

DAYCARE MANAGEMENT: (RE) READINGS OF A CONTINUED TRAINING PROCESS

Abstract

This article aims to analyze the perceptions of nursery managers about the continuing education offered by the Santo André Department of Education, in order to identify elements that contribute to improve their role as "teacher trainers", around the following central question: What Characteristics are important for a child education manager to conduct well the formative process? As a methodology for data collection, we opted for an Operational Group based on Pichon-Rivière (1988, 1991), since it is based on the perspective of operating from the participants' ideas, showing contradictions and impasses. The study concludes that some managers did not recognize themselves as formators. It is inferred that this may occur in function of the sense constructed in the field of educational policies that it attributes to the term formation, a meaning that refers to the distance between government programs and the reality of educational networks, which often disregards the possibility Of reorganization of the planning of the actions from the demands and problems that emerge in the day-care center.

Keywords: *Municipal education management. Continuing training of managers and teachers. Child education.*