school manager acts as an articulator of institutional relations, promoting collective participation in decision-making and encouraging the construction of partnerships aimed at the development of the school. The pedagogical coordinator complements this performance by developing actions that bring families closer to the pedagogical routine, clarifying curricular objectives, sharing learning results and promoting activities that strengthen the bond between the different subjects involved in education.

However, challenges persist related to social inequalities, communication difficulties, low family participation in some communities, and transformations in the structure of contemporary families. Overcoming these barriers requires institutional policies that value

dialogue, welcoming, and the construction of relationships based on mutual trust. Another challenge that has gained prominence in recent decades refers to the mental health of students, teachers, and other education professionals. The increase in cases of anxiety, depression, occupational stress, school violence and interpersonal conflicts highlights the need to strengthen institutional policies for welcoming and promoting well-being (FULLAN, 2020).

The school manager plays a decisive role in the construction of healthy organizational environments, developing strategies to prevent violence, encourage a culture of peace, strengthen interpersonal relationships and value education professionals. Likewise, the pedagogical coordinator contributes to this process by accompanying teachers, identifying emotional difficulties that may interfere with learning, and promoting pedagogical practices aimed at developing students' socio-emotional skills (FREIRE, 2022).

The literature indicates that schools that invest in conflict mediation programs, emotional education and strengthening of democratic coexistence have better learning indicators, greater satisfaction of professionals and a significant reduction in episodes of violence. Thus, taking care of the mental health of the school community is no longer a complementary action to become a strategic element of contemporary educational management.

The literature analyzed shows that school management and pedagogical coordination have been assuming an increasingly strategic role in the consolidation of quality education. However, the exercise of these functions has become significantly more complex in the face of the social, technological, economic and cultural transformations that characterize the twenty-first century. Contemporary challenges go beyond the administrative dimension of the school, requiring managers and coordinators to have skills related to leadership, innovation, people management, strategic planning and the mediation of human relations (FREIRE, 2021).

The reviewed studies converge in stating that the quality of education depends, to a large extent, on the capacity of school institutions to develop a participatory, democratic management guided by pedagogical objectives. From this perspective, the school manager is no longer just a resource administrator to assume the role of an

educational leader, responsible for building an institutional environment favorable to the development of students and the strengthening of the teaching team.

In turn, pedagogical coordination consolidates itself as a privileged space for training, reflection and innovation. The coordinator's performance goes beyond the monitoring of didactic planning, involving the analysis of learning results, the professional development of teachers, the organization of evaluation processes and the implementation of pedagogical practices aligned with the contemporary demands of education (FERREIRA, 2017).

One of the main challenges identified by the literature refers to the excess of bureaucratic activities attributed to school managers. In many institutions, a large part of the principal's time is dedicated to meeting administrative requirements, accountability, reporting, financial management and compliance with legal procedures. Although these activities are indispensable for the functioning of the school, their excess significantly reduces the time available for pedagogical monitoring, institutional planning and the development of educational leadership (CANDAU, 2020).

This reality also affects pedagogical coordination. In several school systems, coordinators accumulate administrative functions, assistance to families, resolution of disciplinary problems and operational tasks that limit their performance with teachers. The literature highlights that the strengthening of school autonomy, associated with the modernization of administrative processes and investment in technical support teams, can contribute to reducing this overload and increasing the time allocated to pedagogical activities. Another recurring challenge concerns the continuing education of education professionals. Rapid social and technological transformations require permanent updating of pedagogical, methodological and technological knowledge. However, many teachers still face difficulties in participating in training processes due to the high workload, the insufficiency of permanent public policies and the scarcity of resources for professional development (BRAZIL, 2014).

In this context, the pedagogical coordinator assumes a strategic role by promoting spaces for collective learning within the school itself. Pedagogical meetings, learning communities, study groups, workshops and collaborative projects are important instruments to strengthen continuing education. However, the effectiveness of these actions depends on the existence of adequate institutional conditions, including time allocated to planning, infrastructure, support from school management, and teacher appreciation policies.

Contemporary studies show that leadership is one of the factors with the greatest impact on the quality of education. Managers capable of building relationships based on trust, dialogue, and participation favor more collaborative, innovative, and committed school environments. Educational leadership differs from traditional management models by prioritizing the development of people, the collective construction of decisions, and the strengthening of institutional culture.

In this sense, managers and coordinators need to develop skills related to communication, negotiation, conflict resolution, emotional intelligence, strategic planning, and evidence-based decision-making. In addition, valuing education professionals is an indispensable element for the construction of healthy organizational environments. The recognition of teaching work, the encouragement of innovation, the systematic monitoring of pedagogical practices and the strengthening of interpersonal relationships contribute to raising the levels of motivation and commitment of the school team (ANDRÉ, 2010).

The advancement of digital technologies represents, simultaneously, an opportunity and a challenge for school management. The use of educational platforms, computerized systems, artificial intelligence resources and virtual learning environments has significantly expanded the possibilities of institutional organization and pedagogical monitoring.

However, inequalities persist related to access to the internet, the availability of technological equipment and the training of professionals for the pedagogical use of these resources. Studies indicate that the success of digital transformation depends less on technology itself and more on the ability of school management to promote permanent training processes, encourage innovation, and integrate technological resources into the institution's educational objectives.

The consolidation of inclusive education remains among the greatest challenges of contemporary school management. Despite the legal advances and public policies implemented in recent decades, many schools still face difficulties related to accessibility, teacher training, the availability of specialized resources, and meeting the specific needs of students. School management plays a decisive role in the construction of an institutional culture based on equity, respect for differences and appreciation of diversity.

Likewise, pedagogical coordination should guide teachers in the development of inclusive practices, curricular adaptations, use of diversified methodologies and development of assessments compatible with the needs of students. The promotion of social justice in schools requires a permanent commitment to the elimination of physical, pedagogical, communicational and attitudinal barriers that hinder the full participation of all students.

The challenges analyzed throughout this study indicate that the school of the future will increasingly depend on management models based on collaboration, innovation, sustainability and organizational learning. The trend observed in the literature points to managers capable of acting as educational leaders, articulators of collaborative networks and promoters of the culture of continuous learning.

Among the main perspectives are: strengthening democratic management; expansion of school autonomy; use of artificial intelligence as a management support tool; consolidation of digital culture; strengthening inclusive education; valuing the mental health of professionals and students; development of socio-emotional skills; evidence-based continuing education; integration between institutional evaluation and strategic planning and greater participation of the school community in decision-making. These trends demonstrate that school management tends to become increasingly interdisciplinary, participatory and guided by permanent innovation processes (ALARCÃO, 2018).

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4. FINAL CONSIDERATIONS

This literature review allowed us to understand that school management and pedagogical coordination are fundamental pillars for the promotion of the quality of education in the twenty-first century. The profound transformations experienced by society have significantly expanded the responsibilities attributed to these professionals, requiring skills related to leadership, planning, innovation, people management, and institutional development.

The studies analyzed demonstrate that the effectiveness of school management depends on the construction of democratic, collaborative environments committed to student learning. In this context, pedagogical coordination assumes a strategic role in promoting the continuing education of teachers, monitoring the teaching and learning processes and strengthening the pedagogical identity of the school.

It was also possible to identify that challenges such as digital transformation, the implementation of the BNCC, inclusive education, teacher appreciation, the mental health of the school community, and the expansion of family participation require integrated action between managers and pedagogical coordinators. It is concluded that investing in the training of these professionals, strengthening public policies aimed at democratic management and expanding the autonomy of school institutions are fundamental strategies to face the contemporary challenges of education.

Finally, it is hoped that this study will contribute to broaden reflections on educational management, encouraging new research on school leadership, pedagogical innovation, teacher professional development and strengthening of collaborative practices in educational institutions.

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