

A FORMAÇÃO DO GESTOR ESCOLAR NO CURSO DE PEDAGOGIA PRESENCIAL, EM INSTITUIÇÕES DE MINAS GERAIS - BRASIL: UMA ANÁLISE DOCUMENTAL

THE TRAINING OF THE SCHOOL MANAGER IN THE PRESENTIAL PEDAGOGY COURSE, IN INSTITUTIONS IN MINAS GERAIS - BRAZIL: A DOCUMENTAL ANALYSIS

LA FORMACIÓN DEL GESTOR ESCOLAR EN EL CURSO DE PEDAGOGÍA PRESENCIAL, EN INSTITUCIONES DE MINAS GERAIS - BRASIL: UN ANÁLISIS DOCUMENTAL

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RESUMO

Este artigo apresenta os resultados de uma pesquisa cujo objeto de estudo foi a formação do gestor escolar nos cursos presenciais de Pedagogia nas Instituições de Ensino Superior do estado de Minas Gerais. O objetivo principal foi analisar esses cursos em relação à formação inicial do gestor escolar. Na investigação, de base documental, foram examinadas matriz curricular, projeto pedagógico e ementário de cada curso. A análise dos dados foi realizada pelo método de análise de conteúdo. Identificamos que é destinada uma pequena carga horária para a formação do gestor escolar, embora os projetos pedagógicos garantam uma formação de acordo com a Resolução CNE/CP n.º 01/2006, que define que os egressos devem estar aptos para atuar na docência, na gestão e na difusão do conhecimento. Algumas instituições não oportunizam atividades de estágio específico na área da gestão e algumas disciplinas ofertam conteúdos em torno da Nova Gestão Pública no cenário educacional.

Palavras-chave: Pedagogia. Formação do pedagogo. Formação do gestor escolar. Nova Gestão Pública.

ABSTRACT

This article presents the results of research, the objective of which was to study the formation of school managers in the presential Pedagogy major courses of Minas Gerais' IESs (Instituições de Ensino Superior). Our objective was to analyze these courses in what concerns the initial formation of school managers. In our investigation, which has a documental character, we examined curriculum syllabuses, pedagogical projects and emmentary of each course. The data analysis was done by content analysis. We identified that a small hour charge is destined for school managers' formation, though the pedagogical projects ensure a formation in accordance with Resolution CNE/CP n. 01/2006, which defines that the egress must be apt to act in decency, management and diffusion of knowledge. Some institutions do not offer opportunities for stage specific activities in management, and we noticed that some courses offer content about Nova Gestão Pública in the educational field.

Keywords: Pedagogy. Pedagogue formation. School manager formation. Nova Gestão Pública.

RESUMEN

Este artículo presenta los resultados de una investigación cuyo objeto de estudio fue la formación del gestor escolar en cursos presenciales de Pedagogía en Instituciones de Educación Superior del estado de Minas Gerais. El objetivo principal fue analizar estos cursos en relación con la formación inicial de gestores escolares. Esta investigación, de base documental, examinó el currículo, el proyecto pedagógico y el programa de cada curso. El análisis de datos se realizó a través del método análisis de contenido. Se identificó que se destina una pequeña carga horaria a la formación de gestores escolares, aunque los proyectos pedagógicos garantizan la formación de acuerdo con la Resolución CNE/CP n.º 01/2006, que establece que los graduados deben estar preparados para actuar en la docencia, la gestión y la difusión del conocimiento. Algunas instituciones no ofrecen prácticas profesionales específicas en el área de gestión, y se observó que algunas asignaturas ofrecen contenidos relacionados con la Nueva Gestión Pública en el ámbito educativo.

Palabras clave: Pedagogía. Formación del pedagogo. Formación del gestor escolar. Nueva Gestión Pública.

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INTRODUCTION

This research's study object is the formation of school managers in the Pedagogy degrees of public and private institutions, presential modality, in federal and state public Instituições de Ensino Superior (IES) and in the Pontifícia Universidade Católica de Minas Gerais (PUC-Minas), in the state of Minas Gerais. The general objective of the research was to analyze, through documental research, how the Pedagogy degrees are structured in respect to the initial formation of the school manager. The partial results of the investigation were presented by Silva e Araújo (2022), at the 8th Seminário Educação e Formação Humana: Desafios do Tempo Presente/III Simpósio Educação, Formação e Trabalho and on 15^a Reunião Regional ANPED Sudeste: Educação Democracia e Justiça Social no Desafio Urgente da Reconstrução Nacional (Silva, 2022).

For this analysis we delineated a few specific objectives: to constata, within the pedagogical projects of the Pedagogy degrees (PPC) offered in Minas Gerais, the presence of references to the formation the school manager; to identify the disciplines focused on the formation of the school manager present in the curricular matrices of those courses; to analyze the syllabuses of the disciplines focused on the formation of the school manager to identify the bases of that formation.

Though the legal documents that support this investigation make use of the expression “school management” we consider, for this research, the concept of school management that allows “the overcoming of the limitation of fragmentation and decontextualization, and to build, by adoption of an ample and interactive optic, the vision and orientation of the ensemble, through which more consistent and articulate actions may develop” (Lück, 2006, p. 43).

As foreseen on the legislation, the formation of school manager happens in Pedagogy degrees or in graduate courses for students egress from different degrees. The egress students from Pedagogy, according to the current legislation, receive training that allows them to act as teachers and school managers. That allows us to propose the following questions: does the curricular matrix in the Pedagogy degree of the IESs of the state of Minas Gerais include the formation for professional practice of the school manager? Which disciplines offered by these courses contemplate the formation of the educator as a school manager? Do the syllabuses of those disciplines that refer to school management aim to promote the formation and practice of school management in a democratic perspective?

We understand the importance of the manager in the school environment, as well as how complex this professional's formation is, as it requires them to be in constant formation process to be able to respond to the educational and social demands of the community where they work. According to Lück (2009, p. 15), the action of the manager "will be as limited as his conception on education, on school management and his professional role in leading and organizing the school". Also, according to Lück, having solid formation allows the manager to have the subsidies to perform their functions well.

THE FORMATION OF TEACHER/MANAGER CONSIDERING THE CURRENT POLICIES OF FORMATION

Throughout the years, we have had a few legislations which, direct or indirectly are or were related to the formation of the school manager. Resolution CNE/CP n. ° 02/2019 and Opinion CNE/CP n. ° 04/2021 are the most recent of those documents and they address aspects related to the formation of teachers and school managers.

Following the publication of Resolution CNE/CP n. ° 02/2019, a process of debate against the fragmentation of the Pedagogy course began, which affected the ample formation of this profession for teaching practice and their exercise in activities related to school management. According to the Fórum Nacional Popular de Educação ([FNPE], 2019), the propositions of Resolution CNE/CP n.º 02/2019 do not consider already practiced and institutionalized public policies, and propose an exceedingly ample focus on the mercantilist aspects, as well as reclaim aspects of a Pedagogy turned to the consolidation of competences, besides not considering the national diversity, the autonomy of IESs and relativizing the contributions of supervised internship practice, which is a setback on the conquests that the educational field obtained with Resolution CNE/CP n.º 02/2015.

By analyzing Resolution CNE/CP n. ° 02/2019, it becomes noticeable that there is an intention of causing rigidity in the licentiate degrees, considering the determination given to follow a National Common Base of Formation. One of the conceptions of the new guidelines discusses the standardized formation for most teachers, who work in a very diverse and unequal country, so it ignores the context of those teachers and their institutions. From the text, we can see that the training of the school manager during Pedagogy appears to be a simple option for the student. By defending that the training of the school manager may be taken through Pedagogy, in the form of advanced studies, the intention of returning to specific licentiate degree

habilitations in this degree becomes evident. In this sense, for the licentiate to act in the functions of administration, planning, inspection, supervision and educational guidance on Basic Education, they'll have to take extra course load, complementary to that defined for the program.

With the intent of deepening the thematic on the formation of school managers, we present a few items of Opinion CNE/CP n. ° 04/2021, which addresses the initial and continuous formation of school principals.

The creation of a National Common Base of Formation for the school administrator came in a complementary way, since we already homologated the guidelines for the initial formation and continuous formation of teachers and that, in these documents, the training, whether initial or continuous, of the teachers that take the post or function of school administrator wasn't contemplated. According to Opinion CNE/CP n. ° 04/2021, it is expected, from managing teacher,

[...] not only competences for solving administrative, managerial, financial, and human resources issues, but also those related to public relations, ensuring educational quality, utilizing new technological tools to support management and education, employing innovative pedagogical methodologies, and providing leadership to improve teaching and learning (Brazil, 2021, p. 1).

Throughout the document, the figure of the manager is portrayed as a leader of their team. To that respect, Lück (2009) confirms that leadership should be intrinsic to the function of the school manager, who should be capable of collaborating and making it possible for the school to promote of an environment of learning and integral formation for the pupils, who should be prepared to act based on critical thinking of society.

Opinion CNE/CP n. ° 04/2021 contextualizes the formative process of the school manager and indicates the study by Oliveira, Paes de Carvalho and Brito (2020), titled “Gestão escolar: um olhar sobre a formação inicial dos diretores das escolas públicas brasileiras”, whose authors discuss the thematic as a means to identify whether egress students of the licentiate degrees feel prepared to act in the activities related to school and institutional management. There is a precarity in the formation and in the preparation of licentiates “for the challenges that the exercise of school administration presents in public schools, in particular in the management of public schools” (Brazil, 2021, p.2-3).

The study by Oliveira, Paes de Carvalho and Brito (2020) signals exactly to that precarity in the initial formation of the school manager. It was through the understanding of the relevance of the practice of those professionals that the Ministry of Education (MEC) created the National

Council of Education (CNE) a proposal to define the competences of the school manager and to institute a common formation matrix. That matrix is an attempt to establish parameters that concern the professional exercise of the administrators.

Opinion CNE/CP n. ° 04/2021 presents four dimensions of the school administrator's work: politico-institutional; pedagogical; financial-administrative; and personal and relational. For each work dimension, specific competences and attributions are elected. On whole, there are four work dimensions, 24 competences and 117 attributions. This matrix comprehends and guides the initial and ongoing formation of the administrators.

To Silva (2022), by proposing a National Common Competency Framework for School Managers, the intention of transposing to the educational field, neoliberal characteristics, which do not go in accordance with democratic school management becomes evident. By defining the competences the professional administrator should have, without considering the existing diversity, “the matrix reinforces a pragmatic vision that concentrates power and makes this professional responsible for the qualification of educational organizations” (ANPAE, 2019, n.p.). Still according to Silva (2022), by proposing an idealized and individualized model of educational management, this matrix also focuses on the practice of these professionals in close relation to highly bureaucratic issues, which reinforce authoritarian attitudes in detriment of collective and collaborative practices, as well as it places, upon these professionals, the responsibility for the guarantee of quality public education.

According to Severo and Pimenta (2022), the Pedagogy degree, on the context of neoconservative reforms, goes back into the spotlight due to the discussions and consequences, for licentiate degrees, of the publication of Resolution CNE/CP n. ° 02/2019. According to this resolution, the formation of teachers “presupposes the development, by the licentiate student, of competences foreseen in BNCC-Basic Education” (Brazil, 2019, p.2). For the researchers, Resolution CNE/CP n. ° 02/2015 and Resolution CNE/CP n. ° 02/2019 ignore the conception and definition of Pedagogy as a Science of Education and the definition of pedagogical knowledge. However, the 2015 resolution was acknowledged, by the academic Community, as a “fruit of ampler dialogs between CNE and social actors from different spheres interested on the theme of teacher formation, with an emphasis on scientific entities” (Severo; Pimenta, 2022, p.9). The substitution of Resolution CNE/CP n.º 02/2015 seeks to attend to interests of the National Common Curricular Base (BNCC), homologated in 2016, which means it occurred due to the necessity of aligning teacher formation to BNCC, which “embodies a reformist discourse

conceived under neoliberal ideology, in which prescript curricula are reified as instruments for guaranteeing rights to education” (Severo; Pimenta, 2022, p. 9).

Before that, we may perceive how much these new policies are tied to a conception of education informed by a mercantilist bias, in which the social character of the educational process gives way to an education whose quality is inferred by quantifiable results, as is characteristic to New Public Management (NPM), present in Resolution n.º 02/2019 and which seeks to “dismantle the licentiate degrees by prescribing curricular orientations based on utilitarianism, on teaching as behavioral modelling and on the emphasis on results measured by external evaluations” (Severo; Pimenta, 2022, p. 11). Resolution CNE/CP n.º 02/2019 and Opinion CNE/CP n.º 04/2021 present conceptions anchored on the perspective of New Public Management, as they incorporate characteristics inherent to corporate system onto the education system and deconstruct education in the perspective of social well-being.

NOVA GESTÃO PÚBLICA IN THE EDUCATIONAL CONTEXT

In Brazil, the creation and implementation of educational policies suffer a direct influence of international organisms, such as the World Bank and the United Nations Educational, Scientific and Cultural Organization (UNESCO). These organisms have been guiding the implementation of public policies in peripheral countries, with the goal of “responding, within the limits of the educational field and its reach possibilities, to capitalism’s structural crisis triggered in the years 1970” (Mota Junior; Maués, 2014, p. 1.139). They’ve also considered that the educational system must develop actions that seek to develop “work force abilities to sustain economic growth”, contribute “to the reduction of poverty and inequality” and the transformation of “educational expenses into educational results” (World Bank, 2010, p. 23). This conception makes it transparent that the World Bank attributes, to the educational system, the responsibility for economic growth, as it transposes founding characteristics of capitalist system: high productivity, efficiency and efficacy.

In Brazil, education based on the mercantilist perspective materializes through State reforms, which are “influenced by the diagnoses and orientations of the World Bank, especially during the 8 years of Fernando Henrique Cardoso’s (FHC) (1995-2002) (Mota Junior; Maués, 2014, p. 1.139) office, and possess a perspective focused on “basic education, decentralization of management and centralization of school evaluation systems” (Mota Junior; Maués, 2014, p. 1.140).

It is within this context of reform that the student performance verification systems, like the Basic Education Assessment System (SAEB) were created, in 1990; the National Exam of Courses, in 1995; and the National Secondary Education Examination (ENEM), 1998. The document elaborated by the World Bank, *Achieving World-Class Education in Brazil: the next agenda* (2010), made an analysis of the situation of education in Brazil during the mandates of Fernando Henrique Cardoso (1995-2002), and of Luiz Inácio Lula da Silva (2003-2011). By use of that document, one can verify the emphasis given to large scale evaluation systems implanted in Brazil. The evolution of the indicators is undeniable, but it is also necessary to critically analyze the generated data, which does not consider numerous contexts inside the schools, like illiteracy rates, violence growth, and low teacher salaries (Mota Junior; Maués, 2014, p. 1.150).

Still according to Mota Junior and Maués (2014, p. 1.139), education, in that new scenario, began to be seen “not only as an important economic frontier to be explored, but also for its utility to major capitalists in shaping a new generation of workers”. Education thus becomes an instrument for producing work force to attend to “new production and organizational demands within a context marked by the restructuring of productive processes” (Mota Junior; Maués, 2014, p. 1.139). In this context, the discussions in favor of New Public Management (NPM) – or new managerialism – come to the fore which, in the words of Marques (2020, p. 3), “may be considered a State reform movement whose objective was to respond to the economic crisis of the 1970s, within the framework of capitalist regulation”. Still according to Marques (2020, p. 5), “the first accounts of NPM in education come from the 1980s, in the British educational reform, which had direct repercussions in school management”.

To Junquillo (2002 *apud* Marques, 2020, p. 3), the NPM presents a few basic characteristics, like the “importing of managerial practices common to the private sector of the economy, including public agendas such as: efficiency, efficacy, productivity, evaluation and result control”. NPM directly influences the action of school managers, since it delegates to them the responsibility for the guarantee of quality education and efficiency in the educational process.

In Brazil, starting from the 1990s, the NPM began being implemented in many school systems to ensure the “quality” of education through changes in the structure of the State and the educational process. Cossio (2018) explains that NPM emerged seeking to modernize public management and implicate the introduction, in public service, of principles and practices of the private sector, at the same time as it made it evident that it was necessary to establish partnerships for the execution of actions which, before, were exclusive to the State (government). The period post military dictatorship was marked by intense social movements in favor of the amplification

of the right to public education. To Oliveira, 2015, those changes came accompanied by a restructuring of educational gestion, justified as a necessity of modernization of public administration, in which evaluation became a regulation mechanism. “On the new framework of public management, under the auspices of “government”, there’s a strong action of partners, with an emphasis on the participation of business community, under different forms and modalities” (Cóssio, 2018, p. 70).

Differently from the privatization movement highlighted during Fernando Henrique Cardoso’s office, in the 1990s, nowadays there is no direct transference from the public sector to the private sector, however, this partnership movement signals a new form of privatization in the context of NPM. It is important to highlight that this search for efficiency and good results on large scale evaluations ignores the social character of education, since it doesn’t contemplate the specificities and inequalities which are present in the educational field (Cóssio, 2018).

According to Cóssio (2018, p.69), this “conception of quality which stems off of the business logic, is attached to school performance, which would be verifiable through standardized tests”. This constant search for satisfactory results which should testify to the efficiency of the educational process, causes a deconstruction of the education as a right to all, and attributes a business character to schools having “goals to be achieved and whose process monitoring is done by the measuring of the results obtained in large scale tests taken by the students” (Oliveira, 2015, p.642). The evaluation process in the context of NPM has the objective of regulating and controlling the teaching system, besides monitoring the results obtained in external evaluations.

By resorting to large-scale evaluation systems produced by specialists, which are external to the school context, governments justify their choices and guide their actions oriented by the “indisputable” administrative rationality that seeks efficiency as an end, which ends up by removing the focus of the discussion on the right to education. (Oliveira, 2015, p. 640-641).

Public school reform gradually consolidates from two base principles: quality and efficiency. “Quality in education is undeniably desirable; however, it has to be clear what kind of quality is being referred to” (Cóssio, 2018, p.69), ergo, educational quality, on the democratic perspective, is strictly linked to the social aspect of education and to the emancipation of individuals, while educational quality, on the business perspective, is attached to high performance and to satisfactory results. In that new scenario, the educational policies “continue to promote an idea of progress that depends on efficient school management, which involves

more efficient evaluation and regulation practices on the accompaniment of learning” (Oliveira, 2015, p. 627).

Gerwitz and Ball (2011) consider two branches of school management: the management of “social well-being”, connected to the social aspect of education, and the school management of “new managerialism”, associated with mercantilist practices in the school environment. The actions of the State on the regime of social well-being go much beyond an internal control, for they “involve a style of direction (or a way of managing) and particular beliefs on the ends and purposes of leadership” (Gewirtz; Ball, 2011, p. 197).

The discourse and the conception of education according to social well-being management model have been modified throughout the years. The most popular ones are attached to “equality of opportunities, the valuing of all children equally, the non-selective school, antiracism, the development of critical citizens, democratic participation and social transformation” (Gewirtz; Ball, 2011, p. 198). That way, the “new school manager”, to act in the context of managerialist management, should be concerned with performance, quality, results, measured by the large-scale evaluation.

With these reflections, we can identify that management, in the context of NPM, is centered on business conceptions that are technicist and bureaucratic, which diverge from well-being management model, and the understanding of the human and social character of education as a tool capable of transforming social reality.

According to Gewirtz and Ball (2011), management has become, in the last years, a central item of political reform. Management represents the insertion of a new model of power in the public sector, attributed to the school manager, as having a more controlling, authoritarian and regulatory profile that compromises the principles of democratic school management, since it turns the focus of this profession into a more controlling and authoritarian role. The deconstruction of the social Character of education, as well as the transposition of practices and characteristics of the private sector to the educational field already signals obstacles to the guarantee of democratic school management.

METHODOLOGICAL APPROACH

Considering that the methodology must be conceived as a process that organizes, academic and scientifically, the entire reflexive movement executed by the researcher around his

object of knowledge (Ghedin; Franco, 2011), the investigation that resulted in this work was based on a qualitative approach that, for Lüdke and André (1986, p. 14), “involves the obtention of descriptive data, gathered through the researcher’s direct contact with the studied situation, emphasizing the process rather than the product, and being more concerned with the portrayal of the participant’s perspective”. Through this approach we used the data collection method and documental research, a method that allows the collection and analysis of documents. The study was also characterized, in what concerns its objectives, as research of exploratory nature, since it sought to “raise information on a given object, thus delimitating a work field, mapping the conditions of manifestation of that object” (Severino, 2007, p. 123).

To Bardin, research with a qualitative approach, like documental research, requires the researcher to perform a process of categorizing information and data. In this perspective, we opted to do an analysis of the material considering two major questions: what, in the curricular matrices and syllabuses, discusses the process of formation of the school manager? What do the PPCs of Pedagogy in the state of Minas Gerais say about the objective of the course, the profile, competences and skills of the egress regarding the formation and acting of the school manager?

For the exam of the collected data, we used the technique of content analysis proposed by Bardin (2002), organized around three chronological poles that complement each other: pre-analysis; material exploration; and treatment of the results. In the first phase, we organized the collected material, with the objective of “systematizing and making the initial ideas operational, in a way that would conduct a precise scheme for development of successive operations, in a plan of analysis” (Bardin, 2002, p. 95). We chose the documents that would be analyzed (PPC, curricular matrix and syllabus); selected indicators, such as hour charge, disciplines focused on the formation of the manager, the commitment of the IESs with the formation of the teacher/manager; and, within these indicators, we searched for instances of approximation and divergence.

In the second phase, we explored the collected material, with a “systematic administration decisions made [...], which consists essentially in codifying operations, discounting or enumeration, in function of previously formulated rules” (Bardin, 2002, p. 101). Afterwards, we went to the treatment of the obtained results and their interpretation.

THE PROCESS OF FORMATION OF THE SCHOOL MANAGER IN PEDAGOGY DEGREES IN MINAS GERAIS’S IEES

The goal of this research was to identify the state in which the formation of educators has been offered, in presential modality, in thirteen of Minas Gerais's IESs. The federal public institutions focused were: Universidade Federal de Alfenas (UNIFAL), Universidade Federal de Juiz de Fora (UFJF), Universidade Federal de Lavras (UFLA), Universidade Federal de Minas Gerais (UFMG), Universidade Federal de Ouro Preto (UFOP), Universidade Federal de São João del-Rei (UFSJ), Universidade Federal de Uberlândia (UFU), Universidade Federal de Viçosa (UFV) and Universidade Federal dos Vales do Jequitinhonha e Mucuri (UFVJM). Universidade do Estado de Minas Gerais (UEMG) and Universidade Estadual de Montes Claros (UNIMONTES) were the state institutions, while Pontifícia Universidade Católica de Minas Gerais (PUC-MG) was the Only private IES selected.

The analysis began with information from the curricular matrices and the syllabuses and was complemented with information contained in the PPC, aiming to analyze how the Pedagogy degrees, in presential modality, are structured in the state regarding the initial formation of the school manager. At first, we did triage in each curricular matrix and on PCC with the goal of identifying how many and which disciplines were offered in the undergraduate courses which are directly related to the formation of the school manager and to their attention to management activities. Afterwards, we did the tabulation of the information and started the analysis of each PPC and syllabus of the selected disciplines.

From the reading and analysis of the curricular matrices, the syllabuses and the PPC we realized that the formation of the educators in Minas Gerais is offered in distinct fashions, as perceptions regarding the role³ of that professional differ, whether it be in school spaces or non-school spaces. Among the 13 Pedagogy degrees offered in Minas Gerais, the one offered in UFU (Santa Mônica Campus) is organized in annual series; the one in UEMG is made available in semestral formative nuclei, whereas the others happen in semestral periods. In regard to the objectives of the Pedagogy degree, the PPC are well aligned with Resolution CNE/CP n. ° 01/2006 and Resolution CNE/CP n. ° 02/2015, though there are different focuses in the process of formation of the educators, as in the cases of UNIMONTES and of UNIFAL, which do not offer internship in the areas of school or institutional management. This lack of uniformity in the proposals of formation of the educators constitutes a diversified case in each IES of the state of Minas Gerais.

³ There are IESs where, although the Pedagogical Course Projects (PPCs) are aligned with CNE/CP Resolutions No. 01/2006 and No. 02/2015, no supervised internship in school management is offered. Graduates tend to feel more confident performing teaching activities in Early Childhood Education and the early years of Elementary Education (Albuquerque et al., 2017).

As to the total hour charge of the licentiate degrees, all the Pedagogy degrees offer at least 3,200-hour minimum formation, as determined by Resolution CNE/CP n.º 01/2006 and Resolution CNE/CP n.º 02/2015. The UEMG degree has the largest hour charge, with 4,200 hours, and PUC-Minas has the shortest one, with 3,213 hours.

Concerning the hour charge of the disciplines whose goal is to promote the formation of the educator regarding management activities, UFU (Uberlândia Campus) reserves 19,5% of its charge. UNIFAL destines the smallest charge for the formation of school managers, 3,5% of the total. We realized that, although the hour charge is reduced, the IESs, in general, promote relevant discussions during the process of formation of the educators, as we saw in the analysis of the degrees. An example is the discipline of elaboration and implementation of public education policies, which is present in the curricular matrix of all the Pedagogy degrees that were part of this research, one of which address the formation of the educator, especially given his acting in school and institutional management activities or the implementation of public policies.

By examining the Pedagogy PPC we verified that the document of UFU (Santa Mônica Campus) is the oldest one and the only one which predates the National Curricular Guidelines (DCN) for the Pedagogy degree, homologated in 2006. The PPC of Pedagogy from UFOP, however, is the most recent. The PPC of UEMG and of UNIFAL were approved on the same year of the publication of Resolution CNE/CP n.º 02/2019, while the PPC of UFV and of UFOP were approved after the homologation of this resolution. In none of the PPC there is information about any reformulation of the course considering the new resolution of teacher formation. There is also no register of these documents having considered Resolution CNE/CP n.º 02/2019 in the process of structuration of their degrees.

We analyzed the PPC regarding three categories: the objective of the Pedagogy degree; egress profile; skills/competences with focus on management. Concerning the course's objectives, we realized that they're well aligned with Resolution CNE/CP n.º 01/2006 and Resolution CNE/CP n.º 02/2015, which means that there's an attention in guaranteeing teacher's formation for teaching in Highschool, regular modality, in areas where pedagogical knowledge and activities related to institutional and school management are required. The PPC of UFU (Santa Mônica Campus), approved in 2005, followed the proposal of the Comissão de Especialistas in Pedagogy Teaching (1999) and guaranteed a formation that would allow the educator to work in the areas which would be indicated by the resolution that instituted the DCN (2006). According to the Pedagogy PPC, there is a concern in guaranteeing, to the egress, an ample and solid formation that has teaching as the structuring axis in the process of formation of educators.

Although the PPC agree with the guidelines from 2006 and 2015 and do mention the acting of educators in organization, planning and management activities we identified that UNIMONTES and UNIFAL do not offer internship in the areas of school or institutional management. According to both of their PPC, the student will be in contact with management activities during the internship in the teaching area, differently to every other IES, which offer an internship in management. The focus of the internship in management of UFV is more turned to the acting of the education coordinator.

Regarding the egress profile, we noticed that the IESs are concerned with the acting of the educator in the professional field. It is hoped that there will be a commitment to the educational process, that they act ethically, fairly and democratically, and that they seek professional improvement and act considering the existing social and cultural diversity. By the end of the degree, the educator must be aware of their role in the social process of education and in society.

In the category of skills/competences with a focus on management we noticed that the IESs appropriate themselves of the information contained in Resolution CNE/CP n.º 01/2006 and Resolution CNE/CP n.º 02/2015, guidelines which indicate the objectives of guaranteeing, among other competences, that the egress of the Pedagogy degrees should be capable of acting in the management and organization of Basic Education institutions. To that respect, Opinion CNE/CP n.º 04/2021 defines, as a specific competence for the school manager, “to implement and coordinate the democratic management of the school” (Brazil, 2021, p. 10). We notice that the PPC of Pedagogy, in general, address the construction of a conception of management in a democratic perspective, as evidenced by the syllabuses of the Pedagogy degrees of UEMG, UNIMONTES, UNIFAL, UFJF, UFLA, UFOP, UFSJ, UFU (Pontal Campus), UFVJM e PUC-Minas.

CONCLUDING REMARKS

The results generated by this research made it evident that the formation of educators in the state of Minas Gerais is offered in observance to Resolution CNE/CP n.º 01/2006, which instituted the National Curricular Guidelines for the Undergraduate Course and Resolution CNE/CP n.º 02/2015, which defines the Curricular Guidelines for the initial formation in superior education (licentiate degrees, degrees of pedagogical formation for undergraduates and second licentiate degrees) and ongoing formation. It is worth highlighting that, in no PPC there is

mention of the current resolution on teacher formation, Resolution CNE/CP n. ° 02/2019, neither of Opinion CNE/CP n. ° 04/2021, which addresses the initial and ongoing formation process of school managers.

It was confirmed, through consultation of the PPC, that these Pedagogy degrees seek to form the educator to work in teaching, in school and institutional management as well as in the production and diffusion of knowledge, as is determined in art. 4º of 2006 resolution. However, there is, in general, in the PPC of the Pedagogy degrees of Minas Gerais little attention to the formation of the professional manager, which may be proven through an analysis of the curricular matrices of the 13 Pedagogy degrees evaluated on this research as well as on the data of the study developed by Albuquerque *et al.* (2017). We identified that a small hour charge is destined to the formation of the manager, 8,33% in average, among all licentiate degrees' hour charge, which is in consonance with the considerations of Albuquerque *et al.* (2017) in respect to the trust the egress of Pedagogy when assuming teaching activities in Early Childhood Education, Elementary School, in detriment to other functions.

Considering Resolution CNE/CP n. ° 02/2019, which defines the guidelines for teacher formation, we can verify that this process tends to become even more fragile, since the formation of the school manager is offered as a special study, which favors the dismantling of the licentiate degrees (Severo; Pimenta, 2022). Following Resolution CNE/CP n. ° 02/2019, Opinion CNE/CP n. ° 04/2021 was published, to define a common matrix for school manager formation in the definition of common competences, but that disregards the national diversity and the peculiarities of each IES. This resolution is very much in line with the concept of NPM, since it includes, on the educational field, characteristics of the capitalist world and considers education as a process of formation of work force (Mota Junior; Maués, 2014).

With the analysis of the PPC and the syllabuses it was possible to verify that some IESs already work around the concepts of NPM and open space for contextualization e discussion around the current educational policies. It was also verified that the theoretical references in the syllabuses signal a conception of school management anchored in Lück (2006), highlighting the need for actions to be developed in a collective and articulate fashion, both in the scope of the IESs as in the educational systems, to ensure an education founded in democratic principles, and not mercantilist ones.

We verified that, although Opinion CNE/CP n. ° 04/2021 and Resolution CNE/CP n. ° 02/2019 present elements of NPM, the Pedagogy degrees are concerned with forming the manager considering the aspect of education in the perspective of social well-being (Gewirtz;

Ball, 2011). Through the reading of the curricular matrices, we realized that these IESs seek to guarantee, for the educators in formation, the understanding of the organization and operation of the educational systems, school and institutional management, and public educational policies. We noticed that none of the IES appropriated themselves with the new guidelines for teacher formation and of Opinion CNE/CP n.º 04/2021. The IES in Minas Gerais still resist a rigid model of formation, one that ignores the regional and institutional singularities in the process of formation of teachers and educators.

The results of this investigation indicate that there are flaws in the process of formation of school managers, considering that few disciplines are offered for the formation of this profession. Besides, in some institutions the opportunity to do supervised internship is not offered to undergraduates, which, in a way, diverges from what is determined in Resolution CNE/CP n.º 01/2015, but that hasn't been considered in Resolution CNE/CP n.º 02/2019. As we consider the 2019 resolution, we identify that it addresses the theme of school management in a fragmented way, which allows for different understandings and interpretations of the term "management". In some parts, the term is nearer to the reality known by basic education managers, but in other parts, it addresses classroom management in a conception of initial formation focused on the classroom, which does not provide to licentiate students the necessary development of studies about management and school organization.

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