SCHOOL MEDIATION AND ORGANIZATIONAL CLIMATE

MEDIAÇÃO ESCOLAR E CLIMA ORGANIZACIONAL

MEDIACIÓN ESCOLAR Y CLIMA ORGANIZATIVO

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ABSTRACT: Education as an organized, systematic and intentional process requires a complex dynamic involving students, teachers, principals, coordinators, educational advisors. employees, parents and the local community. An enabling environment favors teaching and learning, encourages engagement and strengthens the ties of belonging to the school community. The study aims to identify whether school mediation used as a tool for democratic management can contribute to improving the organizational climate of the school institution. As a research strategy, the case study was chosen and ETECs were the object of study. 05 Directors and 05 Educational Advisors were interviewed. The research found that the principles of democratic management are present and aligned with those proposed by Libâneo (2018). The study demonstrated that the presence of the Educational Advisor as a Mediator contributes to the quality of education and improves the organizational climate of the institution.

KEYWORDS: Organizational climate. Education. Mediation. Educational advisor.

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RESUMO: *A educação como um processo, organizado, sistemático e intencional exige uma dinâmica complexa que envolva os alunos, os professores, os diretores, os coordenadores, os orientadores educacionais. os funcionários, os pais e a comunidade local. Um ambiente propício favorece o ensino aprendizagem, estimula o engajamento e fortalece os laços de pertencimento da comunidade escolar. O estudo tem o objetivo de identificar se a mediação escolar utilizada como ferramenta da gestão democrática pode colaborar para a melhora do clima organizacional da instituição escolar. Como estratégia de pesquisa, optou-se pelo Estudo de Caso e como objeto de estudo as ETECs. Foram entrevistados 05 Diretores e 05 Orientadores Educacionais. A pesquisa constatou que os princípios de gestão democrática estão presentes e alinhados com os propostos por Libâneo (2018). O estudo demonstrou que a presença do Orientador Educacional como Mediador contribui para a qualidade da educação e melhora o clima organizacional da instituição.*

PALAVRAS-CHAVE: *Clima organizacional. Educação. Mediação. Orientador educacional.*

RESUMEN: *La educación como proceso organizado, sistemático e intencional requiere una dinámica compleja que involucra a estudiantes, docentes, directores, coordinadores, asesores educativos. empleados, padres y la comunidad local. Un entorno propicio favorece la enseñanza y el aprendizaje, fomenta el compromiso y fortalece los lazos de pertenencia a la comunidad escolar. El estudio tiene como objetivo identificar si la mediación escolar utilizada como herramienta de gestión democrática puede contribuir a mejorar el clima organizacional de la institución escolar. Como estrategia de investigación se eligió el estudio de caso y las ETEC fueron objeto de estudio. Se entrevistaron 05 Directores y 05 Asesores Educativos. La investigación encontró que los principios de la gestión democrática están presentes y alineados con los propuestos por Libâneo (2018). El estudio demostró que la presencia del Asesor Educativo como Mediador contribuye a la calidad de la educación y mejora el clima organizacional de la institución.*

PALABRAS CLAVE: *Clima organizacional. Educación. Mediación. Asesor educativo.*

Introduction

Education as a process, organized, systematic, and intentional, requires a complex dynamic that involves students, teachers, principals, coordinators, counselors, employees, parents, and the local community.

Dealing with this complex dynamic requires that all social actors involved are committed so that education effectively reaches its goal of human, autonomous, and citizen formation of its students. For this, it is essential to have a favorable environment that promotes teaching and learning, stimulates engagement, and strengthens the school community's bonds of belonging.

The Democratic and Participative Management foreseen in the Law of Directives and Bases for National Education (LDB 9.394/96) guides the schools to adopt participative actions

in their decision-making processes, in such a way that everyone can manifest themselves regarding the issues related to school daily life.

To ensure the effectiveness of Democratic Management, the school has tools at its disposal, among them School Mediation to reorient interpersonal relationships, stimulate engagement, and transform conflict into learning moments.

In proposing the study on School Mediation as a tool for democratic management to improve the process and the school climate, we intend to answer the question: "Is School Mediation as a tool for democratic management in schools effective in improving school processes?". In this way, it contributes to deepening the theme, highlighting the role of the Guidance Counselor as a mediator to develop and consider solutions and alternatives, and encouraging the socioemotional development of the school community.

In this context, we seek to demonstrate the objectives, which are: Identify if the school mediation used as a tool of democratic management in the face of the various processes that include the students can collaborate to the improvement of the organizational climate of the school institution. And as specific objectives we have chosen: i) to verify how the Educational Counselor in ETECs is a School Mediation agent; ii) to analyze the role of the Educational Counselor in the educational community; and iii) to evaluate how School Mediation can influence in the human and citizen formation of students and in the organizational climate of the school.

Literature review

School Management

Starting from the assumption that education is an organized, systematic, and intentional process, at the same time that it is complex, dynamic, and evolving (LÜCK, 2009) it is important to point out that its achievement involves the students, the employees, the local community, and society as a whole and its demands.

Education as a process of human formation is based on principles and guidelines that guide the educational actions of schools focused on the learning of children, young people, and adults, which is the reason for the existence of legislations that aim to ensure the quality of education offered by the various public and private institutions in Brazil.

The Law of Directives and Bases for National Education (LDB 9.394/96) establishes in its text the rules and attributions of the governmental spheres related to Brazilian education and considers that "education comprises the formative processes that take place in family life,

human coexistence, work, teaching and research institutions, social movements and society organizations, and cultural manifestations" (BRASIL, 1996, our translation).

To achieve the expected results, besides the physical infrastructure, it is necessary to have a political, social, and pedagogical project that involves all the players in the educational process, which should be articulated by the School Management.

In order to deal with the complexity and dimension that involves the education process, the concept of School Management was adopted aiming to overcome the limiting focus on school administration (CAMPOS; SILVA, 2009).

Before the Law of Directives and Bases of National Education (LDB 9.394/96), the concept of School Administration was based on the Scientific Administration or on the Classical School, "guided by the principles of limited rationality; of linearity; of the influence established from outside to inside; of the mechanistic use of people and resources to accomplish organizational goals of limited meaning" (CAMPOS; SILVA, 2009, our translation).

It is not administration that has the function of giving social meaning to education through its sociopolitical function. It is not administration that has the function of building the totality of the educational project through its pedagogical function. It is the educational practice that totalizes itself and has social repercussions through its administrative dimension (WITTERMAN, 2004).

The concept of School Management is anchored in the mobilization of talents and efforts collectively organized, in the constructive joint action of the social actors involved, in the associated work, from the reciprocity that creates a "whole" guided by a collective will (LÜCK, 2005).

According to Campos and Silva (2009, p. 1863, our translation) "the school management model was centralized in the figure of the director, who acted as a guardian of the central bodies, being responsible for ensuring compliance with the rules, determinations and regulations issued by them".

In the perspective of School Management one of the basic attributions of the school principal, according to Lück (2009, p. 18, our translation), is "to promote in the school community the understanding of everyone's role in relation to education and the social function of the school, through the adoption of a common philosophy and clarity of an educational policy.

Under this new paradigm, the school manager "starts to act in a more dynamic way, committed with the destiny of the school institution, co-responsible for all the actors of the
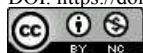
school institution and the school community in the pedagogical process" (CAMPOS; SILVA, 2009, our translation).

School Management Competencies

So that an emancipatory, universal, and quality educational practice requires an autonomous-citizen and democratically managed school, according to Lück (2009, p. 94). What presupposes the training and continuous qualification of managers, especially considering the new contexts and demands of the Brazilian society.

The recommendations proposed by Pazeto (2000, p. 167) regarding the qualification of managers are: a) Solid basic training in education, including the mastery of the sciences on which it is based. b) Scientific and technical qualification in institutional management. c) Continuing training, which associates knowledge and experience, and improves personal and institutional performance.

In public consultation, the document Matriz Nacional Comum de Competências do Diretor Escolar, presented by the National Council of Education (CNE), aims to "establish parameters and references for the policies that guide the work of this professional, considering everything from the processes of choosing principals to the monitoring of their routine, through initial and continuing education" (CNE, 2021, our translation).

Democratic and Participatory Management in the Educational Institution

Democratic Management as a principle in the Educational Institution is based on the Federal Constitution of 1988 (Art. 206, item VI), the National Education Plan - PNE (Law No. 13.005/2014) and the Law of Directives and Bases of National Education (Art. 3. Item VIII) and should consider the following aspects: i) approximation between school, parents, and community in the promotion of quality education; ii) establishment of open and participatory school environment, in which students can experience the principles of citizenship, following the example of adults (LÜCK, 2009, p. 70).

In other words, in the context of participatory management, "the school manager becomes a coadjuvant in the collective, building a shared action, participating, analyzing situations, deciding on their routing and acting together" (REALI; MEDEIROS, 2010, our translation).

It is important to note that Democratic and Participatory Management presupposes the division of power, with real possibilities and opportunities for the full exercise of citizen participation of all those involved in the educational process. For a Democratic and Participatory Management to effectively occur, Libâneo (2018, p. 118-122), proposes the following principles:

1) Autonomy of the schools and the educational community; 2) Organic relationship between the direction and the participation of the school team members; 3) Involvement of the community in the school process; 4) Task planning; 5) Continuous formation for the personal and professional development of the school community members; 6) Use of concrete information and analysis of each problem in its multiple aspects, with wide democratization of information; 7) Shared evaluation; 8) Productive and creative human relations based on the search for common objectives.

Collegiate instances: Participation and engagement

Collegiate bodies are representative entities of teachers, students, parents, employees, and the community in which the school is inserted. These instances strengthen the democratic and participatory process of the educational institution, contribute to ensure the quality of the educational action, to the well-being and mental health, and to the commitment and engagement of the social actors involved with the promotion of a citizen and innovative education.

The collegiate bodies, to fulfill their role of ensuring the quality of the educational process, have their functions defined by the MEC (BRASIL, 2004, p. 41): a) Deliberative; b) Consultative; c) Fiscal and d) Mobilizing. The collegiate instances are made up of the following representations: a) School Council; b) Class Council; c) Association of Parents, Teachers and Staff (APMF); d) Student Union.

The Role of the Guidance Counselor

The role of the Guidance Counselor starts from the 1920s, in France and in the USA, with the Career Guidance (SILVA, 2015). In Brazil the function was formalized with the Decree no. 17.698 of 1947, referring to the Technical and Industrial Schools (PASCOAL; HONORATO; ALBUQUERQUE, 2008, p. 102).

The Ministry of Education and Culture (MEC), in 1958, provisionally regulated the exercise of the function and the registration of the Educational Advisor, by Ordinance No. 105,

March 1958, which remained provisional until 1961, when LDB 4.024 regulated the training of the Educational Advisor (PASCOAL; HONORATO; ALBUQUERQUE, 2008, p. 103).

The role of the Guidance Counselor is broad and very important throughout the educational process, because it always seeks the integral formation of the student and works with the entire school community (BEGONE; DALABETHA; BAGNARA, 2012).

According to Bortoletto (2017, p. 82) the professional who works with Educational Guidance must be ethical, empathetic and can listen to the other. His way of acting must be based on the principles of equality, justice, tolerance, and equity to offer attention and guidance to everyone in the school community, regardless of social or economic status.

Given the problems that schools have been facing such as indiscipline, family conflicts, helping teachers to deal with students/families/learning difficulties, and helping to cope with the functions that the school has assumed nowadays (BEGONE; DALABETHA; BAGNARA, 2012), the Guidance Counselor has been requested more frequently in the school environment.


School Mediation

For Chrispino (2007, p. 15) conflict is every divergent opinion or different way of seeing or interpreting some event. "From this, all of us who live in society have the experience of conflict" (CHRISPINO, 2007, p. 15, our translation).

If living in society is to experience conflict, the same happens at school, where people, who make up the school community, may have different views or interpretations of the situation. Chrispino (2007, p. 15) clarifies that conflict can emerge from differences in interests, desires, or aspirations. This makes the process of school mediation fundamental for effective human and citizen formation.

Mediation can induce a reorientation of social relations, new forms of cooperation, trust, and solidarity; more mature, spontaneous and free ways to solve personal or group differences (CHRISPINO, 2007, p. 23).

School mediation is a procedure "in which participants, with the assistance of an impartial person - the mediator - pose the issues in dispute with the goal of developing options, considering alternatives, and reaching an agreement that is mutually acceptable" (CHRISPINO, 2007, p. 23, our translation).

For Mousinho *et al.* (2010, p. 94) the school mediator may have health or education background, whose role in the learning process is related to favoring the interpretation of the environmental stimulus, assigning meaning to the information received, "enabling the same
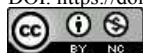
learning of rules and principles to be applied to new learning, making the environmental stimulus relevant and significant, favoring development.

Culture and Organizational Climate at School

For Libâneo (2018, p. 92, our translation), the organizational culture of the school is "an inseparable element of the practices of organization and management, alongside others, such as organizational structure, technology (resources and techniques), work relations, forms of participation". The organizational culture of the school can be understood as "a set of social, cultural, psychological factors that influence the way the organization acts as a whole and the behavior of people in particular" (LIBÂNEO, 2018).

Pazeto (2000, p. 165) states that the Organizational Culture must be sustained by converging values and purposes for the construction of the institutional project.

The organizational culture, according to Schein, (1995, p. 14-16 apud CEIA, 2000, p. 11) is structured on three levels: A) Artifacts: visible elements, such as buildings, physical space, spoken or written language, apparent behavior of the group members; B) Values and Beliefs, the values have a normative or moral function that guide the group in the process of dealing with situations, while the beliefs are internalized values, but not yet made unconscious; C) Basic conceptions or internalized beliefs, which come to be taken as natural and guide, unconsciously, the actions of individuals.

To identify or map the organizational climate, the Organizational Climate Surveys (OCP) can be systematically conducted, as Silva (2017, p. 25) highlights. The information gathered allows for the preparation of the school's strategic planning, promote changes, increase the level of satisfaction of those involved, strengthen the culture and engagement, improve interpersonal relationships, and reduce internal and external conflicts.

Methodology

The construction of scientific knowledge goes through research that seeks to answer crucial questions to understand certain social phenomena, particularly in Education.

According to Lakatos (2003, p. 162, our translation) "to delimit the research is to establish limits for the investigation", According to Lakatos (2003, p. 162, our translation), research can be limited in relation to the following aspects: the subject, the extent and various

factors, such as "human and economic means and short time limits, which may restrict its field of action".

To meet the purposes of the research were defined the target audience and the location: Directors and Educational Advisors of the ETECs of the Metropolitan Region of São Paulo - Northwest that covers 30 Etecs headquarters and 13 decentralized classes, which are distributed in 12 municipalities: Barueri, Cajamar, Caieiras, Carapicuíba, Francisco Morato, Franco da Rocha, Itapevi, Jandira, Osasco, Santana de Parnaíba, São Paulo and Tatuí. The choice of ETECs took into account the following factors: The institution in its structure and function as an Educational Advisor, since 2015, and because part of the researchers work at the school.

As a research strategy, Case Study was chosen, because according to Yin (2014, p. 13, our translation) Case Study "is an empirical investigation that investigates a phenomenon in its natural environment, when the boundaries between the phenomenon and the context are not well defined [...] in which multiple sources of evidence are used".

Stake (2000 apud ALVES-MAZZETTO 2006, p. 642-643) explains that in the Case Study the researchers must show the peculiarity of the case, from the following aspects: a) the nature of the case; b) the history of the case; c) the context (physical, economic, political, legal, aesthetic, etc.); d) other cases by which it is recognized; e) the informants by whom it can be known.

Based on Lakatos (2003) the procedure for data collection was carried out through documentary collection, participant observation and semi-structured interviews. We invited 10 Directors and 10 Educational Advisors from among the 30 schools, of which 5 Directors and 5 Educational Advisors agreed to participate in the study. Due to the pandemic, the interviews with the Directors and Educational Advisors were online mediated by digital platforms for meetings. Participant observation was done by three members of the research team working in the focus institution of the research,

The thorough analysis of the data collected resulted in knowledge that can contribute to a better understanding of the subject studied.

Presentation and analysis of the results

This step will present and analyze the results of the research carried out in five ETECS of the Regional Administrative Center - Greater São Paulo Northwest with the purpose of listing the main contributions of the study.

Characterization of ETECs - State Technical Schools

The Centro Paula Souza (CPS), an autarky of the Government of the State of São Paulo, was created by Governor Roberto Costa de Abreu Sodré by the decree-law of October 6, 1969. Its purpose is the articulation, realization, and development of technological education, at the high school and college levels. The agency is linked to the Secretary of Economic Development and manages the 223 units of Technical Schools (ETECs) and the 73 Colleges of Technology (FATECs) in the state.

In 1988, the first technical schools created by Centro Paula Souza were created: the ETEC São Paulo, known as ETESP, and the ETEC of Taquaritinga. As of 1994, with the integration of 82 existing schools (another 12 schools were incorporated between 1981 and 82), the institution officially became responsible for state public technical education (CPS, 2019).

According to the Paula Souza Center (2021), the ETECS have more than 228,000 students enrolled in high school, technical high school, and technical education, including classroom, online, semi-attendance, Youth and Adult Education (EJA) and technical specialization. Together, the Technical Schools offer 212 courses, aimed at all public and private productive sectors.

The regionalization process of the administrative, financial, and pedagogical structure of the ETECs began in 2018 with the pilot project conducted by the Paula Souza Center. Starting in 2019, the implementation and management of 12 Regional Administration Centers began with the use of the physical spaces already used by the Regional Pedagogical Supervision of the Etecs, The region chosen for the study was the Metropolitan Region of São Paulo Northwest that includes 30 Etecs headquarters and 13 decentralized Classes, which are distributed in 12 municipalities: Barueri, Cajamar, Caieiras, Carapicuíba, Francisco Morato, Franco da Rocha, Itapevi, Jandira, Osasco, Santana de Parnaíba, São Paulo, and Tatuí.

Vision, Mission and Values of the ETECs

Mission: To promote public professional and technological education within excellence benchmarks, aiming at the technological, economic, and social development of the State of São Paulo.

Vision: To consolidate itself as a national reference in professional training and qualification, as well as in educational management, stimulating the productivity and competitiveness of São Paulo's economy.

Values: Valuing and human development; Ethical attitude and commitment; Respect for diversity and plurality; Commitment to democratic and transparent management; Cordiality in work relations; Responsibility and sustainability; Creativity and innovation.

Respondents profile

As previously mentioned, 05 principals and 05 educational advisors from the Regional Administration Center (NRA 5) - Greater São Paulo Northwest were interviewed, and their profiles will be presented below.

The principals

Of the 5 principals interviewed, 4 are female and 1 is male. Regarding age, 03 principals are between 40 and 49 years old; 01 is between 50 and 59 years old and 01 is over 60 years old. As for the highest educational level of the Directors, it was found that 04 with Lato-Sensu - Specialization 01 with Strictu-Sensu - Doctorate. Regarding the time in exercising the function of Principal; 01 with less than 01 year of experience; 01 between 04 and 08 years of experience; 02 between 09 and 12 years of experience and 01 with more than 13 years of experience. It is noted the predominance of women in the position of Director, all interviewees are postgraduates and most have between 09 to 12 years or more time of experience.

Educational Advisors

The five Educational Advisors interviewed are female. As to age, 03 were between 40 and 49 years old; 01 between 50 and 59 years old and 01 less than 40 years old. Regarding the highest educational level, we identified 03 with Lato-Sensu - Specialization and 02 with Strictu-Sensu - Master's degree. Regarding the time of experience in the position; 01 with less than 01
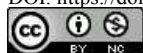
year of experience; 02 between 01 and 03 years of experience and 03 between 04 and 07 years of experience. All the Educational Advisors interviewed also act as teachers in their respective disciplines.

School Management

The ETECs form a network of professional education schools, public and free, with unity of principles and pedagogical and administrative procedures, whose organizational structure and the duties of all positions are defined by the CEETEPS Deliberative Council. Thus, in the ETECS, School Management comprises the Direction, Pedagogical Coordination, Educational Guidance, Administrative Services, Academic Services and Institutional Relations Services.

In the light of the concepts reviewed to support the research, it can be said that the organizational structure and the positions that make up the School Management of the ETECs and their respective attributions allow the teaching-learning process to be aligned with the principles of Democratic and Participatory Management and contribute to the effectiveness of the process of autonomous and citizen education of their students.

School Management Competencies

Luck (2009) and Pazeto (2000) emphasize the importance of training and permanent qualification of the School Manager and recommend that their competencies are aligned with the technical knowledge, the scientific knowledge, the experiences and skills related to personal development and management. The study identified in the Common Regiment the existence of 25 attributions of School Management in the ETECs, which can be correlated with the dimensions proposed by the National Education Council, as exemplified below:

Table 1 – Dimensions proposed by the National Education Council

DIMENSIONS PROPOSED BY THE CNE	ETECS' SCHOOL MANAGEMENT ATTRIBUTIONS.
I) Political-Institutional	To guarantee the conditions for the development of democratic educational management, as provided for in the legislation.
II) Pedagogical	Coordinate the elaboration of the school's political-pedagogical project.
III) Financial Administrative	Manage the physical, material, human and financial resources to meet the school's needs in the short, medium and long term; Promote the elaboration, follow-up, evaluation and control of the execution of the Multiyear Management Plan and the School Plan

	Coordinate the planning, execution, control, and evaluation of the school's activities.
IV) Personal and Relational Competencies	Create conditions and stimulate experiences for the improvement of the educational process.

Source: Prepared by the authors

Democratic and Participatory Management

The Federal Constitution of 1988 (Art. 206, item VI), the National Education Plan - PNE (Law No. 13.005/2014) and the Law of Directives and Bases of National Education (Art. 3, item VIII) are the basis for Democratic Management in Educational Institutions.

Luck (2009), Fank (2010), Bankersen and Stockmanns (2013) and Libâneo (2018) highlight Democratic Management in the school environment as essential as a fundamental principle to ensure a human and citizen formation of students.

When contrasting the actions to stimulate participation in everyday school life, proposed by Reali and Medeiros (2010) with the initiatives of the ETECs to boost the engagement of all actors in the school context, the research identified that the creation of the Participatory Management Commission (CGP) of the Paula Souza Center (CPS), created in 2016, plays a significant role in this process. The Commission is formed by directors, teachers and educational advisors of state Technical Schools (ETECS) and Colleges of Technology (FATECS); in addition to members of different departments of the institution.

With the study it was found that the ETECs adopt the Principles for Democratic and Participatory Management proposed by Libâneo (2018), among which stand out: **a)** Autonomy of schools and the educational community. **b)** Organic relationship between the direction and the participation of members of the school team; **c)** Continuing education for personal and professional development of the school community; **d)** Shared evaluation. **e)** Productive and creative human relations based on the search for common goals.

Collegiate Bodies

The collegiate bodies are participation spaces with specific purposes and statutes, always aligned with the Political Pedagogical Project and the School Rules, to deal with issues related to school management from the point of view of each represented segment, such as teachers, students, employees, parents, and the community.

The ETECs' deliberative body is the School Council, made up of representatives from the school and extra-school communities. Besides the School Council, the following collegiate

bodies are foreseen: a) Class Council; b) Parent, Teacher and Staff Association (APMF); c) Student Union; d) Cooperatives; e) Class Representation; f) Committees.

The Role of the Guidance Counselor

Several authors, including Pascoal, Honorato and Albuquerque (2008); Begone, Dalabetha and Bagnara (2012) and Silva and Goldemberg (2015) present a retrospective of the emergence of the role of the Guidance Counselor and emphasize its importance in the school environment. These authors point out that the role of the Guidance Counselor was shaped from the introduction of technical education in France and the USA in the 1920s.

The position of the Educational Advisor was established in the ETECs by CEETEPS Deliberation 18, of 07-16-2015 and the name of the position is Project Coordinating Teacher responsible for Educational Guidance and Support. The definition of the role and duties of the Educational Advisor is in the CEETEPS Deliberation that established the position. In the interviews with the Educational Advisors of the researched schools, it was possible to identify the vision of these professionals in relation to their role and from there correlate them with the institutional vision, as can be seen below:

Table 2 – Vision x Role

INSTITUTIONAL VIEW ON THE ROLE OF THE GUIDANCE COUNSELOR	SCHOOL COUNSELORS' VIEW OF THEIR PROFESSIONAL ROLE
I) To collaborate with the permanent formation of the student body, with respect to values and attitudes, promoting activities that lead the student to develop an understanding of the rights and duties of the human being, the citizen, the State, the family, and other groups that make up the community, through student participation in collegiate bodies.	Closeness with the student in a relationship of respect and exchange; Listen to the students; Articulate between the various educational professionals within the school, students, and guardians.
II) Mediate interpersonal relationships between students and the school	Dialog with the parties to resolve the conflict; Prevent or remedy the conflict; Talk to parents about the home environment and the interference with learning.
III) To assist students who present difficulties in adjusting to school, school performance problems and/or other school difficulties, especially in recovery and in cases of partial progression, by managing and coordinating the activities related to the teaching-learning process.	Guide the student to attend study groups; Facilitating learning relationships and student behavior
IV) Meet with parents and guardians	Talk to parents about the family environment and the interference with learning
V) To seek the students' cooperation, guiding them as to their choices, relationships with classmates and teachers, and family experiences	Listening to the students a lot
VI) Favor the articulation between the student's experience in his community and the topics discussed in the classroom, contextualizing learning	Articulate between the various educational professionals within the school, students, and guardians

| **VII)** To develop study and organization habits in the students, planning educational activities in an integrated manner, with the purpose of improving school performance | Guide the student to attend study groups Facilitate learning relationships and student behavior |

Source: Prepared by the authors

School Mediation under the perspective of the Educational Manager and Guidance Counselors at high schools

Considering that to live in society is to experience conflict (CHRISPINO, 2007, p. 15), this reality in the school space may contribute to the collective learning of human and citizen formation. For school mediation as a process has in the role of the mediator an impartial person to reorient social relations among those involved, contribute to the improvement of learning, seek solutions together with the educational community. Based on this assumption, it can be stated that the institution of the Educational Advisor position in the ETECs as a Project Coordinator Teacher responsible for Educational Guidance and Support to act as a mediator and promote actions that encourage healthy coexistence, strengthen bonds and direct efforts to achieve common goals. From the data collected by the research and considering that the Educational Advisor was instituted six years ago in the ETECs, it is noted perspectives from the point of view of the Manager and the Educational Advisor, as can be seen in the chart below:

Table 3 – School Mediation under the perspectives of the Educational Manager and Guidance Counselors at the ETECs

MANAGER	GUIDANCE COUNSELOR
01) Just listen to the student and refer to the Caps or Guide the responsible.	01) **I** listen to the students a lot; I often talk to the parents about the family environment that is hindering the student's learning; I advise the student to attend study groups
02) Some professionals in the area have passed through the school. Some had the profile of dialogue facilitator and conflict mediator, others had more bureaucratic characteristics. I believe that the first profile was more interesting for the unit.	**02)** The professional should be an articulator among the various education professionals inside the schools and the students and their guardians. There is a need for more knowledge and training, preparing these professionals even more.
03) The Guidance Counselor tries to help the student in issues related to learning in all senses, encouraging the process, identifying possible difficulties and seeking solutions.	**03)** There is the bureaucratic part that consumes a lot of time, and ends up hindering the main function, I would like to have more time to act in an integral manner in conflict prevention. Sometimes the orientation acts, for lack of time, only in medication and not in prevention. The conflicts happen for innumerable reasons, but to solve them there is a great difficulty, because dealing with different people, with different interests is not easy, so the best way was to talk separately with each part, and after getting the "hands" right I worked together with both parts involved: the conversation was collective. The presence of the coordination is very important, and complements the work.
04) The Guidance Counselor tries to help the student in issues related to learning in all senses,	**04)** My role has always been to facilitate the learning relations and behavior of the students within the school environment. My focus is to always be close, in a

encouraging the process, identifying possible difficulties and seeking solutions.	relationship of great respect and exchange with my students. Empathy in this work is always necessary in order to understand the feelings of others and act in a more effective way.
05) It is up to the guidance counselor to accompany students and guardians in the face of multiple issues of school development: conflicts, learning difficulties, study planning, pedagogical activities that subsidize the continuity of learning and attendance.	**05) I have** not yet had any practical experience where it was necessary for the EO to intervene to mediate conflicts, but on the other hand, I have sometimes seen students who were not active in their school life, and I tried to show them the importance of studying, how being in an Etec is already a victory. In short, I motivate the students to complete this phase of their lives.

Source: Prepared by the authors

Culture and Organizational Climate in Schools

Libâneo (2018) and Pazeto (2000) emphasized that organizational culture is inseparable from organizational and management practices; therefore, it must be supported by converging values and purposes for building the school's institutional project.

The research found that the ETECs, as a network of technical schools operating in the state of São Paulo, have autonomy in the management of its 223 units, which have their regional specificities, all supported by converging values and purposes, which can be seen in the single manifesto of vision, mission and values.

To evaluate and strengthen the organizational culture, through the Organizational Climate Surveys (OCP), as Silva (2017, p. 25) describes, the ETECs, since 1997, have adopted the Institutional Assessment System (SAI) with the purpose of stimulating and involving the school community in the process of evaluation of the organizational climate. As of 2010, the paper forms were replaced by an online platform, which ensures agility, transparency and greater participation of students, including graduates.

Final considerations

To verify if the School Mediation as a tool of democratic management in school is effective in improving school processes, the research was conducted with Directors and Educational Advisors of the ETECs of the Metropolitan Region of Greater São Paulo - Northwest, having as methodological strategy the Case Study. Due to the current social situation, arising from the COVID-19 pandemic and the imposed sanitary restrictions, the interviews were done online through digital platforms.

The 223 ETECs are linked to the Paula Souza Center, an autarchy of the São Paulo State Government, an agency linked to the Secretary of Economic Development. The administration

of each school unit is composed of the Director, Pedagogical Coordination, Guidance Counselor, Administrative Services, Academic Services, and Institutional Relations Services.

Regarding School Management, the study identified that the principles of democratic management are present in the ETECs and are aligned with the principles proposed by Libâneo (2018). The deliberative body of the ETECs is the School Council composed of representatives of the school community and the extra-school community.

The application of Democratic and Participative Management in the ETECs aims to value relationships based on dialogue and consensus, having participation, collective discussion, and autonomy as practices.

In the ETECs, the position of Educational Advisor was instituted in 2015, until then the Director had the attribution. In the study it was identified that the Directors still exercise this function. Regarding the role of the Educational Advisor, when correlating the institutional perspective, from the attributions contained in internal documents and the perspective of the professionals interviewed, it is observed the existence of a gap, which can be explained by the short time in the position.

The study showed that the presence of the Educational Counselor as a mediator favors the relationship among the school community, contributes to the educational process, and improves the organizational climate of the institution. A limiting aspect of the research is the fact that it only interviewed principals and guidance counselors.

To deepen and stimulate new studies on School Mediation and its impact on the organizational climate, it is suggested that surveys be conducted with the participation of students and the educational community.

Facing the new challenges of hybrid education, motivated by health restrictions, due to the pandemic of the new coronavirus, school mediation as a democratic and participatory management tool should move between face-to-face and virtual, which will certainly have an impact on the role of the Guidance Counselor and, consequently, on the organizational climate of schools.

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