


**THE DIMENSIONS OF SCHOOL MANAGEMENT AND THEIR IMPLICATIONS
FOR QUALITY OF EDUCATION**

**AS DIMENSÕES DA GESTÃO ESCOLAR E SUAS IMPLICAÇÕES PARA
QUALIDADE DO ENSINO**

**LAS DIMENSIONES DE LA GESTIÓN ESCOLAR Y SUS IMPLICACIONES
PARA LA CALIDAD DE LA EDUCACIÓN**

 <https://doi.org/10.56238/sevened2025.030-083>

Paula Regina de Moura França Alves¹, Daniel González González²

ABSTRACT

This study presents the results of a research that explored different dimensions of school management, looking for the identification of the ones that show more influence in the students learning process, based on the literature. In methodologic terms, it is a research delimited by a qualitative approach, supported by exploratory typology. To reach the goals, bibliography research was used as data collection instrument and, to analyze them, it was used a technique of content analysis. And with the research development, it was verified through the literature that the organization of school management in different dimensions influences positively the learning environment. However, the relationship between them is still linear, without hierarchizing what school management dimensions are more relevant to the academic success. As final result, this theoretic study wants to offer a conceptual basis with the purpose of enlarging knowledge and going deep on school management dimensions, showing their relevance to improve academic performance indicators and, consequently, to education improvement.

Keywords: School Management. Management Dimensions. Quality of Education.

RESUMO

Este estudo apresenta os resultados de uma pesquisa que explorou as diferentes dimensões da gestão escolar, buscando identificar, com base na literatura, quais delas possuem maior influência no processo de aprendizagem dos estudantes. Em termos metodológicos, trata-se de uma pesquisa delimitada pela abordagem de natureza qualitativa, respaldada pela tipologia exploratória. Para o alcance dos objetivos utilizou-se enquanto instrumento de coleta, a pesquisa bibliográfica e para a análise dos mesmos, a técnica de análise de conteúdo. E com o desenvolvimento da pesquisa, verificou-se através da literatura consultada que a organização da gestão escolar em dimensões distintas influencia positivamente o ambiente de aprendizagem. No entanto, a relação entre elas ainda é linear, sem hierarquizar qual (is) dimensões da gestão escolar são mais relevantes para o sucesso acadêmico. Como resultado final, este levantamento teórico se propôs a ofertar uma base conceitual a fim de ampliar o conhecimento e aprofundamento sobre as dimensões da gestão

¹ Doctorate in Education. Universidad Autónoma de Asunción (UAA). E-mail: paularegina_franca@hotmail.com

² Departamento Métodos de Investigación y Diagnóstico en Educación (MIDE). E-mail: danielg@ugr.es

escolar reconhecendo sua relevância para a melhoria dos índices de desempenho acadêmico e, conseqüentemente, para a melhoria da educação.

Palavras-chave: Gestão Escolar. Dimensões da Gestão. Qualidade da Educação.

RESUMEN

Este estudio presenta los resultados de un estudio que exploró las diferentes dimensiones de la gestión escolar, buscando identificar, con base en la literatura, cuáles de ellas tienen mayor influencia en el aprendizaje estudiantil. Metodológicamente, se trata de un estudio cualitativo, basado en una tipología exploratoria. Para alcanzar los objetivos, se empleó la investigación bibliográfica como herramienta de recolección de datos y el análisis de contenido. A medida que avanzaba la investigación, la literatura consultada reveló que la organización de la gestión escolar en distintas dimensiones influye positivamente en el entorno de aprendizaje. Sin embargo, la relación entre ellas sigue siendo lineal, sin establecer una jerarquía respecto a qué dimensiones de la gestión escolar son más relevantes para el éxito académico. Como resultado final, este estudio teórico buscó ofrecer un marco conceptual para ampliar el conocimiento y profundizar la comprensión de las dimensiones de la gestión escolar, reconociendo su relevancia para mejorar el rendimiento académico y, en consecuencia, la educación.

Palabras clave: Gestión Escolar. Dimensiones de la Gestión. Calidad de la Educación.

1 INTRODUCTION

The quality of teaching is not a coincidence, but the result of a school management that understands and integrates its various dimensions. Until the mid-1980s, the administrative concept directed the management work in schools. There was a predominance of a bureaucratic and centralizing model, school management followed business administrative standards focused on norms.

From 1985 onwards, the redemocratization of Brazil boosted discussions about participation in school management, decentralization began to be discussed, emphasizing the openness to broad participation of education workers in the school context and, at the same time, demanding from them greater understandings of the educational universe. The new Constitution of 1988 guaranteed the democratization of education, establishing bases for participatory management.

Lück (2009, p.16) also states that "new challenges and demands are presented to the school, which receives the legal status of forming citizens with the capacity not only to face these challenges, but also to overcome them". The author (Ibid.1992) is one of the precursors of the term school management and highlights that it should go beyond the merely administrative view and incorporate participatory practices. In *Dimensions of School Management*, the work of management is presented in dimensions in order to organize the daily tasks of the school team. Paro (1995) reinforces that school administration needs to integrate the political and pedagogical dimensions.

Regarding the dimensions of school management, empirical knowledge leads us to the classic division: administrative dimension, financial dimension and pedagogical dimension. These, over the years and studies, have been added and, in some cases, receive different nomenclature, but have the same characteristics. The fact is that among the dimensions of school management, the literature leaves a gap with regard to the predominance of the dimension(s) that are directly related to the teaching and learning process, since they are all presented in an equivalent and linear way, without centralizing or deepening the one that enables the greatest qualitative advances in education.

It is important to recognize which strategies make it possible to expand student learning, which actors figure in this process and their implications in the teaching and learning process in the school environment. Appropriating the dimensions of school management, recognizing the areas of action and their impacts, is consolidated as an excellent strategy for improving the quality of education.

In this context, it is salutary to perceive, among the dimensions of school management, whether the literature relates, in a hierarchical, centralized and intentional way, defines and guides that it is necessary to appropriate in more depth some dimension with regard to the teaching and learning process, requiring greater expertise on the part of the members of school management. Therefore, this study sought, primarily, to explore the different dimensions of school management, identifying, based on the literature, which of them have the greatest influence on the students' learning process, as well as to identify and describe the main dimensions of school management and compare the different theoretical approaches to each dimension, highlighting their characteristics, functions and possible interrelations with the teaching and learning process.

School management plays a key role in the organization and effectiveness of the educational environment. Historically, there were three different dimensions of management: pedagogical, administrative and financial, and for a long time they were enough to "manage" the school. From the new Constitution of 1988, new demands arose and the interest in understanding this context arises from the growing need to improve the quality of education in Brazil. The efficiency of school management is a central variable with implications for appropriate administrative and pedagogical practices, the school climate, the correct application of resources and the motivation of both teachers and students. In methodological terms, it is a research delimited by the qualitative approach that, according to Richardson (1999, p.90) "can be characterized as the attempt at a detailed understanding of the meanings and situational characteristics [...]" supported by the exploratory typology. To achieve the objectives, the bibliographic research is used as a collection instrument, which, according to Gil (1946, p. 44), "is developed based on material already prepared, constructed, mainly from books and scientific articles", and for their analysis, the content analysis technique, which, according to Berelson, (1954, p.489) apud Richardson (1999, p.223) "is a research technique for objective description, systematic and quantitative content of the communication manifesto". Therefore, it seeks to answer the following question: Among the dimensions of school management, which are the ones that the literature points out as the ones with the greatest influence on the teaching and learning process, and how are they hierarchized, centralized and intentionally oriented towards this influence? The research is intended to contribute to a deeper understanding of the interrelationships between the dimensions of school management and the teaching and learning process, to identify which

dimensions should be prioritized by the management team and how they are articulated to promote an effective learning environment.

2 SCHOOL MANAGEMENT: CONCEPTS, EVOLUTION AND DIMENSIONS

Until the mid-1980s, the administrative concept directed the management work in schools. There was a predominance of a bureaucratic and centralizing model, school management followed business administrative standards focused on norms. The school was conducted in a technical manner, prioritizing the organization and control of processes.

From 1985 onwards, the redemocratization of Brazil and the new look at educational policy in Brazil boosted discussions on participation in school management, decentralization began to be discussed, emphasizing the participation of the school community. The Federal Constitution (FC) of 1988 guaranteed the democratization of education, establishing bases for participatory management. Lück (1992) points out that school management should go beyond the merely administrative view and incorporate participatory practices. Hermida (2011, p.34) presents the legal framework. Namely:

From a legal point of view, the reformist process of national education began to take shape in 1988, after the Constituent Assembly of 1987/88 approved the new Federal Constitution containing a chapter to deal with specific issues related to national education (Chapter III – On Education, Culture and Sports, articles 205 to 214, of Title VIII – On social order).

From then on, education began to have a new legal order, aiming to define and delimit its purposes, as well as presenting a set of priorities. Paro (1995) reinforces that school administration needs to integrate the political and pedagogical dimension Lück (2009, p.16) also states that "new challenges and demands are presented to the school, which receives the legal status of forming citizens with the capacity not only to face these challenges, but also to overcome them". The author (Ibid.1992) is one of the precursors of the term school management and highlights that it should go beyond the merely administrative view and incorporate participatory practices. The nomenclature that replaces direction is called management and is imbued with new meanings. Paro (1986) states that this new term introduces new facets and intentionalities. The author (Ibid.1995) reinforces that school administration needs to integrate the political and pedagogical dimensions.

School management is the act of managing the cultural dynamics of the school, in tune with the guidelines and public educational policies for the implementation of its political-pedagogical project and committed to the principles of democracy and to the methods that organize and create conditions for an autonomous educational environment. Lück (2000, p.24).

New conceptions about work in the school environment are delimited. Public policies were required to be able to provide instruments and methods so that the school actually became a space for debate and achievements, since there is a direct relationship between the demands of contemporary society and the educational environment. The figure of the administrator gave way to a professional who has a systemic look at educational plans and who understands the peculiar challenges of the school. Amorim (2021), highlights that "its focus is on quality learning, developing knowledge appropriate to the lives of students in the daily life of life". In the same vein, Martins and Miranda (2024) state that "all actions will consist of organizing and mobilizing strategies for the promotion of the school's educational objectives and, in this sense, management involves areas and dimensions that, together, will make it possible to achieve these objectives".

The significant advances since the Federal Constitution and the set of reforms have brought about a critical debate about the function of education. In the macro field, school management can be analyzed from two fundamental paradigms that reflect different conceptions about the role of the school in society and the distribution of power within educational institutions. On the one hand, democratic and participatory management emerges as a model that values autonomy, decentralization of decisions, and the active involvement of the school community, including managers, teachers, students, and families in the collective construction of educational processes. This model is based on principles such as transparency, collegiality, and co-responsibility, ensuring that the school acts as a space for learning and citizenship.

On the other hand, this perspective is opposed to the authoritarian and centralizing model, historically linked to rigid command structures, in which decisions are imposed vertically by higher instances, often without dialogue with the local reality and the needs of the subjects involved in the educational process. For Sander (2007 p.127) "The definition of education management is thus close to the concepts of government, governance or governance, terms widely used in education". This traditional approach to school management reduces the participation of school actors, reinforces bureaucratic practices and

limits pedagogical innovation, compromising the construction of a dynamic and democratic educational environment.

The transition between these models does not occur in a linear or absolute way, but reflects ideological, political, and historical clashes that permeate educational policies. The strengthening of democratic management is a continuous process, which requires effective public policies, critical training of educators and institutional mechanisms that guarantee the effectiveness of social participation in school decision-making.

It is essential to conceptualize and appropriate the new conceptions and meanings of education management as a premise for a school environment of training and learning.

Based on Taylor's Principles of Scientific Management, authoritarian and centralized management was in force for decades. About these models, Carvalho states (2012, p.41):

The school organization, in responding to the demands of the world of work and social life, presented elements common to large bureaucratic enterprises, such as: rigidity of laws and written regulations, which could be put into practice by all schools; hierarchy of authority; centralization of power in the hands of the school administrator; rationalization; installment of pedagogical work; division of tasks and specialized activities; division of functions between planning and execution.

For Lück (2009, p.70):

Democratic management is based on the promotion of quality education for all students, so that each one of them has the opportunity for access, success and educational progress with quality, in a dynamic school that offers contextualized teaching in its time and according to the current reality, with a perspective for the future.

From the definition of the models presented, it can be stated that school management carries historical influences from business administration, marked by principles of hierarchy and centralization. However, since the promulgation of the Federal Constitution of 1988, there has been a movement towards school autonomy, based on democratic principles and driven by new public educational policies. In contemporary times, managing a school transcends the mere administration of resources and bureaucracies, requiring participatory processes, transparency and a strategic look at the educational environment. Thus, it is essential to discuss the competencies that characterize effective school management, including leadership, strategic planning, evaluation and organization. In this context, several authors categorize school management into specific dimensions, which raises the need to understand

which of these dimensions exert the greatest influence on student learning, enabling a more intentional and qualified performance of managers in promoting school success.

3 DIMENSIONS OF SCHOOL MANAGEMENT

In the literature, several authors refer to work in the school environment through dimensions. The contributions presented here have as their starting point the contribution of Lück (2008 and 2009), seeking to raise the understanding of the dimensions and their relationship with the teaching and learning process.

Lück (2008, p.26) presents 10 dimensions of school management and categorizes these into two major blocks: dimensions of organization and dimensions of implementation. In the first "they concern all those that have as their objective the preparation, ordering, provision of resources, systematization and feedback of the work to be carried out" and in the second "those performed with the purpose of directly promoting changes and transformations in the school context".

Table 1

Dimensions of School Management

ORGANIZATION	IMPLEMENTATION
Fundamentals and Principles of Education and School Management	Democratic and Participatory Management
Planning and Organization of School Work	People Management
Process Monitoring and Institutional Evaluation	Pedagogical Management
Management of Educational Results	Administrative Management
	School Culture Management
	Management of School Daily Life

Source: Prepared by the author based on Lück (2009).

Regarding the dimensions of organization from the perspective of Lück (2009), the foundations and principles of education and school management present the importance of understanding the legal and conceptual foundations that govern the school. Planning and organization refer to internal actions in the school environment and are directly related to the degree of understanding of the school manager of these processes. The monitoring of processes and institutional evaluation reflect the strategic vision of actions in the environment through monitoring and evaluation. The management of educational results comprises any action that has a positive impact on student learning and that can be numerically quantified.

To cover the dimension of the organization, the school manager plays a central role in the promotion of quality education, and it is essential that he has skills and competencies on

the various aspects of educational management. The mastery of the fundamentals and principles of education allows its performance to be aligned with the pedagogical, political and social guidelines that govern teaching, ensuring that the practices adopted in the school are in line with the students' learning rights. Planning and organization are equally essential, as they enable the structuring of strategic actions that favor an efficient, participatory and innovative school environment. In addition, monitoring and evaluation enable necessary adjustments to improve the quality of education, allowing for evidence-based management and assertive decision-making. Finally, the management of educational results guides the school in the search for academic excellence, ensuring that learning goals are achieved and that students develop essential skills for their comprehensive education. In this way, the performance of the school manager, based on these dimensions, becomes decisive for the success of the institution and for the promotion of quality education.

With regard to implementation, the processes are more complex, as they involve interpersonal processes. To broaden the understanding of this study, the approach of Lück (2009) was chosen as the main reference, due to its completeness on the subject, as well as the definitions of other authors. It was decided to carry out a systematic review of the literature through the CAPES Journal Portal platform. In the advanced search identification phase, "is exact", dimensions of school management and "type of material" article were used, and with this we obtained 190 items. From the titles and abstracts, there is already a diversity in the conception of what the dimensions of school management are, and the approaches differ greatly among the authors.

Then, in the filtering by reading of the abstracts, we were able to eliminate 60 publications because they were not directly related to the theme. Of the remaining 148 publications, we had 47 on democratic management, 22 on pedagogical management, 19 on financial management, 14 on administrative management, 12 on training and teachers, 10 on evaluation, 2 on leadership, 02 on organizational climate, 2 on organizational culture. Finally, after reading the articles, we chose those that brought the best contributions on the implementation dimensions.

The Democratic and Participatory Dimension focuses on building an inclusive and collaborative school environment, where the participation of all members of the school community is valued and encouraged.

Table 2

Democratic and Participatory Management

Democratic and Participatory Management	Lück, 2009, p.70: "it is based on the promotion of quality education for all students, so that each one of them has the opportunity for access, success and educational progress with quality".
	Libâneo, 2004, p.80: "[...] The concept of participation is based on that of autonomy, which means the ability of people and groups to freely determine themselves, that is, to lead their own lives. As autonomy is opposed to authoritarian forms of decision-making, its concrete realization in institutions is participation".
	Medeiros and Luce, 2006, p.18-19: "involves the establishment of institutional mechanisms and the organization of actions that promote social participation in various stages, from the formulation of educational policies to evaluation".

Source: prepared by the author.

The People Management dimension focuses on the development and appreciation of school professionals, as well as on building positive relationships between all members of the school community.

Table 3

People Management

People Management	Lück, 2008, apud Lück, 2009, p.83: "the school principal is an educational leader who mobilizes and guides all participants in the school community in facilitating the development of an overall vision of education, the role of the school and all participants in it".
	CONSED, 2006 apud Santos and Paula, 2012, p.16): "aims at the involvement and commitment of teachers and other professionals, parents and students with the pedagogical project of the school [...] the integration between school professionals and parents and students".
	Dutra, 2002 apud Cunha et.al (2002): "people management is made up of interdependent subsystems that form a process through which individuals are captured and attracted and must be maintained and developed by the organization".

Source: prepared by the author.

The dimension of Pedagogical Management focuses on the organization and execution of educational work, aiming at the training and learning of students.

Table 4

Pedagogical Management

Pedagogical Management	Lück, 2007, p. 95: "it constitutes the dimension to which all the others converge, since it refers to the main focus of teaching, which is the systematic and intentional action of promoting the formation and learning of students".
	Moran, 2007, p. 51: "Pedagogical management should be understood as a dynamic process, adaptable to the new demands of the contemporary educational context, such as changes in teaching methods, the use of digital technologies and new forms of evaluation, argues that pedagogical management must be attentive to the new demands of students and the demands of the labor market, promoting a more integrated and innovative education".
	Hora and Lelis, 2019, p.1: "pedagogical management represents the set of educational actions - mediation, articulation and training - developed in the school environment, with a view to improving the teaching-learning processes and human development".

Source: prepared by the author.

The Administrative Management dimension covers the set of activities aimed at the efficient functioning of the school, including the management of human, material, financial and informational resources.

Table 5

Administrative Management

Administrative Management	Lück, 2009, p.106: "an interactive set of several other dimensions of school management, coming to be perceived as a substrate on which all the others are based, but also perceived from a less functional and more dynamic perspective".
	2023 s/author blog: "It is a set of activities that aims to plan, organize, direct, and control the human, material, financial, and informational resources of an organization".
	Lourenço, 2007, p.30: "the observation, characterization, classification and relationship of the facts of the structuring of regular teaching services, of the modes of their management and of their well-articulated conduction, whether they take place in a single school, in several of them, or in many that a defined system may compose".

Source: prepared by the author.

The School Culture Management dimension refers to the construction and maintenance of a school environment with values, beliefs and practices that promote learning and well-being for all.

Table 6

School Culture Management

School Culture Management	Lück, 2008, p.116: "a school, in its full sense and in its essence, is a socially constructed reality, through the representation that its members make of it".
	Nóvoa, 1995, p.16: "each educational institution develops ways of conceiving management and its practice in a particular way, influenced by aspects of the organization's culture, expressed and materialized in the actions between the actors".

	Pol et al., 2007, p.67: "[...] manifests itself through specific forms of communication, in the performance of personal activities, in the way decisions are made by the school management, in the social climate of the school and in the opinions shared by the school population, regardless of what is happening in their school".
--	---

Source: prepared by the author.

The dimension of School Daily Life Management covers the set of practices, relationships and situations that occur in the school's daily life, including routine and trivial episodes.

Table 7

Management of School Daily Life

Management of School Daily Life	Galvão 2004, p. 28 apud Lück, 2009, p.128: "the set of practices, relationships and situations that effectively occur in the day-to-day life of an educational institution, routine and trivial episodes that, sometimes ignoring planning, constitute the substance in which children or young people in the process of formation are inserted".
	Vasconcelos 2002, p.67: "it is a dynamic process that involves planning, execution and evaluation of daily actions in the school, considering the interaction between teachers, students, employees and the community".
	Dourado and Oliveira 2009, p.329 "comprises the administration of the school's daily activities, ensuring the articulation between the different educational agents and the operationalization of the pedagogical project. It is a process that involves everything from the organization of school times and spaces to collective decision-making, aiming to improve the quality of teaching".

Source: prepared by the author.

4 RESULTS AND DISCUSSIONS

The analysis of the historical evolution of school management reveals a significant transition from a bureaucratic and centralized model to a more participatory and democratic approach. In this context, school management was driven to rethink its practices and reorganize doing within schools. The reviewed literature presents the dimensions of management as a way to improve the development of school work, but in a linear way, without highlighting which of them should be deepened to improve the quality of education. This approach can lead to difficulty in setting priorities within the school context and designing more effective policies.

Although it is recognized that Lück's (2008 and 2009) classification of the dimensions of school management, in the macro fields of organization and implementation, allows a more systematic understanding of school management, it is salutary to realize that there is no clear indication as to which of these dimensions have the most significant impact on student learning. The study reveals that pedagogical management is often mentioned as central to

the improvement of education, as it is directly related to teaching and learning. Even so, this dimension is not highlighted as a priority within the set of other dimensions, leading to a homogeneous treatment of the different spheres of management.

The literature review also demonstrates a diversity in the conception of the dimensions, with variable approaches depending on the authors analyzed. While some emphasize democratic and participatory management as essential for the autonomy and inclusion of the school community, others focus on administrative management as a structural support for the functioning of the school, both approaches still bear strong marks of centralizing and bureaucratic management.

Thus, it is observed that the literature studied presents the dimensions of management in a linear and egalitarian way, without offering a clear guideline on which of them should be deepened or prioritized to ensure improvements in the teaching and learning process and, consequently, educational quality. This lack of hierarchization of dimensions can make it difficult for school managers to make decisions, as they have to deal with multiple demands simultaneously.

The research was of great relevance since it instigated, through the analysis of the literature, the possibility of building more refined theoretical models on school management, which consider the hierarchy, centralization and intentionality of the different dimensions, a fact that may help in the creation of new approaches and strategies of school management. In the academic field, it fueled the debate on school management, providing evidence and arguments that could influence future research and educational policies, as well as open paths for more in-depth investigations. In practice, it raised questions for school managers, helping them to rethink management practice from the prioritization and optimization of their actions, helping them to identify the dimensions of management that require greater attention and expertise, allowing them to invest in training and professional development. Regarding the improvement of the quality of teaching, by suggesting that the dimensions of management need to be hierarchized based on those that most impact learning, the research contributed to the improvement of the quality of teaching, helping to create more effective learning environments and promoting student success. Finally, the results of the research may support the development of more effective educational policies, which consider the importance of assertive practices of school management for the quality of teaching, as well as may influence the creation of training programs for managers and the definition of quality standards for school management.

5 FINAL CONSIDERATIONS

The present study allowed us to explore the different dimensions of school management, seeking to identify, based on the literature, which of them have the greatest influence on the students' learning process. The results indicate that the organization of school management in dimensions facilitates and organizes the work in the school environment, but it is still necessary to focus on this theme in order to hierarchize such dimensions. Among the main limitations of the research, it stands out because its basis is exclusively on bibliographic sources, which can limit the depth of the analysis, since the available literature may not cover all the nuances and specific contexts of school management, especially in relation to local or regional realities. The qualitative and exploratory approach of the research allowed an in-depth analysis of the dimensions of school management, although it may limit the generalization of the results. Content analysis, although rigorous, is subjective and depends on the researcher's interpretation. This may introduce bias in the analysis of the data and limit the comparability of the results with other studies. Another limitation is that the research does not include the collection of empirical data, such as interviews, questionnaires or observations in schools. This may limit the ability to verify the conclusions of the literature with practical reality and to identify the dimensions of school management that are most relevant in specific contexts.

Given this scenario, it is essential to advance research on which dimensions most directly impact student learning and how managers can prioritize their actions to improve educational outcomes. In addition, it is necessary to develop management models that integrate these dimensions in an articulated way, avoiding the fragmentation of school practices and promoting more effective and intentional management.

REFERENCES

- Amorin de Araújo, F. A. (2021). Gestão escolar: A organização do trabalho pedagógico. *Revista Ibero-Americana de Humanidades, Ciências e Educação-REASE*, 7(2). <https://doi.org/10.2675-3375>
- Carvalho, E. J. G. de. (2012). Gestão escolar: Da centralização à descentralização. *Cadernos de Pesquisa em Educação - PPGE/UFES*, 9(18), 39–59.
- Coutinho, H. de S., Fonseca, A. S. B., & Fonseca, P. S. (2023). *Gestão pedagógica nas escolas*. Salvador, Brazil: UFBA, Faculdade de Educação; Superintendência de Educação a Distância.

- Cunha, D. E. V. da, Quarezemin, M. M., & Coltre, S. M. (2013). Gestão de pessoas: Produções científicas. In O. A. Conte (Ed.), *Gestão de pessoas: Produções científicas* (Vol. 1). Paraná, Brazil: Fasul Editora.
- Cunha, E. de O., & Cunha, M. C. (2016). Estilos de gestão, cultura organizacional e desempenho escolar. *Revista Entreideias: Educação, Cultura e Sociedade*, 5(1). <https://doi.org/10.9771/2317-1219rf.v5i1.6733>
- Dourado, L. F., & Oliveira, J. F. de. (2009). *Política e gestão da educação: Textos introdutórios*. Goiânia, Brazil: UFG.
- Gil, A. C. (2002). *Como elaborar projetos de pesquisa* (4th ed.). São Paulo, Brazil: Atlas.
- Hermida, J. F. (2011). *A reforma educacional no Brasil (1988-2001): Processos legislativos, projetos em conflito e sujeitos históricos*. Paraíba, Brazil: Editora UFPB.
- Hora, D. L. da, & Lelis, L. S. C. (2019). A gestão pedagógica das avaliações externas em larga escala. *Dialogia*, (33). Retrieved from <https://www.periodicos.capes.gov.br/index.php/acervo/buscarador.html?task=detalhes&source=all&id=W2996380673>
- Lourenço Filho, M. B. (2007). *Organização e administração escolar: Curso básico* (8th ed.). Brasília, Brazil: Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira.
- Lück, H. (1992). *A gestão participativa na escola*. Petrópolis, Brazil: Vozes.
- Lück, H. (2008). *Planejamento em orientação educacional* (17th ed.). Petrópolis, Brazil: Vozes.
- Lück, H. (2009). *Dimensões de gestão escolar e suas competências*. Curitiba, Brazil: Editora Positivo.
- Libâneo, J. C. (2004). *Organização e gestão da escola: Teoria e prática*. São Paulo, Brazil: Editora Alternativa.
- Martins, A. P. F., & Miranda, V. R. E. (2024). A dimensão pedagógica da gestão escolar: Relevância da atuação gestora no pedagógico da escola e a importância da formação em serviço. Retrieved from <https://repositorio.ufmg.br/bitstream/1843/83168/2/A%20dimens%c3%a3o%20pedag%c3%b3gica%20da%20gest%c3%a3o%20escolar.pdf>
- Medeiros, I. L. P. de, & Luce, M. B. (2006). *Gestão democrática na e da educação: Concepções e vivências*. Porto Alegre, Brazil: Ed da UFRGS.
- Mengue, B. V., & Konrath, R. D. (2022). Gestão escolar: Impacto na formação pedagógica dos professores e na aprendizagem dos estudantes. *Revista Acadêmica Licenciaturas*, 10(1), 122–129. <https://doi.org/10.55602/rlic.v10i1.214>
- Moran, J. (2007). *Educação e tecnologia: O novo ensino superior*. Campinas, Brazil: Papirus.

- Nóvoa, A. (1995). Para uma análise das instituições escolares. In A. Nóvoa (Ed.), *As organizações escolares em análise* (pp. 13–42). Lisboa, Portugal: Publicações Dom Quixote.
- Paro, V. H. (1986). *Educação, administração e democracia*. São Paulo, Brazil: Cortez.
- Paro, V. H. (1995). *Gestão democrática da escola pública*. São Paulo, Brazil: Ática.
- Pol, M., et al. (2007). Em busca do conceito de cultura escolar: Uma contribuição para as discussões atuais. *Revista Lusófona de Educação*, (10). Retrieved from <http://revistas.ulusofona.pt/index.php/rleducacao/article/view/634/529>
- Qualidade total e qualidade social na administração escolar: Uma abordagem bibliográfica. (2022). *FIEP Bulletin - Online*, 92(1), 446–453. Retrieved from <https://ojs.fiepbulletin.net/fiepbulletin/article/view/6535>
- Richardson, J. R. (1999). *Pesquisa social: Métodos e pesquisas* (3rd ed.). São Paulo, Brazil: Atlas.
- Sander, B. (2007). *Administração da educação no Brasil: Genealogia do conhecimento*. Brasília, Brazil: Liber Livro.
- Santos, J. M., & Paula, C. P. A. de. (2012). Gestão do conhecimento no contexto da gestão escolar: Estudo de caso de uma escola pública. *Perspectivas em Gestão & Conhecimento*, 2(Special Issue), 159–174. Retrieved from <https://periodicos.ufpb.br/ojs2/index.php/pgc>
- Saviani, D. (1983). *Escola e democracia*. São Paulo, Brazil: Cortez.
- Vasconcellos, C. dos S. (2002). *Coordenação do trabalho pedagógico: Do projeto político-pedagógico ao cotidiano da sala de aula*. São Paulo, Brazil: Libertad.