

## SCHOOL MANAGEMENT AND CONTINUING EDUCATION FOR EDUCATION PROFESSIONALS

## GESTÃO ESCOLAR E FORMAÇÃO CONTINUADA DOS PROFISSIONAIS DA EDUCAÇÃO

## GESTIÓN ESCOLAR Y FORMACIÓN CONTINUA DE LOS PROFESIONALES DE LA EDUCACIÓN" OU "GESTIÓN EDUCATIVA Y DESARROLLO PROFESIONAL DOCENTE



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### ABSTRACT

This article aims to discuss the relationship between school management and the continuing education processes of education professionals, reflecting on the role of the management team in encouraging teacher development. Continuing education is seen as an essential element for the quality of teaching, as it contributes to pedagogical updating and the improvement of educational practices. The adopted methodology was bibliographic research, based on authors who address educational management, public policies, and the professional development of teachers. The analysis points out that the school manager's performance is decisive for the effectiveness of training actions, especially when there is dialogue between the school's needs and available training programs. It is concluded that management committed to the valorization of educators and collective pedagogical planning favors the construction of more democratic and formative school environments, directly impacting student learning.

**Keywords:** School Management. Continuing Education. Teaching Practice. Professional Development.

### RESUMO

Este artigo tem como objetivo discutir a relação entre a gestão escolar e os processos de formação continuada dos profissionais da educação, refletindo sobre o papel da equipe gestora no incentivo ao desenvolvimento docente. A formação continuada é vista como elemento essencial para a qualidade do ensino, pois contribui para a atualização pedagógica e o aprimoramento das práticas educativas. A metodologia adotada foi a pesquisa bibliográfica, com base em autores que abordam a gestão educacional, políticas públicas e o desenvolvimento profissional de professores. A análise aponta que a atuação do gestor escolar é determinante para a efetivação de ações formativas, especialmente quando há diálogo entre as necessidades da escola e os programas de formação disponíveis. Conclui-se que uma gestão comprometida com a valorização dos educadores e com o planejamento

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pedagógico coletivo favorece a construção de ambientes escolares mais democráticos e formativos, impactando diretamente a aprendizagem dos alunos.

**Palavras-chave:** Gestão Escolar. Formação Continuada. Prática Docente. Desenvolvimento Profissional.

## RESUMEN

Este artículo tiene como objetivo discutir la relación entre la gestión escolar y los procesos de formación continua de los profesionales de la educación, reflexionando sobre el papel del equipo directivo en el fomento del desarrollo docente. La formación continua se ve como un elemento esencial para la calidad de la enseñanza, ya que contribuye a la actualización pedagógica y al perfeccionamiento de las prácticas educativas. La metodología adoptada fue la investigación bibliográfica, basada en autores que abordan la gestión educacional, políticas públicas y el desarrollo profesional de los docentes. El análisis apunta que la actuación del gestor escolar es determinante para la efectividad de acciones formativas, especialmente cuando hay diálogo entre las necesidades de la escuela y los programas de formación disponibles. Se concluye que una gestión comprometida con la valorización de los educadores y con la planificación pedagógica colectiva favorece la construcción de ambientes escolares más democráticos y formativos, impactando directamente el aprendizaje de los alumnos.

**Palabras clave:** Gestión Escolar. Formación Continua. Práctica Docente. Desarrollo Profesional.

## 1 INTRODUCTION

The continuing education of education professionals is an essential condition to ensure the quality of teaching and the development of effective pedagogical practices. In the current scenario, in which education faces increasingly complex challenges, school management has assumed a strategic role in promoting training actions that meet the needs of teachers and the school community. The articulation between management and training is not only a legal or institutional requirement, but a practice that contributes to the strengthening of the school as a space for collaborative learning and pedagogical innovation.

According to Oliveira (2018), continuing education is a dynamic process, which must be incorporated into the school routine, with the active mediation of managers. In this sense, it is essential to understand how school leaders can favor a formative culture, encouraging reflection on teaching practice, pedagogical updating and the collective construction of knowledge. Also according to the same author, training ceases to be a one-off event to become an integral part of the political-pedagogical project.

This article aims to analyze, through a literature review, the interface between school management and continuing education processes, with emphasis on the contributions of pedagogical leadership to the professional development of teachers. The methodology adopted consists of a survey and analysis of works and articles published between 2015 and 2025, by authors who address the themes of educational management, teacher training and public policies aimed at basic education.

The delimitation of this study is centered on the context of Brazilian public basic education, focusing on the practices of continuing education promoted in the school environment, especially in elementary schools. It is intended to understand how the performance of the management team can positively influence the training processes and contribute to a more reflective, contextualized and transformative pedagogical practice.

In addition, it is necessary to consider that the effectiveness of continuing education is directly related to the context in which it occurs. As Formosinho and Machado (2018) state, situated education, developed within the school itself, tends to be more significant because it is articulated with the real demands of daily school life. In this scenario, the manager acts not only as an administrator, but as a pedagogical leader, capable of mobilizing the teaching team, promoting spaces for reflection and ensuring that training actions dialogue with the concrete challenges faced by the school.

Another important point is the alignment of training with the institution's Political-Pedagogical Project (PPP). According to Lück (2019), when continuing education is planned based on the goals and values of the PPP, it strengthens institutional identity and contributes

to collective development. This requires the manager to be sensitive to listen to teachers, diagnose training needs and seek strategies that promote continuous learning, in a collaborative process.

In addition, public policies play a decisive role in encouraging (or not) teacher training. Although programs such as the National Pact for Literacy at the Right Age (PNAIC) and the National Policy for Teacher Training have sought to expand access to training, there are still gaps in implementation, especially in municipal public networks. As Gatti and Barreto (2021) point out, the absence of continuity and effective evaluation of these policies compromises their long-term impacts, especially in contexts marked by social and structural inequalities.

The school needs to be a space for continuous training, in which teachers' learning is planned and intentional, occurring in interaction with other professionals and with the practices of daily education. (GATTI; BARRETO, 2021, p. 18)

Therefore, studying the relationship between school management and continuing education allows us to understand how the school can become a space for permanent learning not only for students, but also for educators. This reflection is indispensable for the strengthening of pedagogical practices and for the construction of a more democratic school, committed to the professional and human development of all its actors.

## **2 THEORETICAL FRAMEWORK**

### **2.1 SCHOOL MANAGEMENT AS A SPACE FOR PEDAGOGICAL LEADERSHIP**

Contemporary school management goes beyond the administrative function and consolidates itself as a pedagogical leadership committed to the formative processes and to the meaningful learning of students. For Lück (2019), the school manager is an articulator of actions that involve the collective, promotes teamwork and leads the school with a focus on improving the quality of teaching.

This role requires the manager to be attentive not only to the bureaucratic aspects, but mainly to the human and formative dimension of the school. According to Libâneo (2020), democratic management presupposes the effective participation of teachers in pedagogical decisions and values teacher training as a structuring axis of educational practice.

Thus, the manager acts as a mediator between educational policies and the real needs of the school, building bridges between what is proposed in official documents and what is practiced in the classrooms. Their performance directly influences the institutional climate, the motivation of the team and the engagement of teachers in continuous training processes.

In this context, the school manager needs to assume a reflective and purposeful posture, capable of interpreting the educational guidelines in the light of the specific needs of the school community. As Franco and Nóvoa (2018) state, pedagogical leadership is not limited to the coordination of tasks, but involves the construction of meanings, the appreciation of the teaching experience, and the encouragement of continuous professional development.

In addition, effective leadership is deeply linked to the creation of an organizational culture that favors collaboration and knowledge sharing. According to Tardif (2015), teaching knowledge is built in practice and becomes more solid when shared in collective training contexts. This means that the manager has the responsibility to foster spaces for dialogue, active listening and joint production of knowledge among teachers.

Another important element is the coherence between discourse and practice in management performance. It is common for schools to have pedagogical projects with innovative proposals, but that, in practice, are not effectively executed due to lack of support, training or incentive. As "Paro" (2017) points out, school management needs to be committed to the concrete achievement of pedagogical objectives, which requires systematic monitoring, participatory evaluation and investment in the training of education professionals.

Therefore, the strengthening of pedagogical leadership depends on an ethical, democratic and engaged posture on the part of the manager, who understands continuing education as an instrument of institutional transformation. It is in this movement that the school is configured as a living space for learning and development, both for students and teachers.

## 2.2 CONTINUING EDUCATION: CONCEPTIONS AND PRACTICES

Continuing education is understood as a permanent and contextualized process, which must consider the real demands of the school and the knowledge built in the teaching experience. For Imbernón (2016), continuous training is part of the professionalization of teachers and should be linked to their practice and context.

In Brazil, several programs sought to institutionalize continuing education, such as the PNAIC and the National Policy for the Training of Education Professionals. However, Gatti and Barreto (2021) highlight that these actions, although relevant, face difficulties in continuity, financing, and impact assessment in public networks.

In addition, training is often imposed in a vertical way, disregarding the real needs of teachers. Nóvoa (2017) argues that it is necessary to break with the prescriptive training

model and move towards collaborative and autonomous practices, in which teachers recognize themselves as protagonists of their own development.

Thus, it is essential that continuing education processes are aligned with school daily life and are developed through strategies that value listening, the exchange of experiences and critical reflection on pedagogical practice. For Lima and Lopes (2020), effective training happens when there is teacher protagonism, methodological flexibility, and institutional support so that the teacher has time and space to develop.

The absence of a training policy articulated with local needs leads to the demotivation of educators, who start to see training as a bureaucratic and unproductive obligation. Therefore, as Day (2019) argues, it is essential that training is connected to the cultural and social context of the school, allowing teachers to attribute meaning to what they learn and to be able to apply the knowledge acquired in their pedagogical routines.

It is also necessary to recognize that continuing education should not be an isolated event, but an integral part of the school's pedagogical project. Libâneo (2020) emphasizes that training needs to be inserted in institutional practices, such as pedagogical meetings, class councils, and collective planning moments, which favors a permanent formative perspective.

Therefore, promoting effective continuing education requires more than offering courses and workshops. It is necessary to create a formative culture, sustained by the appreciation of the teacher, by the dialogue between theory and practice and by the commitment of school management to ensure real conditions for professional development.

### 2.3 THE INTERRELATIONSHIP BETWEEN MANAGEMENT AND TRAINING IN PUBLIC SCHOOLS

The connection between school management and continuing education becomes even more relevant in the context of Brazilian public schools, where structural challenges require articulated, planned actions that are sensitive to the local reality. The leadership of the management team can create objective and subjective conditions for training to occur in a meaningful way.

As Formosinho and Machado (2018) state, the school should be understood as a space of situated education, where knowledge is collectively constructed from the practices, challenges and reflections of everyday school life. For this, the manager needs to promote times and spaces dedicated to training, such as pedagogical meetings, study groups, and collaborative projects.

The absence of this managerial mediation can result in the fragmentation of training actions and the devaluation of teacher training. On the other hand, when the manager assumes a mobilizing and pedagogical role, there is greater integration between the political-pedagogical project, the school's goals and the teachers' training paths.

This integration between management and continuing education only materializes when there is an alignment between the pedagogical principles of the school and the professional valorization of teachers. For Oliveira (2018), the performance of school management should consider teachers as formative and formable subjects, capable of building knowledge from their practices and experiences. This perspective breaks with a hierarchical view of knowledge and promotes horizontality in the training processes.

In addition, the effectiveness of training in public schools depends on minimum structural conditions, such as adequate time for studies, access to materials, technical support and institutional incentive. Gatti (2020) points out that, in many public networks, training actions face obstacles such as the overload of teaching work and the absence of continuity in the proposals, which makes it difficult to consolidate a culture of permanent training.

In this scenario, the manager's role as an articulator between public policies and the school floor is essential. According to Lück (2019), it is the manager who enables the conditions for training programs to get off the ground and materialize into effective pedagogical actions, connected to the real needs of the teaching staff and the educational context.

Therefore, promoting the interrelationship between school management and continuing education means recognizing that teacher learning is also an institutional responsibility. The construction of a quality public school necessarily involves the commitment of school leadership to the critical, collaborative and permanent training of educators.

Another relevant aspect in this process is the co-responsibility between management and teachers in the planning of training actions. When the manager involves teachers in the definition of themes, methodologies and objectives of training, he promotes an environment of trust and belonging. According to Placco and Souza (2020), the active participation of teachers in training decisions strengthens the link between training and teaching practice, making the process more meaningful and effective.

In addition, it is necessary to understand that continuing education in the public context cannot be restricted to formal moments, such as external courses or lectures. Often, the most powerful spaces for learning occur in the daily school life, during moments of collective

planning, in pedagogical meetings or even in informal exchanges between peers. Nóvoa (2017) highlights that the school needs to assume itself as a space for permanent training, where teachers learn with and from each other, in a continuous and situated way.

Another challenge concerns the articulation between educational policies at the macro level and the micro-localized needs of schools. As Lima (2021) states, there is a frequent mismatch between what policies propose and what schools are able to execute, especially in contexts of social vulnerability. In this scenario, it is up to the management to adapt, negotiate and reinterpret such guidelines so that they make sense for their reality, ensuring the effectiveness of training actions.

"The school needs to be understood as a space for permanent training, in which teachers learn from their practice and from others, in a collaborative and reflective way. " (NÓVOA, 2017, p. 45).

In summary, the interrelationship between management and training in public schools requires political-pedagogical commitment, sensitivity to deal with the specificities of the school territory and the ability to collectively build solutions that value the teaching experience and enhance institutional learning.

### **3 CONCLUSION**

This article aimed to analyze the relationship between school management and the continuing education of education professionals, with emphasis on the practices developed in the context of the Brazilian public school. From the literature review, it was possible to understand that the continuous training of teachers is not an isolated action, but a process that depends directly on the commitment of the management team to promote favorable conditions for professional learning.

The studies of authors such as Lück (2019), Imbernón (2016), Nóvoa (2017) and Gatti and Barreto (2021) show that pedagogical leadership is decisive for training processes to take place in an articulated, contextualized and permanent way. The role of the school manager as an articulator of knowledge and an incentive for teacher development contributes to the strengthening of pedagogical practice, professional autonomy and the quality of teaching.

It was also found that, despite the political initiatives aimed at continuing education, there are still weaknesses in the public education networks, such as lack of resources, discontinuity of programs and absence of effective involvement of teachers in the planning

processes. Thus, a management committed to teacher training needs to adopt more collaborative, democratic and coherent postures with the reality of the school.

As a suggestion for future investigations, it is recommended to deepen empirical studies that analyze concrete experiences of articulation between management and continuing education in different education networks. It would also be relevant to evaluate the impact of collectively planned training actions, focusing on the professional development of teachers and the improvement of student learning.

In addition, it is essential that training proposals are not treated as an appendix of school activities, but as a strategic part of institutional planning. For this to happen, it is necessary for management to understand continuing education as a priority investment, articulating the available resources with the real needs of the faculty and promoting a culture of professional appreciation.

Another point that deserves attention is the creation of permanent spaces for listening and dialogue between teachers and managers. These spaces favor the collective identification of pedagogical challenges and the joint construction of training solutions, strengthening the teacher's professional identity and the cohesion of the school team. The absence of this listening tends to weaken the engagement of educators and compromise the success of the actions implemented.

The importance of public policies that guarantee stability, financing and continuity of training programs is also highlighted. Punctual and discontinuous actions tend to produce little real impact on the daily life of the school. It is necessary to move towards a more structural perspective, which understands training as a right of education professionals and as a structuring element of the social quality of education.

Finally, it is reaffirmed that the transformation of pedagogical practices necessarily involves valuing teacher training and strengthening pedagogical leadership. When managers and teachers walk together towards professional development, the public school becomes a more democratic, formative space committed to everyone's learning.

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