

1 Article

## 2 The school manager and the use of knowledge 3 management practices for structuring organizational 4 processes

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12 **Abstract:** Knowledge management gains space within the school organization and can contribute  
13 satisfactorily to the quality of teaching. In everyday life the school manager intuitively uses  
14 knowledge management practices without exploiting the potentials they offer or allow. In this  
15 context, the purpose of this work is to identify the level of implementation of knowledge  
16 management practices aimed at structuring the organizational processes used by the public school  
17 manager. The methodology adopted was exploratory, with a qualitative and quantitative  
18 approach. For data collection, an already validated instrument with twenty-seven questions was  
19 used. Respondents to the questionnaires, one hundred and eleven managers of the basic education  
20 schools that make up the public school system in a city in the northwestern region of Paraná,  
21 Southern Brazil. In analyzing the results, it was only at this point that we investigated only those  
22 practices that were related to the structuring of organizational processes. This decision is justified  
23 because of the responsibilities of the school manager in the execution of his work. The results  
24 indicated that the school in its daily life, makes use of practices of Knowledge Management related  
25 to the structuring of the organizational processes and that many are already applied by the  
26 managers.

27 **Keywords:** School manager; knowledge management practices; Organizational processes.

28

### 29 1. Introduction

30 The administration of the knowledge (GC) is a theme very discussed now, as well as their  
31 implantation levels and reach. In the extent of the school organization, it also wins space and it can  
32 contribute in a satisfactory way with the different dimensions delineated by National Council of the  
33 Secretaries of Education (CONSED). Those dimensions are considered as base for learning executes  
34 and they are the listed in the following way: administration of education results, pedagogic  
35 administration, people's administration, administration participatory and administration of services  
36 and resources. Studies confirm the importance of the practices of administration of the knowledge in  
37 the organizations, but it is still scarce the research on the subject returned to the organizational  
38 processes that they link with the people's administration. (Batista 2004; 2006; 2012), (Davenport and  
39 Prusak 2003).

40 In the context of the school organization, understood as democratic space that, it involves the  
41 field of the collective and conscious participation in the decisions taken to orientate, to drift and to  
42 execute the actions in all of the dimensions of the school organization. To play that part, it demands  
43 a new profile, whose great challenge for the school manager is it of offering quality education,  
44 without leaving aside the other segments of the school, as the pedagogic, the financier, the

45 administrative, the legal, besides establishing a good relationship with the community (Freitas et al.  
46 2002).

47 The knowledge happens starting from each individual's interpretation, in which each one  
48 builds the according to their capacities and the reality where it is or it lives together. Those  
49 constructions always happen inside of the patterns of assimilation of each learning. This way, the  
50 understands each other that the development of the knowledge can be understood as a social  
51 constructo stepped on about the determinations political, economical and cultural that move the  
52 society. Such interaction happens starting from models and instruments that start to orientate the  
53 individual's relationships or organization.

54 According to Vasconcelos (2000), the creation of the knowledge feels as a result of the ability of  
55 interacting with the social processes, what happens in way different from an individual for other, as  
56 well as for the organizations and, before the one that she intend to share, to create, to use or to  
57 register.

58 Nonaka and Takeuchi (2008) they contribute defending that the knowledge comes in an explicit  
59 and tacit way. When built through experiences and formal education lived by the individuals,  
60 expressed for words, information, encyclopedias, theories etc. it is understood as explicit  
61 knowledge. Already the tacit knowledge is that acquired through experiences lived by the  
62 individual, tornado difficult of being shared, therefore it is private ability.

63 The socialization of the knowledge, according to Davenport and Prusak (1998), it generates a  
64 new knowledge, independent if this had been conceived in the format tacit or explicit. Nonaka and  
65 Takeuchi (2008) regarding the conception of the knowledge they detach four types of occurrences, in  
66 that the knowledge happens and it compares it to the format of a spiral. They are them: socialization,  
67 in the situations in that the knowledge happened, in other words, of tacit for tacit. Regarding the  
68 externalização it is when the tacit knowledge is represented in explicit concepts. Already the  
69 combination is already related to the sum of new knowledge to the existent, explicit for explicit. In  
70 what the concerns Internalização, this represents the incorporation of the explicit knowledge to the  
71 tacit.

72 Inserted in that dynamics of the knowledge and, before the expectations that it is had regarding  
73 the quality education, the dimensions under the land of the school administration, will be able to,  
74 subsidized by the characteristics of the Administration of the Knowledge, to promote important  
75 contributions. The vision of Grotto (2001, p. 35) regarding the Administration of the Knowledge it is"  
76 [...] as the process of to promote and to administer the generation, the sharing, the use and the  
77 knowledge measurement, experiences and specializations in the organizations."According to  
78 Magalhães (2005, p. 87)," [...] the theory of the creation of organizational knowledge seats, therefore,  
79 in the relationship among the people the all of the levels. individual, group, organizational and  
80 inter-organizational."

81 In the field of the administration, Vieira, Almeida and Alonso (2003, p. 74) they reinforce that  
82 the school manager, drives their actions under the conception of the "co-responsibility, partnership,  
83 cooperation, interaction, solution of problems in common, dialogue, approach of all the interested  
84 parties." Santanta et al (2012) they get the attention for the changes of the society and the demands of  
85 the school administration in that the" [...] education administration should take into account: the  
86 challenges that are put to the education demanding constant revisions in the formulation of the  
87 education objectives and the changes in the society. (Santana et al. 2012, p. 63)

88 In this constructive element, the sharing and the distribution of the knowledge they request  
89 trust, so that she can disseminate innovative and creative ideas. That happens in the transition of the  
90 individual's knowledge for the group or for the organization. The way as the goals of the healthy  
91 knowledge" [...] formulated determines the ways for the which can be appraised" (Probst et al., 2002,  
92 p. 36). Like this, it can understand each other that the establishment of the goals is directly related to  
93 the evaluation of the knowledge.

94 According to Gupta and McDaniel (2002), the people possess opposed mental models, starting  
95 from which all of the information will be appraised, interpreted and they become different  
96 knowledge. Already Davenport and Pruzak (2003, p. 6) they describe knowledge as" [...] a flowing

97 mixture of condensed experience, values, information contextual and experienced insight, which  
98 provides a structure for the evaluation and incorporation of new experiences and information.

99 The individuals that compose an organization, when motivated and capable they adopt it new  
100 models as to you structure, processes and managerial systems, with easiness will understand and  
101 they will make use of the tools made available by the Administration of the Knowledge. Understood  
102 by Terra (2005) as" [...] tool that administers the intellectual capital. Or better, she does with that the  
103 employees improve his/her development in the work, and consequently the satisfaction and the  
104 competitiveness.

105 Constituted by practices that use the knowledge in the processes and in the improvement of the  
106 organizations, the practice of the Administration of the Knowledge implicates in the understanding  
107 that the people are not mere processors of information, but creators of the knowledge (Magalhães  
108 2005). In that sense Nonaka and Takeuchi (1997) they detach that the Administration of the  
109 Knowledge is composed of actions that consist, in a systematic way, to produce, to deposit, to  
110 transmit and to apply the knowledge so that the practices and you know them individual and buses  
111 are associated.

112 Before the exposed it is that, in this work it is had as central objective, to identify which is the  
113 level of implantation of practices of administration of the knowledge returned to the structuring of  
114 the organizational processes, used by the manager of the public school can favor the quality  
115 education. The investigated universe counted on the participation of hundred and eleven managers  
116 of the schools of basic education that compose the public net of teaching in a city of the northwest  
117 area of Paraná, South of Brazil.

118 The adopted methodology was the one of exploratory research, of qualitative and quantitative  
119 approach. The method of the qualitative research takes into account the meaning that the subject  
120 attributes to the practice being, therefore, that that builds and it participates in the history  
121 (Alves-Mazzotti, Gewandsznajder 2004).

122 The results of the quantitative research, they can be presented falling back upon the  
123 mathematical language to describe the causes and results of the research. The quantitative research  
124 is centered in the objectivity and" [...] it considers that the reality can only be understood with base in  
125 the analysis of rude data, collected with the aid of standardized instruments and neutral" (Fonseca,  
126 2002, p. 20).

127 Regarding the procedure, for collection of the data, it was used of a questionnaire of practices of  
128 Administration of the Knowledge with twenty-seven subjects. That instrument, is the same, adopted  
129 by the Institute of Economical Research Applied (IPEA) already appraised and used thoroughly by  
130 Batista (2006); (2012), Batista et al. (2005), Batista et al. (2007) and Batista et al. (2014).

131 The questionnaire had been applied during the accomplishment of an encounter of continuous  
132 formation for school managers promoted by the Program of Excellency in the Basic (PEEB)  
133 Education on October 09 of 2017. PEEB is a program of institutional extension of the Center of  
134 Higher education of Maringá (UNICESUMAR), recorded in the section of research of the institution  
135 since 2013 under the number 084896. The has as focus, to investigate which are the impacts in the  
136 school acting and in the quality of the education considering the aspects: school administration, with  
137 the teacher, family, organized civil society and the student of the basic education of the municipal  
138 public net.

139 They participate now of PEEB, through agreement term signed among UNICESUMAR, the  
140 mayor of the city and the secretary of Education thirty three cities of the northwest area of South  
141 Paraná of Brazil.

142 In the moment of the formalization of the agreement, also authorization is granted for collection  
143 of data and accomplishment of researches in the school spaces of the municipal net of that city and  
144 both parts are guided and explained regarding the need of the ethics and secrecy regarding the data  
145 and generated information.

146 For that research, it was just limited to a city due to opportunity of the school managers' total  
147 concentration in the same space besides treating of the city with larger number of schools, in other  
148 words, hundred and eleven. Before to start the activity of answering to the questionnaires, it was

149 presented to the participants information on the purpose as well as the warranty that the same ones  
150 would not be identified or their associated names the some given. Tends the permission and, accept  
151 of all in participating, the questionnaire was answered at the end of the formation encounter and  
152 give directly the present team of researchers in the place.

153 In spite of the questionnaire to contain twenty-seven subjects, the was devoted to explore at this  
154 time, only those that are framed as belonging practices the category organizational processes as:  
155 Benchmarking; Better practical; Organizational Intelligence; Mapping of the knowledge;  
156 Administration for competence; Bank of organizational competence; Bank of individual  
157 competences; Administration of the intellectual capital. Batista (2006); (2012).

158 The knowledge today is a factor of extreme importance for the organizations, because it is built  
159 in the relationship among individuals, it is dependent of their capacities and it serves as a source of  
160 advantage, competitive and maintainable, being capable to provide the differential necessary where  
161 they act or in that they intend to reach.

162 In that context, it is tends as front, to reach the objective proposed in that work, it is believed  
163 that the implantation of practices of administration of the knowledge returned to the managerial  
164 processes, even if used of intuitive way and unsystematic for the school managers, they can yes, to  
165 indicate the roads and experiences for better use of the intellectual capital that composes the  
166 professionals' of the schools team under his/her management.

167 The school administration involves the field of the collective and conscious participation in the  
168 decisions taken so that these are to orientate, to drift and to execute the actions in all of the  
169 dimensions of the school organization. To play that part, it demands a new profile, whose great  
170 challenge for the school manager is it of offering a quality education, without leaving aside the other  
171 segments of the school, as the pedagogic, the financier, the administrative, the legal, besides  
172 establishing a good relationship with the community (Freitas et al. 2002).

173 The education manager's performance, even little time behind, was related just the vision or  
174 competence. However, his/her work cannot only be seen as the one of a professional exclusively  
175 concerned with bureaucratic demands. Taking as base that nails the Federal Constitution of 1988,  
176 Freitas (2000) it detaches the need to adopt an administration pattern where the participation of  
177 those involved is collective in way to guarantee the quality of the education.

178 For Gonçalves and Sposito (2002), the school administration has as purpose to organize the  
179 internal and external demands of the school promoting the development of the actions and attitudes  
180 implicated in the practical action and, above all in the sphere of the work. The school administration  
181 executes bill with the processes of the different dimensions that are under his/her mark of actions  
182 and it cannot be limited to the director's illustration. She should be diluted and shared among all the  
183 ones that do part of the professionals' of the organization team. Libâneo (2013) it complements that  
184 the understanding of what comes to be school administration is going besides having a professional  
185 that drives the organization in the way that better it suits him. The school administration or to be  
186 manager of a school organization demands change of paradigm of the centralized power and  
187 unilateral. The school administration involves the field of the collective and conscious participation  
188 in the decisions taken so that these are to orientate, to drift and to execute the actions in all of the  
189 dimensions of the school organization.

190 Luck et al (2000) they defend that the carried out administration in a competent and committed  
191 way with the interests of the school and of the community the has positive effect on the process teach  
192 learning. The format of management of the school is that unchains the learning process and it  
193 delineates the actions and methodologies for everything to happen in an effective way and with  
194 quality. To play that part, there is demand of a new manager profile that" [...] they demonstrate merit  
195 and proven competence, be lead, develop lead participatory and democratic in the atmosphere,  
196 besides if they feel safe enough for us to live together with other leaders. Freitas et al. (2002, p. 42).

197 The great challenge for the school manager is it of offering a quality education, without leaving  
198 aside the other segments of the school, as the pedagogic, the financier, the administrative, the legal,  
199 besides establishing a good relationship with the community.

200 In the school organizational context it is fundamental that the manager knows the totality of the  
 201 dimensions that composes it and a big one allied in that task it is the Administration of the  
 202 Knowledge that comes if highlighting in the school organizations, so much public as toilets, in the  
 203 configuration of strategic resource for the administration. The ruled education system in the  
 204 Administration of the Knowledge has as prerogative to stimulate the competences that involved  
 205 offer them and, later, the competences that each person possesses individually (Emydio and, Rocha  
 206 2012).

207 In spite of the organizations they begin to stimulate the knowledge, to acquire it a lot of times is  
 208 a long and confused process. The forms of using it are multiple and unexpected because, the  
 209 individual should produce form knowledge facilitates the cooperation in his/her daily activity.

210 The organizations look for to use the Administration of knowledge for if they transform in  
 211 spaces that stimulate the learning and the creation and sharing of the knowledge, especially in the  
 212 deprived sphere, in that there is the constant challenge of generating new services and products,  
 213 moved by the competitiveness of the market. In spite of the practices of Administration of the  
 214 Knowledge they be used commonly in the business and industrial area, those resources can also be  
 215 addressed for the school middle, since maintained the due proportions of performance and  
 216 respected the legislations that govern the school institution.

217 The practices of Administration of the Knowledge, they were divided by Batista (2006); (2012),  
 218 in three categories. They are them: Administration of human resources: the has as objective, to aid  
 219 the manager in the construction of a qualified team and that it contributes in a natural way to the  
 220 organizational learning, facilitating the transfer, spread and sharing of the knowledge and of the  
 221 information. In the practice format, it is had the following examples: Forums / list of discussions;  
 222 Corporate education; Narrative; Mentoring; Coaching; Corporate university; Practical community.

223 The category structuring of organizational processes is a practice with the purpose of  
 224 facilitating the generation, organizational retention and spread of the organizational  
 225 knowledge. Benchmarking; Better practical; Organizational intelligence; Mapping of the knowledge;  
 226 Administration for competence; Bank of organizational competence; Bank of individual  
 227 competences; Administration of the intellectual capital is some of the existent examples.

228 The technological base and functional to give support to the administration of the  
 229 organizational knowledge, including the automation of the administration of the information, of the  
 230 applications and of the tools of Technology of the Information for the capture, diffusion and  
 231 cooperation. The Portals / intranets / extranets; System of Workflow; Administration of  
 232 contents; Electronic administration of documents; Data warehouse; Decision Support Systems;  
 233 Balanced Scorecard; Data Mining; Customer Relationship Management; key performance  
 234 indicators; Enterprise Resource Planning illustrate a group and possibilities.

235 Detaching the relevance of the use of practices and tools of the Administration of the  
 236 Knowledge in the structuring and transport of the managerial processes in a school organization and  
 237 defending that to them they are already part of the daily, through the Picture 1 it is possible to  
 238 observe the relationship of applicable practices in the development of the demands of the school  
 239 context and which would be their users.

240 **Picture 1** Practices of the Administration of the Knowledge related to managerial processes used in the context

Practices	School context	Users
Benchmarking	Institutional evaluations, Plannings and Council of Class.	Teachers coordinators, technician-administrative employees and direction.
Best practices	Change of experiences, pedagogic Meetings.	Teachers, coordinators, technician-administrative employees and direction.
Mapping knowledge	Rising or registration of all of the processes, existent services in the school context.	Director and administrative team.
Bank of individual	Pedagogic meetings, Planning.	Teachers, pedagogic coordinators and



competences		technician-administrative employees.
Intelligence organizational	Parent Meetings, School Board, Student Group.	Families, student teachers, technical-administrative staff and director.
Memory organizational	Lectures and courses, change of experiences, Pedagogic Week.	Teachers, pedagogic coordinators and Direction.
Administration of the capital intellectual	Council of Class, pedagogic meetings, Plannings.	Teachers, coordinators, employees technician - administrative and direction.
Administration for competences	Training courses and of formation	Teachers, coordinators, technician-administrative employees and direction.

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Source: Elaborated by the authors (2018)

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In the school, there are several instances that the practices and tools if and, they can be form empowered to benefit the school manager's acting. To recognize and to appropriate in the advantages that the Administration of the Knowledge offers for construction and sharing of the knowledge abbreviates roads, they minimize efforts, it avoids the rework and it strengthens the team. In that harmonious atmosphere of change, motivated by the cooperation of all involved them and in that case they stand out the professionals of the school, the quality education is closer of being cultivated.

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## 2. Results

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To answer the questionnaire, the school managers had as option a scale of organized Likert in a group of four alternatives where a (1) he/she refers to few isolated initiatives inside of the organization"; two (2) "some departments use the practice"; three (3) "many departments use the practice"; four (4) "thoroughly disseminated in the organization."

When analyzing the subjects it was obtained the relative frequency in the format of percentile for each one of the answers. The relative percentage of the alternatives of each subject was transformed on average meditated. When compiling the data and the distribution of the frequency of the answers was observed another variable, the one of those that didn't answer (n/r) that was also considered in the interpretation and classification of the results that can be observed through the Table 1.

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**Table 1.** Frequency distribution in percentile of the scale of Likert for the implementation of the relative practices to the structuring of organizational processes in the school

Practices	Implantation apprenticeship				
	1	2	3	4	n/r
Benchmarking	4,9	15,9	17,1	59,8	2,4
Best practices	12,2	18,3	32,9	35,4	1,2
Mapping of the knowledge	26,8	22	22	26,8	2,4
Bank of individual competences	40,2	23,2	13,4	18,3	4,9
Organizational intelligence	22	19,5	30,5	25,6	2,4
Bank of organizational competences	17,1	22	29,3	29,3	2,4
Administration of the intellectual capital	12,2	24,4	13,4	41,5	8,5
Administration for competences	23,2	23,2	29,3	22	2,4
Averages	19,8	19,3	23,4	32,3	3,3

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Source: Data of the Research (2018).

263 When analyzing in a more detailed way their frequency it was possible to identify the level of  
 264 implementation of those practices. In Table 3, the scale of analysis of the results of the level of  
 265 implantation of the practices that subsidize the structuring of organizational processes it can be  
 266 observed. She presents the effective level of implantation of those practices of Administration of the  
 267 Knowledge.

268 **Table 3.** Scale of analysis of the results of the level of implantation of the practices of structuring of  
 269 organizational processes.

Effective level of implementation of the practices of Knowledge Management	Results obtained
Low level	In between 0% a 39%
Middle level	In between 40% a 60%
High level	In between de 60%

270 Source: Prepared by the authors (2018).

271 As the parameters adopted for the research, it was obtained that, on average, 23,4% of the  
 272 managers considered that the practices of knowledge administration related to the structuring of  
 273 organizational resources are implanted already and, 32,3% affirmed that, besides they be already  
 274 implanted, such practices present important results for the organization. In other words, on average,  
 275 55,7% of the managers consider that those practices are already part of the daily.

276 Of those practices, Benchmarking with 59,8% was the practice that configured as medium  
 277 level. Presenting the largest result regarding the implantation in the schools. Identified as present in  
 278 the institutional evaluations, plannings and class pieces of advice. The practice of Bank of individual  
 279 competences with 18,3% was the one that presented smaller implementation level in the schools,  
 280 consisting of pedagogic meetings and pedagogic week. Mapping of the knowledge, expert as rising  
 281 or registration of all the information of the school, including the processes, services and the  
 282 relationship among them, it acted 26.8% what is considered of low level.

283 The organizational Intelligence that it is represented by the faculty and discente, pedagogic  
 284 team, director, administrative team and of support it was positioned with 25,6% what means of level  
 285 baixo%. Already the Banks of organizational competences that are the training courses and of  
 286 formation frequented by all the professionals of the school, it appears for 29,3% or be of low  
 287 level. On the Administration for competences, training courses and of formation that is also a  
 288 practice that involves every team, display as result 22%, also in low level. As the Best practices than  
 289 they are the changes of experiences could happen during the pedagogic meetings involving all the  
 290 professionals of the school presents 35,4% o that it results in low level of implantation Already the  
 291 Administration of the intellectual capital appears with 41.5%. present in the class pieces of advice,  
 292 pedagogic meetings, plannings have medium level.

#### 293 4. Materials and Methods

294 The adopted methodology, as for the nature it was the exploratory. Regarding the approach  
 295 type, it is configured as qualitative and quantitative, with the participation of hundred and eleven  
 296 managers of schools of basic education. These schools belong the public net of teaching of a city of  
 297 the northwest area of Paraná, south of Brazil. Those managers are all educators, whose experience in  
 298 the teaching is of at least two years and at the most eighteen.

299 In the moment of the application of the questionnaire, the hundred and eleven managers  
 300 receive explanation on the objective of the application of the instrument and as the data would be  
 301 treated. The secrecy of all was guaranteed and any information that could identify them. After all  
 302 those explanations and emphasizing that the schools that they administer are part of the group of the  
 303 thirty three cities agreements with PEEB and that, the formalization documents are signed and  
 304 recognized as authorization for collection of data. In the moment of the application, the supporting  
 305 documents were available for those that had interest in checking. Of the managers' part that

306 you/they answered the questionnaires there was the consent and like this she proceeded her with the  
307 application.

308 Regarding the questionnaire, it is treated of an instrument validated already by Batista (2006);  
309 (2012), composed by twenty-seven subjects on practices of Administration of the Knowledge. The  
310 questionnaire presents a list of practices of Administration of the Knowledge that they are classified  
311 as: administration of human resources; structuring of organizational processes, technological and  
312 functional base. Beside each practice there was the description about the application with the  
313 purpose of explaining to the manager before him indicates the alternative for answers. The answers  
314 could be thrown in the column "A" or "B" where the option represented "A" implantation  
315 Apprenticeship and the option "B" Reaches inside of the organization. Before choosing for the  
316 alternative, it was necessary goes through it a menu of willing orientation in the header of the  
317 questionnaire. That menu listed a zero scale (0) to four (4) for implantation Apprenticeship and of a  
318 (1) to four (4) for Reach inside of the organization.

319 After the tabulation and interpretation of the data, she opted to analyze at this time, only the  
320 practices that were related the structuring of organizational processes once great incidence of "low  
321 level" was observed as for the reach in this category that support can be considered for it manages it  
322 of the school.

## 323 5. Conclusions

324 The results of the work indicate a medium level of implantation of the relative practices to the  
325 structuring of the organizational processes, although some are already applied for the managers and  
326 they present important results for the organization. It is ended that the implantation of practices of  
327 administration of the knowledge, even if used of intuitive way and unsystematic for the managers of  
328 the investigated schools, they can address or to present experiences for better use of the involved  
329 intellectual capital.

330 Under that focus and in service to the objective initially proposed, of identifying the level of  
331 implantation of the practices of administration of the knowledge returned to the structuring of the  
332 organizational processes used by the manager of the public school stands out that they favor the  
333 people's integration inside and out of the school. They provide changes of experiences, dialogues,  
334 reflections and the involvement of all with the school subjects. The involved practices,  
335 Benchmarking; Better practical; organizational Intelligence; Mapping of the knowledge;  
336 Administration for competence; Bank of organizational competence; Bank of individual  
337 competences; Administration of the intellectual capital, be for yours purpose or through involved  
338 them, in some way, they link and in the construction and sharing of the knowledge.

339 That whole volume of actions under the optics of the Administration of the Knowledge can  
340 offer representative subsidies for the exercise of the school administration. It is concluded then that  
341 is valid to invest in the use of such practices and that same them being part of the day by day of the  
342 work in the school context, one cannot stop exploring them in a strategic way in favor of the people's  
343 harmony that composes the organization, for the improvement of the processes, identification of the  
344 gaps or fragilities that can be announced. Still defends the relevance in investing effort in the study,  
345 not just of the practices here listed, but also to the others that are configured with forts allied in  
346 offering support the school manager.

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