

THE PROFILE OF THE EDUCATIONAL MANAGER IN LA SALLE

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Abstract: The theme of this study is educational management. We aim to identify attributes to build an educational manager profile based on La Salle. Considering that these attributes contributed to shape the profile of the Lasallian managers over three centuries, it seems reasonable to us to project them to the profile of the manager who acts forging such virtues in his current conduct, based on La Salle. A qualitative methodology was used for the present study. About the sources of information to construct the theoretical reference, the study is carried out from a literature review. The consultation of Lasallian documents was also used as a source of information pertinent to the research. As results we find some demands of educational management. In the Lasallian writings, we identify traces of the profile of La Salle that we believe may form the profile of the educational manager. The Lasallian authors point to particularities of the profile of La Salle that give indications of a good management. Among the attributes identified in that profile are spiritual commitment and practical experience, capacity of dialogue to manage differences and divergences, as well as effectiveness, motivation, organization, decision-making capacity, authority and firmness, prudence, determination, humility, constancy, zeal, composure and a practical love that expresses itself in actions. It seems to us that maintaining the fundamental principles is an essential condition for continuing the work of La Salle, which has supported Lasallian education and thus the management of its institutions. We understand that Lasallian ideals are not lost if they are renewed by those who have the same zeal as La Salle. The Lasallian principles are impregnated with something greater, more transcendent. In those who are touched by this transcendence, it awakens the vocation for an education that seeks to contribute to rescuing the essence of the human being. We conclude that is necessary to seek the development of such characteristics in the profile of the contemporary educational manager, and in this way contribute to improve the educational management. We believe that the theories of John the Baptist of La Salle have sustained Lasallian education for three centuries, and that it is certainly maintained through study and investigation. For future studies, it is possible to research the theme in the interface with other educational themes.

Keywords: Educational management, La Salle, Manager profile.

1. INTRODUCTION

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In contemporary education we have current paradigms that influence and even determine educational management, which can last or change according to the necessity of educational actors. Lück (2012) tells us that practices guided by the current and customary way of doing things become extremely limited and conservative. For the author, a perspective of the dynamic reality is already making transformations in the institutions in the inevitable context of the movement of this reality. In Libâneo (2004), we have that professionals working in educational institutions need to develop and implement specific professional competencies to participate properly in management practices.

According to Libâneo (2004), the new educational requirements in the face of transformations call for educators capable of exercising their profession in correspondence with the new realities of society. For the author, there is a clear shift in the performance of the roles of educational actors with new ways of thinking, acting and interacting. According to Tardif (2010, p. 153), "Educational practice and teaching are plural forms of action that mobilize different types of action". Restructuring education in this way passes through the competence of a manager aligned with the tendencies demanded by the current society and that interacts with the other actors who participate in the educational process.

It is understood that a manager that has its performance based on principles will seek to develop its attributes, which will directly influence all people linked to the institution. A management of this nature happens in a participatory manner, together with the other members of the educational community. This perception of educational management aims to fill the need of educational managers who present the essential competences to the position in question. According to Farias (2014, p. 23), "There is a lack of capable managers to assume with excellence the responsibility of performing the demands of leadership". Libâneo points to what could be an obstacle to achieving excellence, for the author, "in schools there are still forms of centralizing, bureaucratic and inhibiting participation. It is necessary to change mentalities, to know how to introduce innovations and how new practices are instituted" (2004, p. 90).

Paro (2012) mentions that, for management practice, it is necessary to combine administrative and pedagogical skills and that these competences rise to the level of philosophical awareness in educational practice so that it is in fact a transformative management/education.

These authors point to the profile of the manager that education demands at the current educational moment. This management profile is what one intends to construct in a critical and reflexive way along the approach of the present work. The visions of the theorists give us the perception of the necessity to seek the new and eliminate what no longer meets the needs of the institution. Therefore, we believe in innovation and also in the renewal of existing practices for education. Looking for such educational practices, one finds in Lasallian praxis the possibility of believing that it is possible to make innovative education, La Salle did it in his time. It is possible to renew educational practices since Lasallian education has been renewed for three centuries. This aligns with Menegat, Gandin and Corbellini (2011, p. 147) statement when they write that "throughout history, organizations are concerned to predict future actions based on analyzes of their present situation".

One can also consider the humanizing aspect of education in the interface with knowledge. Both complement each other and contribute to the formation of the human being. In this way, according to Diaz M. and Amurrio (2011, p. 31):

The universal education is not only the result of an unusual educational inspiration, but also of a remarkable sensitivity that humanizes, is assuming the challenge of working for a right that allows the humanization and improvement of the integral condition of those who fully enjoy it.

We believe that the realization of humanized competence in educational institutions generates harmony in the educational community. Since the institutions are the units of the educational system, such circumstances may trigger a positive effect that extends to the whole society.

To compose the present study, which has a reflective aspect, a qualitative methodology approach was carried out, with literature review relevant to the theme. As for the sources of information to construct the theoretical reference, the study is carried out from the literature review, with a study of the texts that allows the researcher to have direct contact with the topics addressed. The findings refer to reflections that translate into conceptual aspects. The literature used is composed of authors who write about educational management and Lasallian authors who give the contribution on the researched subject, seeking to develop competence for the management, considering the literary legacy of La

Salle. We find in his works guidelines perfectly applicable to the research process. There are clear guidelines, therefore we must know where to start researching, what to do with several restarts and the need to understand well how to do everything in a good way (La Salle, 2012b).

It was also used as source of information pertinent to the research, the consultation to Lasallian documents, legal aspects conveniently accessed by the researchers. We find in La Salle (2012b) references to guide the work of educators, such as the need for continuous attention in their practices, in the case of the researcher, to all steps and procedures of the research.

The choice for documentary analysis is based on the fact that the documents are, according to La Salle Province Brazil-Chile (2014, p. 31), "fruit of a collective effort, dream and ideals of all the Lasallian educators of La Salle Province Brazil-Chile", because it is more than a document, it is "a landmark that signals a journey, a lighthouse to light ways for pedagogical, administrative and pastoral actions" (LSPBC, 2014, p. 31).

2. DEMANDS TO THE EDUCATIONAL MANAGER IN THE CONTEMPORARY WORLD

In educational institutions is where we have the educational process development, where several members are involved and all of them are essential for education to happen and be developed. We focus at the role of the leader, the educational manager, considering that this educational actor presents important role in contemporary society. For Sarmiento, Menegat and Seniw (2016, p. 74) it is necessary that the manager "has a set of knowledge, techniques and procedures that make it possible to act and take decisions in order to guarantee an efficient and effective management, focusing on the scope of certain results". The educational manager interacts with different actors, therefore in this sense, Paro (2012) writes that the educator needs to reconcile the educational objectives and determinations emanating from higher instances to which he is subject.

The manager is an actor of projection and prominence, on which rests a great responsibility, and perhaps for that reason, has been increased the lack of competent leaders, with conditions to manage satisfactorily the educational institutions of all levels. In this sense, Farias (2014, p. 23) asks this question:

"Where are the leaders capable of developing people by example and delivering the results through joint initiatives that would work together with their teams to guarantee sustainability in institutions"?

In all sectors of society, we live in a time of extreme competitiveness, because of that, diverse pressures lead a leader to take a stand. New situations may arise leading to the need for immediate decisions, and may even need to act in uncertainty, taking risks. In the other hand, if a leader does not take risks, there is the possibility of an actual loss and potential risk of harm to the leader himself, or the teammates, and even to the entire institution. For Lück (2013), authoritarianism, accommodation, immobilization, individualism, dependence, and fear of losing control are attitudes and practices that restrain a leader's actions and must be avoided.

We focus on the analyze of managers profiles; if they lack qualification, it is certainly because they are no longer meeting the demands that are concerning the function and this may occur for several reasons. What can be said is that "with globalization and intercultural demands, perceptions have changed, and organizations have demanded more from their managers" (Farias, 2014, p. 41).

Globalization causes changes in society and in the environment and it has a positive impact, bringing progress, but it brings new situations and issues that require solutions. According to Lück (2013, p. 23), "educational problems are complex, in view of what demands a global and comprehensive vision, as well as articulated, dynamic and participatory action". If the educational issues of today have increased in complexity, it is necessary to look for alternatives that contribute to solve them.

The educational movement in which we participate is characterized by the need for articulated actions, dynamism, creativity, participation, globalization and intercultural demands that lead us to reflect and point out ways to solve the problems. For Libâneo (2004, p. 71), alignment with this dynamism means:

Meeting the needs of students in line with contemporary social and educational requirements means, paying attention to cognitive aspects, i.e. the content being taught, the way they are being taught, the training of thinking skills, the ability to apply concepts learned in practical life and in operational aspects, that is, in the development of skills and procedures, values, attitudes and moral habits. This implies innovations in the curricula,

methodological practices and practices of management organizations in schools.

Acting in teaching institutions directly in contact with managers shows that academic training is fundamental to good management. The better your academic background, the better will be your ability to develop your administrative performance and those of your colleagues. However, developed skills are essential for effective, efficient and, above all, humanized management. For Libâneo (2004, p. 112), the manager is a "professional with the knowledge and skills to exercise leadership, initiative and use of group work practices for ensure the participation of students, teachers, specialists and parents in the decision-making process and in the solution of problems".

3. ACTUATION OF THE EDUCATIONAL MANAGER IN THE CONTEMPORARY WORLD

So far we have made a succinct approach regarding the performance of the educational manager from the perspective of current authors who discuss the issue and point out the need for a management profile that contemplates the demands that are presented to carry out an education that seeks, according to with Menegat, Sarmiento and Seniw (2016, p. 57), "the development of the potential of each person, respecting their characteristics and needs, and envisions the formation of people capable of acting ethically, critically, participatory and responsible in the context in which they live".

A manager who finds in his work demands of postmodernity must develop the appropriated competences. Luck (2013) mentions some guiding principles for good management, such as initiative, creativity, proactive vision, commitment, strategic vision, transparency and the ability to mobilize collectively. According to Lück (2013, p. 38) "Management encompasses the dynamics of interactions, because the work as a social practice becomes the guiding approach of the leader's action. Performed in teaching organizations in a shared way and in a team".

The educational manager must be highly qualified both in knowledge and in the ability to move between adverse and extreme situations, being able to balance and maintain the harmony around him. Hengemühle (2014, p. 212),

relates some characteristics that help us to compose the profile of the educational manager of the contemporary world, being “competent subject characterized by autonomy, emotional control, leadership, initiative and strategic vision, situations that make clear that this is not only a subject with technical knowledge but also emotionally stable”. We find in Lück (2013, p. 41) that educational practices “are guided by philosophy, values, principles and consistent ideas, present in the minds and hearts of people, determining their way of being and doing”. The attributes suggested by the authors presented here may help to compose the profile that we want to build for the educational manager.

4. PROFILE OF EDUCATIONAL MANAGER ACCORDING TO LA SALLE

Considering what the studied authors refer to, as well as the demands of management that affect education, then we turn to an educational practice, with the theme evidenced: Lasallian education. La Salle was concerned with educating educators. In this training they sought to eliminate what they had, but should not have, and proposed that they seek to develop what they lacked, and it was very necessary (LA SALLE, 2012b). This commitment of the Founder of the Christian Schools appears in the writings of the Lasallians who succeed him.

Searching for Lasallian documents and authors is in agreement with the guidelines of La Salle and with the restlessness of the other theorists. It is notorious that Lasallians have always been dedicated to meeting educational demands in the context in which they lived, as Gonzales (1997, p. 79) states: "The realistic spirit of the founder of the Brothers of the Christian Schools challenges the educator to effectiveness". This commitment to Lasallian education is also reinforced by Pauly and Santos (2011, p. 57), when they state that:

Lasallians of the eighteenth century did not have educational systems, with academic training of teachers, pedagogical theories or other resources that would help them to meet the challenge of educating the poor children. They had only their motivation, spiritual commitment and practical experience.

Lasallian education permeates the centuries, reaches the postmodern era and brings theoretical references that can contemplate many educational issues.

Among the many orientations left by the founding master, La Salle, we have that "a point to emphasize is the fact that he realized that, in order to be effective, it was necessary to focus work on a delimited and perfectly defined object" (Hengemüle, p. 2007). Here we have an orientation to the effective work of an educational leader. La Salle (2012b), our manager ideal, establishes many guidelines that can be applied in educational institutions, guides peers to follow rules that help them stay within the limits of duty, that issues between them are consensual and well-proven, information, punctuality and other very clear and objective guidelines.

Other authors who follow the teachings of the master continue to discuss about the educational practice in Lasallian institutions and bring more dispositions for good management, as it follows:

The educational situations we face are not resolved or addressed simply because they have been carefully planned with all the steps that planning theories provide. In addition to planning, it is necessary to monitor and evaluate the processes and practices adopted (MENEGAT, SARMENTO and SENIW, 2011, p. 146).

Among the consulted sources that refer to Lasallian educational practices, we find in the documents of the Lasallian Province of Porto Alegre (2004, p. 53) many references that help us to perceive how this practice takes place and which focus should educators-managers have, since the institutions "seek to live a dynamic of integration through participation, the construction of a responsible and inserted freedom in the current reality" (POUTET; PUNGIER, 2001, p. 82), and this commitment remains fundamental. La Salle in his guidelines for the other co-leaders emphasizes this commitment to be assumed by those who enter the Lasallian mission of educator. In La Salle (2012a) it has been repeatedly stated that students related to Lasallian institutions should be treated with dedication and zeal.

In the multifaceted contemporary world, the demands of education are also manifold, but one characteristic that should be highlighted in the manager educator is his dialectical capacity, as stated in the writings of the Lasallian Province of Porto Alegre (2009, p. 26): "A pluralistic society, which facilitates more diversified expressions at different levels, both personally and in community, requires a deep capacity for dialogue to manage differences and

divergences, no syncretic and complacent, but dialectically". A manager who is made from a good human being wishes to fulfill his mission with high ideals to "know their rights and duties; exercise their role as a citizen; to be aware and believing in the possibility of experiencing a better world and, to that end, to seek ways to build a just and fraternal society" (LPPA, p. 2004).

In response to the demands, we brought some attributes according to La Salle, through Lasallian writers throughout the text. However, we highlight some of these virtues referred to directly by La Salle (2012a), that educators - managers strive to diligently seek and develop authority and steadfastness, prudence, courage, decision-making, humility, constancy, zeal and composure. These and many other virtues are necessary to the profile of the manager of the contemporary society. These attributes are result of a practical love that translates into actions. As Fossatti writes (2013, p. 42) "This love for the other is also effected by dedication to a cause or project, an object of existential investment in which the person jumps outward toward the other whom he loves".

Classical Lasallian education reaches the twenty-first century with demands of the era of globalization. New technologies exploded; society changed. However, as La Salle was ahead of his time, so the manager should be, without, however, giving up the foundational principles that structure the Lasallian pedagogy. "It seems feasible to assert that, faced with the set of challenges facing Lasallian education today, Lasallian educational institutions need to constantly reinvent themselves without losing sight of their foundational principles" (CASAGRANDE and BIELUCZYK, 2017, p. 206). We find in Nicodem (2017, p. 59) that Lasallian laypeople and religious can choose to remain hostage to the "normal" that no longer exists or open themselves to the "new normal". Choices are decisive in education and for education and have implications for the continuity of the Lasallian educative mission, but we recall La Salle (2012a) which emphasizes that we have freedom of decision and for him all the choices must be made voluntarily, both by educators and by the learners.

A propitious competence for educational management, based on virtues that we believe may be part of the educational manager of contemporary times, is found in the Lasallian pedagogy, as Rangel (2017, p. 47) continues with the passage of the years "emphasizing the importance of the Lasallian style to educate, guided by the values of Christian humanism and the mystical

pedagogical realism that respond today, as they answered in the eighteenth century”.

FINAL CONSIDERATIONS

When we sought to meet the objective of our study, we identify attributes for an educational manager profile based on La Salle and we found some educational demands, as well as the identification of some features of the profile of La Salle, ideal to constitute the profile of the educational manager. The authors consulted pointed to the demands of management and suggested the attributes that should be sought to develop adequate competence for educational management.

In our reflective approach, we find in the Lasallian authors particularities of the profile of La Salle that give indications of a good management, which are suggested to be looked for with diligence to develop satisfactory competences for the educational administration. Among the characteristics found in Lasallian writings we emphasize spiritual commitment and practical experience, capacity of dialogue to manage differences and divergences, as well as effectiveness, motivation, capacity for organization and decision, authority and firmness, prudence, determination, humility, constancy, zeal, composure and a practical love that expresses itself in actions.

It seems to us that maintaining the fundamental principles is an essential condition for continuing the work of La Salle, which has supported Lasallian education and thus the management of Lasallian institutions. We understand that Lasallian ideals are not lost if they are renewed by those who have the same zeal as La Salle. The Lasallian principles are impregnated with something greater, more transcendent. In those who are touched by this transcendence, it awakens the vocation for an education that seeks to contribute to rescuing the essence of the human being.

We believe that the theories of John the Baptist of La Salle have sustained Lasallian education for three centuries, and that it is certainly maintained through study and investigation. For future studies, it is possible to research the theme in the interface with other educational themes. The thematic approach is of great relevance, allowing deep studies with search of empirical data both to survey

demands and to seek attributes to compose the profile of the educational manager.

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