

International Journal of Human Sciences Research

SCHOOL MANAGEMENT IN EARLY EDUCATION: KNOWLEDGE AND DOES NECESSARY TO GUARANTEE THE QUALITY OF EDUCATIONAL PROCESSES

Mary Luiza Silva Carvalho Vila Nova

Master in Education from ``Universidade Estadual de Maranhão`` – UEMA. Member of the Education, Childhood & Teaching Research Study Group – GEPEID/UFMA
<http://lattes.cnpq.br/5980317021775247>
<https://orcid.org/0000-0001-9091-7063>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: This article is about the importance of the School Manager's work for the quality of educational processes in Early Childhood Education. To this end, it briefly addresses the evolution of conceptions of childhood in Western society, as well as the evolution of formal education for young children, explaining the social, political and economic context of society at each time and the way in which this context influenced the emergence of the first educational institutions. Next, it highlights the legal frameworks that regulate Early Childhood Education in the Brazilian context and the need to legitimize these regulations in each daycare center and preschool with a view to guaranteeing the quality of formal education for children between zero and 5 (five) years of age. In this sense, it discusses the need for the school manager to develop his duties in order to assist children in their specificities, which requires differentiated work at this stage of Basic Education. This qualitative study is anchored in a literature review on Childhood, Early Childhood Education and School Management and, also, in a documentary analysis of the legal and historical frameworks of Early Childhood Education. The interest in researching this topic emerged after a master's degree research developed in 2016 that covered 12 public schools in São Luís, Maranhão, and highlighted the existence of a gap between advances in legislation for Early Childhood Education and its implementation in the institutions researched.

Keywords: Childhood History. Early Childhood. School management. Legal Frameworks for Early Childhood Education. Quality of Early Childhood Education.

INTRODUCTION

The child was recognized in Brazil as a subject of rights from the 1988 Federal Constitution (Paschoal; Machado, 2009), which established that it was the State's duty to guarantee formal education to children from early childhood onwards in daycare centers and preschools (Brazil,2020).

Although the right to education is a legal precept guaranteed to children from zero to five, for early childhood education to fulfill its purpose of starting the process of forming a critical, autonomous citizen, capable of reflecting on the reality that surrounds him and acting on it the same, this education must have its quality guaranteed (Committee, 2014).

According to Corrêa (2018), research specifically aimed at examining management in Early Childhood Education, whether in the context of daycare centers and preschools or in the context of education networks, is still scarce in Brazil. However, the studies (national and international) analyzed by the aforementioned author, which in some way discuss management in Early Childhood Education, point out that management is one of the main dimensions when analyzing quality at this stage.

The school manager is responsible for the administrative and pedagogical functioning of the school. As the articulator of the work and actions promoted in the school context, this plays an extremely significant role in the pedagogical process as a whole (Libâneo, 2015; Lück, 2009; Lück 2014). Its work in Early Childhood Education does not differ much from the work of school management in the other stages of Basic Education. However, "Early Childhood Education has specific and particular characteristics in relation, mainly, to the organization of its actions, times and spaces" (Grzybowski, 2021).

Based on this assumption, the interest in researching the importance of school management for ensuring quality in educational processes in Early Childhood Education emerged after field research carried out in 2016 in 12 public schools in the municipality of São Luís, Maranhão, in within the scope of a master's degree in management. This research aimed to "analyze actions developed by educational managers in municipal Early Childhood Education units with a view to implementing the legal frameworks for this stage" (Nova, 2017).

The results of the aforementioned research showed that the performance of the interviewed school managers was based on theoretical references from the area of pedagogy to the detriment of theoretical references from the area of education management. It also showed that there was a gap between advances in Brazilian educational legislation for Early Childhood Education and its implementation in the researched institutions (Nova, 2017).

In view of this, this article aims to briefly explain the evolution of the conception of childhood as it is currently seen, up to the recognition of the child as a subject of rights, as well as the attributions and dimensions of school management, highlighting the importance of their role. to guarantee the quality of educational processes in Early Childhood Education.

HISTORY OF CHILDHOOD AND FORMAL EDUCATION IN THE WEST

Childhood as a peculiar period of life, with its specificities, is a recent conception, from the Modern Age (Custódio, 2004). According to Ariès (2006), in the Middle Ages adults did not pay much attention to children, this finding meant, for this author, that there was no feeling of childhood. This does not mean that children were neglected, but rather

that there was no awareness of children's particularity.

It was only from the 16th and 17th centuries onwards that it was possible to observe the emergence of a new feeling towards young children. According to Heywood (2004), it was at this time that the place of children in society began to be questioned. During this same period, new educational models were created to respond to the challenges that emerged due to the economic-social transformations that occurred during the Renaissance period, which "stimulated the emergence of new views about children and how they must be educated" (Oliveira, 2011, page: 59).

As Heywood (2004) shows, it was only at the end of the 18th century that a conception of childhood began to develop that was closer to what we currently have, that this is a phase that has a particular importance. Thus, in the modern period, under the influence of moralists, formal education came to be considered as a way of protecting children from having contact with things that could negatively affect their development.

For Oliveira (2011), this period is marked by the conception that school would be a fundamental instrument for the child's social development. However, "the age-graded school form, based on discipline and specifically aimed at the education of children and young people as we know it, was only consolidated in the 19th century" (Custódio, 2019, p.80).

It was during this period that the first child care institutions emerged "with concerns focused on the education and development of the child with an emphasis on activities of a pedagogical and educational nature" (Sarat, 2009, p. 18) as the first Kindergarten (kindergarten), created by Friedrich Froebel, opened on June 28, 1840, in Bad Blankenburg, in eastern Germany. Welfare institutions also

emerged based on concepts of subservience and domination for poorer children (Sarat, 2009).

According to Kuhlmann Jr. (2001), while the wealthier families placed their children in Kindergartens, which were mainly concerned with formal education, the poorer classes had their children cared for in daycare centers and nursery schools, most of them in precarious conditions, restricted to just caring for children while their family members worked.

THE EVOLUTION OF EARLY CHILDHOOD EDUCATION IN BRAZIL

In Brazil, from the end of the 19th century, as a result of the abolition of slavery and migration to the urban areas of large cities, the first welfare kindergartens emerged, aiming to care for the most vulnerable children (Oliveira, 2011).

From the 20th century onwards, with urbanization and industrialization, the country went through major transformations in society, especially with the increasing participation of women in the job market, which meant that they needed to have a place that provided the necessary care for their children. your children.

Associated with this, in the 1980s, neuroscience studies indicated that the first six years of a child's life is a crucial phase for the formation of personality and the development of skills and competencies essential to the development of the human being.

Thus, under the influence of initiatives in favor of early childhood education that took place in European countries and the United States, researchers in the field of childhood, the academic community and other sectors of society came together to raise awareness among the Brazilian population that children had the right to quality education (Paschoal; Machado, 2009).

Thus, the period that preceded the promulgation of the Federal Constitution was marked by demands from society for the recognition of the child's right to an education with guaranteed quality. These demands associated with pressure from feminist movements "made it possible to achieve, in the 1988 Constitution, the recognition of education in daycare centers and preschools as a child's right and a duty of the State" (Oliveira, 2011, p. 113). From then on, the child began to be conceived as a subject of rights, with the State, society and family being responsible for guaranteeing this right.

LEGAL AND HISTORICAL MILESTONES OF EARLY EDUCATION IN BRAZIL

The recognition of the child as a subject of rights established in the Federal Constitution of 1988 represented an advance in guaranteeing the rights of the child who, according to Pascal and Machado (2009), came to be inserted into the world of human rights with the approval of the Statute of Children and Adolescents (ECA) – Law number 8. 069/1990.

The Child and Adolescent Statute (Brazil, 1990) regulated article 227 of the Federal Constitution, which states that it is the duty of the family, society and the State to ensure that children

[...] with absolute priority, the right to life, health, food, education, leisure, professionalization, culture, dignity, respect, freedom and family and community coexistence, in addition to placing them safe from all forms of negligence, discrimination, exploitation, violence, cruelty and oppression (Brazil, 2020, p. 117).

However, although formal education in daycare centers and preschools was a social right that must be guaranteed to children since 1988 (Brazil 2020), it was only in 1996, with the National Education Guidelines and Bases

Law (LDB), that Early Childhood Education Basic Education was integrated. The LDB recommends that Early Childhood Education is the first stage of basic education, with the aim of promoting the integral development of children up to five years of age, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community (Brazil, 2017a). In compliance with the purposes of the LDB, Constitutional Amendment Number: 59/2009 made entry into Basic Education mandatory at 4 (four) years of age.

The LDB in its article 4, item IX, establishes that:

[...] The State's duty with public school education will be carried out by guaranteeing: [...] minimum standards of teaching quality, defined as the minimum variety and quantity, per student, of inputs essential to development of the teaching-learning process (Brazil, 2017a, p. 9 and 10).

With the aim of contributing to the environments of educational institutions being conducive to access and expansion, by children, of knowledge of social and cultural reality, MEC published, in 1998, the National Curricular Reference for Early Childhood Education (RCNEI). This document sought to point out quality goals capable of promoting the child's integral development, ensuring their right to fully experience childhood and their formation for citizenship (BRAZIL, 1998), representing an advance in early childhood education by seeking educational solutions to overcome welfare tradition of daycare centers of early schooling practices (BRAZIL, 2020)

In 1999, CNE\CEB Resolution Number: 1 established the National Curricular Guidelines for Early Childhood Education (DCNEI). This regulation was revised and updated through Resolution number 5 of December 17, 2009 (Brazil, 2010) and defines the guiding fundamentals that must guide

the pedagogical work developed in Early Childhood Education institutions (BRAZIL, 2010).

The DCNEIs have a regulatory nature and bring together a set of principles, foundations and procedures with the purpose of guiding schools in the organization, articulation, development and evaluation of their pedagogical proposals at this stage of basic education. They also include guidelines on the training of teachers and other education professionals and on how schools must proceed to inform families about how we develop pedagogical work with children.

Thus, the Federal Constitution of 1988, the Child and Adolescent Statute, the Education Guidelines and Bases Law, the National Curricular Reference for Early Childhood Education and the National Curricular Guidelines for Early Childhood Education are the main legal and historical landmarks that have boosted the development of legal provisions that guide Early Childhood Education in recent decades and that:

[...] brought important changes in educational assistance policies for children aged 0 to 5 years, guaranteeing not only the right to education, but also placing the child as a subject of rights and respect for their status as a person, living his "Childhood time" (Brazil, 2018, p.17).

The legal and historical frameworks established since then are: The National Policy for Early Childhood Education, the National Quality Parameters for Early Childhood Education, Law Number: 11,494, of June 20, 2007 – FUNDEB Law, Law 12,796/ 2013, the National Education Plan, Legal Framework for Early Childhood and the National Common Curricular Base (Brazil, 2018).

It is important to highlight that the National Quality Parameters for Early Childhood Education is a document that constitutes an instrument that aims to guide improvements in the quality of education for young children

throughout Brazil (Brazil, 2018) and that the National Common Curricular Base (BNCC) for Early Childhood Education which, like the National Curricular Guidelines for Early Childhood Education (DCNEI), aims to ensure the full development of children from 0 to 5 years of age.

According to the Scientific Committee Science for Childhood Center (2021, p. 23),

The BNCC is a milestone in the educational scenario, constituting an important tool for developing curricula for quality early childhood education. Furthermore, it enables the organization of learning and development objectives to guide Education departments and educational institutions to qualify the pedagogical work carried out with children aged 0 to 5 years.

BNCC is committed to global human training and development in its intellectual, physical, affective, social, ethical, moral and symbolic dimensions (Brazil, 2017b).

DUTIES OF THE SCHOOL MANAGER

According to Paro (2011), administrative activity is present in all models of social organization, consisting of a necessary condition for human life. Lourenço Filho (2007, p.40) observes that:

“the action of administering (of ministering, serving) was gradually understood as that of bringing people together, distributing tasks to them and regulating their activities, so that the group can produce well, or serve the general purposes that the entire set must take into consideration”.

As Libâneo, Oliveira and Toschi (2012, p. 437) argue,

[...] the school institution is characterized by being a system of human and social relations with strong interactive characteristics, which differentiate it from conventional companies. Thus, the school organization is defined as a social unit that brings together

people who interact with each other, intentionally, operating through their own organizational structures and processes, in order to achieve educational objectives.

In this sense, the Scientific Committee of the Science for Childhood Center (2021, p. 18) reinforces that “responsibility for the quality of the school is collective, as it concerns all actors involved in the process”. However, it is based on the understanding that the role of the school manager in daycare centers and preschools is a fundamental element in qualifying the educational process.

For Libâneo, Oliveira and Toschi (2012, p. 436), school organization is based on “principles and procedures related to the action of planning school work, rationalizing the use of resources (material, financial, intellectual) and coordinating and evaluating the work of people, with a view to achieving objectives”. The aforementioned authors consider that: the work of the school manager is intended to guide, organize, lead, plan and also monitor and evaluate the effectiveness of the work carried out at school, in order to guarantee the quality of education.

Starting from this perspective, it is corroborated by Campos and Braz (2009) who advocate that the role of the school manager encompasses the pedagogical part, thinking about the institution as a whole and corresponding to the more bureaucratic demands of school administration. Corroborating this understanding, Libâneo (2015) considers that it is necessary for the school manager to have knowledge and skills that enable the good functioning of the school in all its aspects based on democratic-participatory management.

The democratic-participatory management of teaching is a pedagogical principle established in the Federal Constitution, reaffirmed in the Law of Guidelines and Bases of National Education (LDB) and in

the National Curricular Guidelines for Early Childhood Education (DCNEI), the school manager is responsible for conduct in such a way that it complies with the responsibilities owed to educational establishments provided for in the National Education Guidelines and Bases Law¹.

Para Lück (2014, p.20),

The work of school managers is therefore based on their leadership capacity, that is, to influence the actions of people (teachers, staff, students, parents) to achieve the educational objectives proposed by the school. [...] It is an exercise of influence that requires specific skills, which are developed and demand continued training in the development of the professional to, increasingly better, and more consistently, be able to motivate, guide, and coordinate people to work and learn collaboratively.

Still according to Lück (2014), the manager's performance requires the development of specific skills that enable him to motivate, guide and coordinate the activities of the entire school and local community, with a non-authoritarian stance, so that it is possible to mobilize the everyone, through acceptance and mutual respect. It highlights that democratic management "is the process in which conditions are created so that the members of a collective not only take part, on a regular and continuous basis, in its most important decisions, but also assume responsibility for their implementation" (LÜCK, 2013, p. 57).

Therefore, it is part of the school manager's list of responsibilities to integrate the school community in decision-making about the school, encouraging and bringing it closer to

issues related to the school education of its children.

Considering that, although the democratization of school management establishes a joint responsibility of a management team, composed of "management, school councils, pedagogical coordinators and other employees, with representatives from all segments of the broader community" (SÃO LUÍS, 2015, page: 48), the school manager's assertive leadership enables him to coordinate and involve everyone in this process, especially the family, so that the school fulfills its function of promoting the child's learning and full development.

Therefore, managers are also responsible for ensuring spaces and times for participation, dialogue and daily listening to families, respect and appreciation of the different ways in which they organize themselves (Brazil, 2013), as the partnership of families with school in Early Childhood Education is a preponderant factor in promoting quality education since "it makes it possible to aggregate experiences and know how to articulate the two contexts of child development" (Brazil, 2013, p. 92).

According to Paro (2011), from the point of view of democratic education, community participation in school is, in addition to a right, a necessity for good teaching. The aforementioned author argues that the school structure must be organized in such a way that it not only allows community participation, but, above all, facilitates and encourages this participation.

1. Article 12. Educational establishments, respecting common standards and those of their education system, will be responsible for: I - preparing and implementing their pedagogical proposal; II - manage its personnel and its material and financial resources; III - ensure compliance with established school days and class hours; IV - ensure compliance with each teacher's work plan; V - provide means for the recovery of lower-performing students; VI - coordinate with families and the community, creating processes of integration between society and school; VII - inform father and mother, whether or not they live with their children, and, if applicable, their legal guardians, about the students' attendance and performance, as well as about the implementation of the school's pedagogical proposal; VIII - notify the Municipal Guardianship Council of the list of students who present a number of absences above 30% (thirty percent) of the percentage allowed by law (BRAZIL, 2017a, p. 14).

THE COMMON NATIONAL COMPETENCY BASE FOR THE SCHOOL DIRECTOR: SOME CONSIDERATIONS

CNE/CP Opinion Number: 4, approved on May 11, 2021, which provides for the Common National Competency Base of the School Director (BNC-School Director)².

[...] it defines general competencies, specific competencies, duties and was prepared based on analyzes of official Brazilian and international documents, such as OECD and UNESCO reports. It is aimed at the context of basic education; therefore, it has links with secondary technical professional education and initial and continuing training (Kitazawa; Constantino, 2022, p. 8-9).

This document addresses competencies that:

they must constitute common macro guidelines for all schools, school networks, education systems and training institutions in the country, as a Common National Base of Competences that every School Director must develop, for their full professional exercise, as an effective and inspiring leader (Brazil, 2021, p.9 and 10).

According to Souza (2021), the BNC-School Director was created with the purpose of establishing parameters referring to various aspects concerning the training of the School Director, assisting in the definition of national, state and municipal policies. Therefore, its elaboration arises from the demands of the National Education Plan, whose Goal 19 highlights the need for a guiding document. This goal establishes as an objective.

[...] ensure conditions, within 2 (two) years, for the implementation of democratic management of education, associated with

technical criteria of merit and performance and public consultation with the school community, within the scope of public schools, providing resources and technical support from the Union for this purpose (BRAZIL, 2014).

Thus, the BNC-School Director establishes general and specific competencies that are characterized by 95 attributions, structured into four dimensions: a) Political-Institutional; b) Pedagogical; c) Financial Administrative, and; d) Personal and Relational (Brazil, 2021). This document is considered a major advance in terms of education management.

According to Souza (2021), who participated in the preparation of the preliminary version of the same, initially entitled Matrix of Competencies and Attributions of the School Director³, it was designed to go hand in hand with other documents approved by the National Education Council relating to teacher training, such as the BNCC and the Common National Base for the Training of Basic Education Teachers (BNC-Professors).

SCHOOL MANAGEMENT IN EARLY EDUCATION AND ITS SPECIFICITIES

According to Corrêa (2018), School Management in Early Childhood Education is a rarely recurring theme in the Brazilian scientific field. However, the responsibilities of managing an Early Childhood Education institution are, essentially, the same responsibilities as managing the other stages of Basic Education. However, the specificities regarding working with young children need to be considered (Grzybowski, 2021).

It is understood that Early Childhood Education corresponds to

2. The expression "director" will be used in this topic in reference to the role of "school manager" as it is the expression adopted in CNE/CP; Opinion number 4.

3. According to Souza (2021), the committee to prepare the Common National Competency Base for the School Director starts from the understanding that competencies are the "set of knowledge, skills and practices concerning the mastery and performance of a certain function" (SOUZA, 2021, S/N). For Souza, it is necessary to know the elements related to school management and develop skills that transform this knowledge into practices.

First stage of basic education, offered in daycare centers and preschools, which are characterized as non-domestic institutional spaces that constitute public or private educational establishments that educate and care for children from 0 to 5 years of age. (Brazil, 2010, art.5).

Therefore, it is worth highlighting that the National Curricular Guidelines for Early Childhood Education (DCNEI) and the National Common Curricular Base (BNCC) are the currently valid parameters for formal education in early childhood and establish that care must be inseparable from the educational process at this stage. Therefore, pedagogical practices need to be developed with intentionality, privileging children's protagonism, having interactions and games as structuring axes (Brazil, 2010; Brazil, 2017b).

The DCNEIs constitute a document that presents the identity of Early Childhood Education with all its peculiarities, respecting the specificities of childhood. This way, it conceives that the child is:

[...] historical and rights subject who, in the interactions, relationships and daily practices he experiences, builds his personal and collective identity, plays, imagines, fantasizes, desires, learns, observes, experiments, narrates, questions and builds meanings about nature and society, producing culture (Brazil, 2010).

In view of this, this document aims to value children's knowledge, create spaces of autonomy, expression of their languages and encourage exploration and understanding of the world. It argues that children develop their cognitive skills through artistic expressions, interactions with peers and adults, as well as through play. It also highlights that the development of motor skills, language, thinking, affectivity and socialization of children depend on the relationships established with them.

According to the National Curricular Guidelines for Early Childhood Education, each institution must ensure spaces and times for participation, dialogue and daily listening to families, based on the understanding that this participation is fundamental to promoting the child's development. In this sense, Oliveira (2011) points out that family participation is one of the pillars of Early Childhood Education.

The National Common Curricular Base establishes the rights of learning and development (living, playing, participating, exploring, expressing and knowing oneself) that must be guaranteed to children, assuming that these learning rights

[...] ensure, in Early Childhood Education, the conditions for children to learn in situations in which they can play an active role in environments that invite them to experience challenges and feel encouraged to solve them, in which they can build meanings about oneself, others and the social and natural world (Brazil, 2017b, p.35).

The DCNEI (Brazil, 2010) and the BNCC (Brazil, 2017b) advise that play must always be prioritized in pedagogical practices, as it is a fundamental element in the development and learning process. Because, it is through playfulness that children can solve problems and/or problem situations that arise from their interaction with the environment. It is through playing that a child's intelligence develops. According to Miranda (2018), playfulness, which includes games, toys and play, is considered by several pedagogical currents to enhance learning that will provide the full development of children.

For Antunes (2014), play allows children to construct historicity, develop logical reasoning, expand their languages, challenge thinking, stimulate the ability to associate, improve motor skills and also enable them to accept diversity, develop empathy, if adopt

ethical values and make new friends.

Just like playfulness, interactions are structuring in Early Childhood Education. Bearing in mind that children's interactions with adults, other children and the environment in which they are inserted are fundamental to their development. Regarding the role of interactions in this process, Galvão (1995, p. 39) points out that:

The study of the child in context makes it possible to perceive that, between their resources and those of their environment, a dynamic of reciprocal determinations is established: at each age a particular type of interactions is established between the subject and their environment. The physical aspects of the space, the people nearby, the language and knowledge specific to each culture form the context of development. Depending on age availability, the child interacts more strongly with one or another aspect of their context, drawing resources for their development from it.

Corroborating Galvão's understanding, Oliveira (2011, p. 140) highlights that interactions are at the heart of human development, so that,

The construction of meanings, the genesis of thought and the constitution of oneself as a subject are made thanks to interactions constituted with other partners in concrete social practices in an environment that brings together circumstances, artifacts and meanings. By internalizing previously experienced forms of social interaction, the individual appropriates strategies to memorize, narrate, solve problems, etc., created by the human groups with which he shares experiences.

Taking into consideration, that the interactions established at school are fundamental for the construction of the child's knowledge, it is worth highlighting that, "in this entire process, affection is a regulator of action, influencing the choice or rejection of certain objectives and the appreciation of

certain elements events or situations on the part of the child" (Oliveira, 2011, p. 140).

According to Piaget (2014), affectivity always interferes with intellectual development, accelerating or delaying this process. Therefore, it is considered a fundamental function for the child's cognitive development. For the aforementioned author, there is no way to dissociate affective functions from cognitive functions, as they are inseparable, although they appear to be of a different nature.

Therefore, "it is impossible to find behaviors arising only from affectivity without cognitive elements and vice versa" (Piaget, 2014, p.39).

As previously mentioned, Early Childhood Education aims at the integral development of the child in its physical, psychological, emotional and social aspects, as regulated. This way, the act of caring for children aged zero to five, attending to their basic needs, must be inseparable from the act of educating (Brazil, 2010). These specificities must be considered on a daily basis in Early Childhood Education institutions.

FINAL CONSIDERATIONS

In recent decades, the Ministry of Education (MEC) has published several documents that subsidize educational practices in Early Childhood Education institutions in order to ensure that this fulfills its socio-political function of providing children with experiences that promote the training necessary for the full exercise of citizenship, as well as its pedagogical function of providing the necessary foundation for the construction of knowledge required in the subsequent stages of schooling.

Considering that, "over the last few years, research and studies have contributed to expanding knowledge about children, their needs, characteristics, potential, ways of learning and developing" (Brazil, 2018, page

11), thus influencing public policies aimed at early childhood, it is considered

[...] important that professionals who work with this age group engage in a culture of thought, reflection and dialogue about children and their childhoods, have a deep and broad knowledge of how they learn and develop, responding in a way that best meets their individual and collective needs and interests (Brazil, 2018, p.11).

Based on this assumption, it is important that managers of daycare centers and preschools seek to expand their knowledge of the dimensions of school management in order to develop the skills necessary to carry out their work. Considering that, according to Libâneo (2015), quality school management

can contribute summarily to the integral development of the child in addition to creating a favorable environment for learning.

However, the development of these skills by those who work with early childhood must be linked to the recognition of the child as a subject of rights, citizen, producer of knowledge and culture, creative and capable.

As it was possible to infer from the literature review, there were significant advances in Brazilian legislation that aimed to guarantee the full development of children, however, for this objective to be, in fact, achieved, the fundamental rights of children, already standardized, need be legitimized within each Early Childhood Education institution.

REFERENCES

- ANTUNES, Celso. **O jogo e a educação infantil**: falar e dizer, olhar e ver, escutar e ouvir. 9. ed. Petrópolis, RJ: Vozes, 2014.
- ARIÈS, Philippe. **História Social da Criança e da Família**. Tradução de Dora Flaksman. 2. ed. Rio de Janeiro: LTC, 2006.
- BRASIL. **Lei n. 8.069, de 13 de junho de 1990**. Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. Brasília, DF, 1990. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/l8069.htm. Acesso em: 01 dez. 2020.
- BRASIL. Ministério da Educação. Secretária de Educação Básica. **Diretrizes Curriculares Nacionais para a Educação Infantil**. Brasília, DF: MEC/SEB, 2010.
- BRASIL. **Planejando a próxima década**: conhecendo as 20 metas do Plano Nacional de Educação. Brasília, DF, 2014. Disponível em: <http://pne.mec.gov.br/publicacoes>. Acesso em: 2 jun. 2016.
- BRASIL. Ministério da Educação e do Desporto. Secretaria de Educação Básica (2013). Revisão das diretrizes curriculares nacionais para a Educação Infantil. pp. 80-101. IN: **Diretrizes Curriculares Nacionais Gerais da Educação Básica / Ministério da Educação**. Secretaria de Educação Básica. Brasília, DF: MEC/ SEB, 2013.
- BRASIL. **LDB**: Lei de diretrizes e bases da educação nacional. Brasília: Senado Federal, Coordenação de Edições Técnicas, 2017a.
- BRASIL. Ministério da Educação. **Base Nacional Comum Curricular** – BNCC 4ª versão. Brasília, DF, Dez./2017b.
- BRASIL. Ministério da Educação. **Parâmetros Curriculares Nacionais para a Educação Infantil**. Secretaria de Educação Básica. Brasília, DF: MEC/SEB, 2018.
- BRASIL. Ministério da Educação. Secretária de Educação Básica. **Base Nacional Comum de Competências do Diretor Escolar**. Disponível em: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=172851-parecer-resolucao-cne-matriz-competencias-diretor-escolar-2&category_slug=marco-2021-pdf&Itemid=30192. Acesso em 23 nov. 2022.
- CORRÊA, Bianca Cristina. A Gestão da Educação Infantil em 12 Municípios Paulistas. In: **FINEDUCA – Revista de Financiamento da Educação**, Porto Alegre, v. 8, n. 2, 2018. Disponível em: <https://www.seer.ufrgs.br/fineduca/article/view/78020/47918>. Acesso em: 18 abr. 2021.

CUSTÓDIO, Crislei de Oliveira. A pedagogia como discurso de normatização da infância em situação escolar. IN: BOTO, Carlota; AQUINO, Júlio Groppa (Orgs). **Democracia, Escola e Infância**. São Paulo: FEUSP, 2019.

GALVÃO, Izabel. **Henri Wallon: uma concepção dialética do desenvolvimento infantil**. Petrópolis, RJ; Vozes, 1995.

GRZYBOWSKI, Luciana. **O papel do diretor na gestão escolar na educação infantil**: abordagens em cinco anos de revista gestão escolar. Disponível em: <https://rd.uffs.edu.br/bitstream/prefix/2052/1/GRZYBOWSKI.pdf>. Acesso em: 18 abr. 2021.

HEYWOOD, Colin. **Uma história da Infância**: da idade média a época contemporânea no ocidente. Porto Alegre: Artmed, 2004.

KITAZAWA, Mario Minoru; CONSTANTINO, Paulo Roberto Prado. Perfil e competências dos diretores de escolas da educação profissional –um estudo exploratório sobre duas instituições no Estado de São Paulo. **Dialogia**, São Paulo, n. 41, p. 1-17, e21577, maio/ago. 2022. Disponível em: <https://doi.org/10.5585/41.2022.2121577>. Acesso em: 27 dez. 2022.

KUHLMANN JR., Moysés. O Jardim-de-Infância e a Educação de Crianças Pobres. In: MONARCHA, Carlos (Org.). **Educação da Infância Brasileira:1875-1983**. Campinas, SP: Autores Associados, 2001. (Coleção Educação Contemporânea). cap. 1, p. 3-30.

LIBÂNEO, José Carlos; OLIVEIRA, João Ferreira de; TOSHI, Mirza Seabra. **Educação Escolar: políticas, estrutura e organização**. 10. ed. rev. e ampl. São Paulo: Cortez, 2012

LIBÂNEO, J. C. **Organização e Gestão da Escola: teoria e prática**. 6a ed. rev. e ampl. São Paulo: Heccus editora, 2015.

LOURENÇO FILHO, Manoel Bergström. **Organização e Administração Escolar**: curso básico. 8. ed. Brasília: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2007.

LÜCK, H. **Dimensões da gestão escolar e suas competências**. Curitiba: Editora Positivo, 2009.

LÜCK, H. **Gestão participativa na escola**. 11 ed. Petrópolis, RJ: Vozes, 2013. (Série Cadernos de Gestão).

LÜCK, H. **Liderança em gestão escolar**. 9a ed. Petrópolis, RJ: Vozes, 2014. (Série Cadernos de Gestão).

MIRANDA, Simão de. **Oficina de ludicidade**. Campina, SP: Papyrus, 2018

NOVA, Mary Luiza Silva Carvalho Vila. **Gestão da Educação Infantil**: avanços legais e realidades em escolas municipais de São Luís. Dissertação (Mestrado). Bacarena: Atlântica, 2017.

OLIVEIRA, Z. M. R. **Educação infantil**: fundamentos e métodos. 7 ed. São Paulo: Cortez, 2011.

PARO, Vitor Henrique. **Crítica da estrutura da escola**. São Paulo: Cortez, 2011. (Série: Educação em Ação).

PASCHOAL, J. D.; MACHADO, M. C. G. A história da educação infantil no Brasil: avanços, retrocessos e desafios dessa modalidade educacional. In: **Revista HISTEDBR On-line**, Campinas, n.33, p.78-95, mar. 2009. Disponível em: <http://www.histedbr.fe.unicamp.br/revista/edicoes/33/art05_33.pdf> Acesso em: 15 nov. 2015.

PIAGET, Jean. **Relações entre afetividade e inteligência no desenvolvimento mental da criança**. Rio de Janeiro: Wak Editora, 2014.

SÃO LUÍS. **Plano Municipal de Educação de São Luís 2015-2024**. São Luís, 2015.

SARAT, Magda (Org.). Infância e educação infantil: do Renascimento a Modernidade. In: **Fundamentos Filosóficos da Educação Infantil**. 2. ed. Maringá: Eduem, 2009. cap.1, p. 13-24.

SOUZA, Ângelo Ricardo de. **As competências do diretor escolar**. Entrevista concedida a Editora Opet, transmitida ao vivo em 24 de jun. de 2021. Disponível em: <https://www.youtube.com/watch?v=W305kFayZXE>. Acesso em: 21 out. 2022.