HUMAN RESOURCE MANAGEMENT IN COVID-19 IN ELEMENTARY AND HIGH SCHOOL OF THE PUBLIC SECTOR

GESTÃO DE PESSOAS NA COVID-19 NO ENSINO FUNDAMENTAL E MÉDIO DO SETOR PÚBLICO

GESTIÓN DE PERSONAS NA COVID-19 EN LA EDUCACIÓN PRIMARIA Y SECUNDARIA DEL SECTOR PÚBLICO

Roseane Barcellos Marques[1]
Marinalva Santana Santos[2]

ABSTRACT

The main objective of this article is to briefly demonstrate the work of education professionals in a public school in Araraquara, in the interior of São Paulo, during the Covid pandemic. the realization of remote classes and the procedures related to the activities related to human resource management routine. The research took place in four phases: data collection; interviews carried out with education professionals; transcription and analysis of responses. The field research was carried out, for convenience, with education professionals from the Professora Léa de Freitas Monteiro State School, founded on June 13, 1988, whose objective is to make all students spend more time together. school, greater learning opportunities and, with-it, better-quality learning. The target audience is made up of elementary and high school students, pursuant to Law 9,394, of December 20, 1993. It is important to emphasize that the testimonies given in the interview represent the thinking of professionals in a freeway, with regard to the work carried out and its mutations in the period of the pandemic caused by SARS-CoV-2, responsible for causing the disease COVID-19. In this study, it was possible to identify how the pandemic affected the professional activities of education relating either before or during the return to face-to-face phase. Managers will reinforce the practice of dialogue, give conversations to re-approximate people and mitigate the effects of isolation/social distancing.

Keywords: Human resource management. Public policy. Covid-19. Education professionals.

RESUMO

O principal objetivo deste artigo é demonstrar de forma sucinta o trabalho dos profissionais da educação de uma escola pública de Araraquara, no interior de São Paulo, durante a pandemia de Covid- 19, como vem sendo o retorno presencial, os métodos adotados pelo governo para a realização das aulas remotas e os procedimentos a respeito das atividades no que se refere a rotina da gestão de pessoas. A pesquisa

[1] Pós-doutora em Turismo pela Escola de Comunicação e Artes da Universidade São Paulo, doutora em administração pública e governo pela Fundação Getúlio Vargas (FGV-SP). Professora na Fatec Registro. E-mail: roseanebmarques@yahoo.com.br. Lattes: http://lattes.cnpq.br/7646561918886612. OrcId: https://orcid.org/0009-0004-0980-9970.

[2] Formada em Gestão Comercial pela Fatec Araraquara. E-mail: marinalvasantana@hotmail.com. Lattes: https://lattes.cnpq.br/7457152027500742. OrcId: https://orcid.org/0009-0007-3467-6278.

se deu em quatro fases: levantamento dos dados; entrevistas realizadas com os profissionais da educação; transcrição e análise das respostas. A pesquisa de campo foi realizada, por conveniência, com profissionais da educação da Escola Estadual Professora Léa de Freitas Monteiro, fundada em 13/06/1988, cujo objetivo é assegurar a todos(as) os(as) alunos um tempo maior de convívio escolar, maiores oportunidades de aprender e, com isso, uma aprendizagem com mais qualidade. O público-alvo é formado por alunos(as) em idade escolar do ensino fundamental e médio, conforme o certame da Lei 9.394, de 20 de dezembro de 1993. É importante salientar que os depoimentos concedidos na entrevista representam o pensamento dos profissionais de forma livre, no que se refere ao ofício desempenhado e suas mutações no período da pandemia causado pelo SARS-CoV-2, responsável por causar a doença COVID-19. Neste estudo foi possível identificar como a pandemia afetou as atividades dos profissionais da educação relacionando o antes, o durante e na fase de retorno ao presencial. Os gestores reforçaram a prática do diálogo, da conversa para reaproximar as pessoas e mitigar os efeitos do isolamento/distanciamento social.

Palavras-chave: Gestão de Pessoas. Políticas públicas. Covid-19. Profissionais da educação.

RESUMEN

El objetivo principal de este artículo es demostrar brevemente el trabajo de los profesionales de la educación de una escuela pública de Araraquara, en el interior de São Paulo, durante la pandemia de Covid-19, como ha sido el regreso presencial, los métodos adoptados. por parte del gobierno a la realización de clases a distancia y los procedimientos relativos a las actividades en relación con la rutina de gestión de personas. La investigación se desarrolló en cuatro fases: recolección de datos; entrevistas realizadas a profesionales de la educación; transcripción y análisis de respuestas. La investigación de campo fue realizada, por conveniencia, con profesionales de la educación de la Escola Estadual Professora Léa de Freitas Monteiro, fundada el 13/06/1988, cuyo objetivo es garantizar que todos los alumnos tengan más tiempo juntos en la escuela, mayores oportunidades de aprender y , con eso, un aprendizaje de mayor calidad. El público objetivo está conformado por estudiantes en edad escolar primaria y secundaria, de acuerdo con la Ley 9.394, de 20 de diciembre de 1993. Es importante señalar que los testimonios dados en la entrevista representan el pensamiento de profesionales en forma libre, con en cuanto al trabajo realizado y sus mutaciones en el período de la pandemia provocada por el SARS-CoV-2, responsable de causar la enfermedad COVID-19. En este estudio fue posible identificar cómo la pandemia afectó las actividades profesionales de la educación relacionadas ya sea antes o durante el retorno a la fase presencial. Los directivos reforzarán la práctica del diálogo, darán conversaciones para reaproximar a las personas y mitigar los efectos del aislamiento/distanciamiento social.

Palabras clave: Gestión de Personas. Políticas públicas. COVID-19. Profesionales de la educación.

1 INTRODUCTION

At the end of 2019, according to the Ministry of Health (2020), a wave of pneumonia was identified in Wuhan, in the province of Hubei in China. It was a new strain (type) of coronavirus that had not been identified before in humans. In total, seven types of human coronaviruses (HCoVs) were identified: HCoV-229E, HCoV-OC43, HCoV-NL63, HCoV-HKU1, SARS-COV, which causes severe acute respiratory syndrome, MERS-COV (which caused East Respiratory Syndrome Medium) and SARS-CoV-2 (the new coronavirus). The SARS-CoV-2 virus is what causes the disease called COVID-19.

On March 11, 2020, the Director General of the World Health Organization (WHO), declared after an analysis of global events and the rapid proliferation of COVID-19 that "We

have therefore made the assessment that COVID-19 can be characterized as the pandemic." (WHO, 2021). Thus, on March 20, 2020, the Federal Senate approved Legislative Decree No. 6 which deals with the occurrence of a state of public calamity, due to emergency public health actions of international importance, related to the coronavirus (Covid-19), which put in place a series of preventive public health measures in addition to those established by the WHO.

Measures such as lockdown (in literal translation means completely blocking) and social distancing forced citizens and organizations into severe isolation with the closure of countless companies from various sectors and even educational institutions. The challenges facing Brazilian education, which were considerable, were intensified. Gonçalves et al. (2020, p. 66) state that "If previously visible enemies made school routine difficult, the invisible enemy, Sars-CoV-2, made any type of routine impossible."

The Covid-19 pandemic affected the entire population and meant that, in this global scenario, governments applied emergency measures to contain the spread of the disease and to solve the problems of education, which was suddenly interrupted, for a long period, with no prospects. return. The National Education Council (CNE), on April 28, 2020, put under discussion, according to the Ministry of Education (MEC), the guiding guidelines that guided the actions of basic education schools and higher education institutions, covering early childhood education to the higher level, during the period of the coronavirus pandemic. On June 8, 2020, OPINION CNE/CP No.: 9/2020 of the Ministry of Education/National Education Council was approved with the subject "Reexamination of Opinion CNE/CP No. 5/2020, which dealt with the reorganization of the School Calendar and the possibility of calculating non-face-to-face activities for the purpose of complying with the minimum annual workload, due to the COVID-19 Pandemic."

On March 18, 2020, in São Paulo, the State Education Council (CEE), through Deliberation CEE 177/2020, established "the rules regarding the reorganization of school calendars, due to the global outbreak of the Coronavirus, for the Education System Education in the State of São Paulo, among other measures". This act culminated in a change in the format of the activities of education professionals who worked in these teaching units. From that moment on, its activities would be modified to meet the demands of the deliberation and a new work routine was implemented. Which, consequently, to be accepted, implied changes in the routine of daily professional activities so that they could adapt to the reorganization of school calendars.

Given the difficulties faced by these students in adapting and carrying out remote classes proposed by the Department of Education (SEDUC), government officials used various measures and mechanisms to alleviate the losses caused by the current situation, that is, public policies, which are nothing more than the rights acquired by the population with the force of law and which must be enforced under penalty of punishment or sanctions. So, a public policy is something that was once a demand of the population, who organized it to reach their representatives in the Legislative Branch: senators, federal and state deputies and councilors, so that in this way students, teachers and employees could count on appropriate conditions to deal with such a situation (SOUZA, 2006). Before and after the author's content, Bresser-Pereira in 1996 highlighted this presence of the State when discussing the reform of the Brazilian State with a social-democratic proposal (BRESSER-PEREIRA, 1996) leading it towards developmentalism (BRESSER-PEREIRA, 2021) which, according to the author, increases the State's governance and allows it to acquire financial and administrative means for effective interventions when "[...] the market is not capable of adequately coordinating the economy." (BRESSER-PEREIRA, 1996, p.8).

Students, teachers and staff were provided with cell phone chips, with internet access, and partnerships with software and application companies for the development of remote classes, even if late, to try to alleviate the losses caused by the sudden closure of schools. Several programs were created, including home meals, lunch kits, people's education grants, among others. These measures were created to try to soften the impact of the pandemic on the lives of the school population, characterized by the government as low-income students in poverty. There was rapid training of professionals to adapt to the new model proposed for the situation at the time.

In view of the above, the research problem of this article is: How did the activities of education professionals behave: during the pandemic, in the transition phase from the "normal routine" to the routine in the most critical period of the pandemic and in the return to the "new normal " from the perspective of people management? This gave rise to the general objective of demonstrating how the work of education professionals at Escola Estadual Professora Léa de Freitas Monteiro, in Araraquara, in the State of São Paulo, was carried out during the pandemic, and what the in-person return has been like. That is, what the transition from "normal routine" to routine was like in the most critical period of the pandemic and how the return to the "new normal" is happening. The specific objectives are: to understand how the activities of education professionals behaved during the pandemic, to investigate educational activities in the transition phase from normal routine to routine during the pandemic and to analyze the challenges faced by professionals in returning to face-to-face activities. The field research to meet the proposed objective consisted of four phases: a) survey of documentary and bibliographic data; b) conducting interviews with education professionals; c) transcription of interviews and d) analysis of documentary, bibliographic and interview data.

2 THEORETICAL BACKGROUND

Law No. 9,394 of 1996, which consolidates the Laws of Guidelines and Bases (LDB) of National Education, defines education professionals who, supported by law, follow the instructions of the LDB and other instructions of public educational policies, especially in this study. , those related to the COVID-19 disease.

Public policies, conceptually under construction, received a commonly accepted contribution for their definition from Thomas Dye (1984) when he clarified that a public policy is "what the government chooses to do or not do". (Dye, 1984 apud Agum, Riscado, Menezes, 2015, p.15). It is a definition from the perspective of the State as a social actor that legitimizes, executes and directs resources to finance those actions that, once deliberated and approved, integrate the constitutive institutionality of the State. The COVID-19 disease not only proved to be relevant as a political problem, it also radicalized and imposed a reorganization in all institutional structures, including national education.

In the conceptual context, the political problem has its normal trajectory starting with demands from society. This demand originates from everyday situations that require adjustments or solutions. If it is considered by political agents, it will enter the political agenda as a problem to be solved, otherwise, it will wait for the next window of opportunity. These phases in the construction of public policies, from the public problem to the analysis of public policies, constitute the public policy cycle and, as a whole, coordinate life in society. With

regard to institutions and organizations, public policies influence social relations through rules and guidelines transformed into constitutive rights of the Consolidation of Labor Laws (CLT).

People management has the function of putting these guidelines into action and, at the same time, structuring the interaction of professionals guiding them towards the organization's strategic objectives. In the public sector, this is a challenge that in recent decades has sought answers to in existing tools in the private sector. The management reforms in public administration based on New Public Management (NPM) aimed to correct the distortions caused by the bureaucracy that fed public management and promote the adoption of market mechanisms in the public sector, aiming to build flexible and modern practices that culminate in better results. efficient, effective and effective public policies implemented. (BRESSER-PEREIRA, 1996; PACHECO, 2002; FONSECA, MENESES, SOUSA, HOLLANDA, 2019).
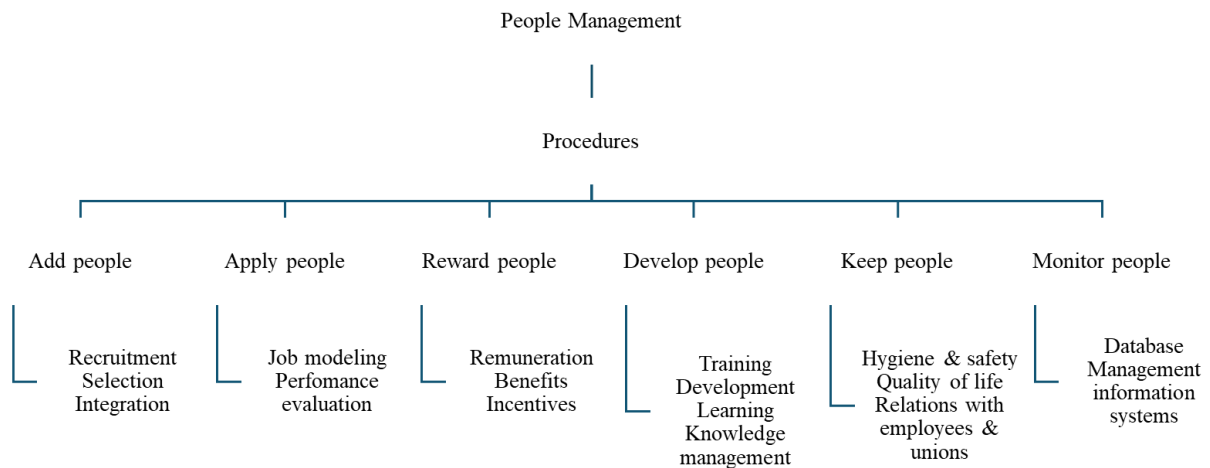
The New Public Governance (NPG) model, the newest public management model, intensified the degree of complexity in this issue by proposing public policy management involving a large number of social actors, in cooperative arrangements, building a model of networks (GOLDSMITH; EGGERS, 2006). It is in this new format that people management policies in the public sector are inserted and which made perfect sense in reorganizing the activities of education professionals during the pandemic period. A period that required managers and employees to come together, using technological equipment, amid social distancing. What seems contradictory, at first analysis, finds coherence and consistency in the performance of work and activities relevant to the educational routine.

The transition of specific topics from private administration to public administration required many studies to ensure that a technical body of professionals was qualified to integrate and adjust topics such as: competence, discretion, management development, customer service and performance in the routine of public management. (SECCHI, 2009). In this organizational model of the contemporary State, the public servant becomes, through training and qualification, "[...] a professional with skills to make decisions, work as a team, evolve in knowledge and technical and human capacity for work, imbued with in values related to the generation of social well-being" (RODRIGUES, BARRICHELLO, IRIGARAY, SOARES, MORIN, 2017, p. 1059-1060).

However, people management in the public sector, a functional area of public administration, is one of the dimensions for a public management policy, but in Brazil it still lacks a construction consistent with the need for a body of professionals who can deliver their activities, inherent to their work, assertively, prioritizing the values of citizenship. What reinforces Silva Júnior (1997), when reflecting on the organization of work in public schools, reinforces that to reopen its existence, educators need to practice "thinking and doing" in a collective, cumulative and interconnected way, and, to this end, it is The supervisor's contribution is necessary to solidify this collective practice. In this sense, Paula (2005), when investigating the two models of public administration, managerialism and social management, concluded that it "[...] has its own logic, requiring the development of appropriate management techniques, in addition to a specific training for public managers. (PAULA, 2005, P.47). The authors direct their contributions to the peculiar evidence of public administration and its functions, reinforcing its uniqueness and complexity.

Chiavenato (2014) analyzed the conceptual evolution from the Human Resources Area (ARH) to People Management (PM) and illustrated the integrated set of dynamic and interactive processes of the six basic people management processes, as shown in Figure 1.

Figure 1 - Basic people management processes

People Management

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Procedures

Add people	Apply people	Reward people	Develop people	Keep people	Monitor people
Recruitment Selection Integration	Job modeling Perfomance evaluation	Remuneration Benefits Incentives	Training Development Learning Knowledge management	Hygiene & safety Quality of life Relations with employees & unions	Database Management information systems

Source: Chiavenato (2014), p.30

The process of adding people, according to the author, consists of including new people in the company. The design of the activities that people will carry out in the company is limited to the process of applying people. In the process of rewarding people are activities to encourage and help people to satisfy their individual needs. Training and personal development integrates the activities of the processes of developing people. The process of maintaining people aims to create environmental and psychological conditions for activities and, finally, the process of monitoring people consists of monitoring and verifying results. Processes that are properly coordinated and oriented towards organizational strategy support the achievement of organizational goals and objectives.

Longo (2007), when attributing a systemic perspective to Human Resources Management (HRM) in the public sector, presents it as an integrated management system that unfolds into different components, which function as subsystems and appear connected and interrelated. It makes reference to strategy and places human resources strategy as a derivation or by-product of organizational strategy. The author designs the HRM composed of seven interconnected subsystems at three levels, they are: upper level, intermediate level and lower level.

At the top level is human resources planning, which constitutes the gateway to any integrated HRM system and makes it possible to anticipate the definition of coherent policies in the remaining subsystems, with all of which it is interconnected. At the intermediate level, there are five subsystems, organized horizontally into four blocks, according to a logical sequence: in the first, the organization of work, which prefigures and specifies the content of the tasks and the characteristics of the people called upon to perform them. ; in the second, work management, understanding the flows of movement, entry and exit of people; in the third, performance management, which plans, encourages and evaluates people's contributions; on the one hand, remuneration management, which rewards contributions, and, on the other, development management, which guarantees the individual and collective growth of people in the organization. Finally, at the lowest level is the management of human and social relations, which integrates the collective dimension. of HRM and, in turn, is related to all the subsystems mentioned. (LONGO, 2007, p. 115, free translation).

The processes of Chiavenato (2014) and the subsystems of Longo (2007) are conceptually similar in that they configure People Management in its transition from private

management (in Chiavenato, 2014) to public management (in Longo, 2007). In general, it is clear that the nomenclatures, even with small differences, essentially bring together similar activities and are aligned with the organizational strategy.

Coelho and Menon (2018), when discussing human resources management in the public sector, analyzed 269 works presented in nine editions of the CONSAD Congress on Public Management (2008-2016) and when classifying them into Longo's Human Resources Management (HRM) subsystems (2007) observed that "[...] development management (promotions, qualifications and training and learning processes) and work organization (design of jobs and definition of occupational profiles) correspond to almost 60% of the articles/ reports of the event." (COELHO; MENON, 2018, p. 155). In this way, it is possible to point out that training is not only present in human resources activities as a properly structured process or subsystem, but also received many studies and contributions through research and dissemination of knowledge at CONSAD, a scientific event that covers the area of management public.

The COVID-19 pandemic challenged public servants to change their routines and modify their activities in the development of their work, their jobs, suddenly. A moment that highlighted the need for flexibility, resilience and adaptation of professionals, especially those in education who needed to coordinate technological knowledge and professional guidance with social, cultural and economic inequalities.

Research revealed that before the coronavirus pandemic, professionals expressed a certain degree of comfort in carrying out professional activities. This satisfaction and tranquility regarding the routine and compliance with LDB instructions were changed with the pandemic, since the use of technologies was a challenge for education professionals and students. At the current moment, with the return to face-to-face activities, it was possible to perceive, in the interviews, a certain relief in relation to the accumulation of tasks. In relation to students there is a concern with the gap in terms of the gap created in the teaching and learning process and in relation to professionals there is an observation regarding the evolution of conflicts in interpersonal relationships that indicate the loss of conviviality as a result of the social distancing. Finally, the challenge that was initially frightening in relation to technology was identified as overcome and the final comments indicated that the use of these tools in education was one of the positive legacies of the period.

3 METHOD

This article aims to offer an analytical path to the debate regarding the impacts of the coronavirus pandemic, highlighting the thinking of education professionals. It is a research with selection of participants for convenience because data collection took place at the Escola Estadual Professora Léa de Freitas Monteiro, in Araraquara, in the State of São Paulo.

3.1 Study area profile

The education professionals participating in the research carry out their professional activities at the School, which was founded on 06/13/1988. In the beginning, it was a school that served students from Elementary School II, High School and Youth and Adult Education, in the morning, afternoon and evening. Currently, it only serves Elementary School II and High

School students, full-time from 7:30 am to 4:30 pm. The institution's objective is to ensure that all students have more time at school, greater opportunities to learn and, therefore, higher quality learning. According to Law 9,394, of December 20, 1993, the target audience is students of primary and secondary school age.

Currently, according to field research, the school serves around 215 elementary school students, final years, 170 high school students, 4 (four) hearing impaired students and 18 intellectually disabled students. The school contains 13 regular classrooms and 2 (two) resource rooms, where students with disabilities are served, 1 (one) art room, 1 (one) event hall, 1 (one) Laboratory and 1 (one)) reading room. During the pandemic period, with the aim of facilitating classes in a hybrid format, cameras and televisions with internet access were installed in all classrooms and two rooms were set up with a total of 60 notebooks to assist in the teaching and learning process of students. .

The nineteen education professionals who participated in the research are part of the School's professional staff made up of: 24 Basic Education II Teachers; 3 Special education teachers; 7 School Organization Agents; 1 School Organization Manager; 1 Deputy – Director; 1 Director; 1 General Coordinator; 3 Area Coordinators (Languages and Codes, Natural Sciences and Mathematics and Human Sciences), totaling 41 professionals in which, except for science teachers, the others work in primary and secondary education as it is a full-time school. It is noteworthy that the thoughts declared by the interviewees do not represent the institutional conception, but, rather, a free form of expression on the subject.

3.2 Methodology

The research used a qualitative approach (Creswell, 2013), as the objective was to identify how the work of education professionals was carried out in the transition from "normal routine" to routine in the most critical period of the pandemic and how the return to "normal routine" is happening. new normal." It is an exploratory research, according to Gil (2002), as it seeks more information regarding the context of COVID-19, in particular, content in the area of elementary and secondary education. The field research was carried out using the data collection instrument called interview, to nineteen education professionals, including 13 Teachers (PRO), 3 School Organization Agents (AEO), the Director (DIR), the Deputy Director (VDI) and the School Organization Manager (GOE). Silva and Menezes (2005), define that the interview is the obtaining of information from an interviewee about a certain subject or problem, which allows us to know peculiar and specific information.

Data were obtained through structured interviews, containing open questions, all interviews were recorded and later transcribed. The interviewees were encouraged to present information regarding the following guiding questions: 1st. question: What were your activities like before the pandemic? 2nd. question: How did you carry out your activities during the pandemic? 3rd. question: How are your activities at this time of return? 4th. question: Would you like to add any information?

The interviewees, in general, presented examples of situations they experienced in the three periods relevant to the first three questions and, at the end, they complemented them with aspects of these experiences that they considered relevant. The interviews made it possible to document, through narrative, the data applicable to the analysis, in addition to the initial objective.

The analysis of each narrative allowed the researchers to identify the interviewee's routine in the practice of their professional activities (Polkinghorne, 1988). In the analytical

sequence, the narratives were compared and combined with the aim of revealing the context and actions of each person in the universe in which they practiced their activities. Finally, the data collected in the interviews were analyzed according to content analysis procedures, according to the concepts of Bardin (2002), with the reading and insertion of data into the NVivo software (2020 version) which allowed identifying the frequency of words cited by the interviewees. (the) interviewed in their narratives regarding the thematic questions of the interview guide.

The nineteen interviewed were 13 Teachers (PRO), 3 School Organization Agents (AOE), Director (DIR). Vice-Principal (VDI) and the School Organization Manager (GOE) had their identifications preserved (PRO1, PRO2, PRO3, PRO4, PRO5, PRO6, PRO7, PRO8, PRO9, PRO10, PRO11, PRO12, PRO13, AOE1, AOE2, AOE3, DIR, VDI and GOE), for reasons of confidentiality guaranteed in the Informed Consent Form (TCLE).

4 RESULTS AND DISCUSSION

The structured interview script contained four questions, the answers to which were analyzed comparatively and combined with those of all interviewees. Using the Nvivo software, version 2020, software for qualitative data analysis, it was possible to identify the five most frequent words in the interviews, which allowed the confirmation of the analytical categories, see Table 1.

Table 1 - Word frequency

Word	Length	Count	Weighted percentage (%)	Similar words
work	8	36	002	work, work, working, work, worked, worked, work
activities	10	34	002	Activity, actvities
students	6	32	002	Students
pandemic	8	29	002	Pandemic
return	7	20	001	we return, return, returned, return, return, return, returned, returned, returned

Source: Nvivo, version 2020

These words are present in the theoretical context regarding the topic, under development in this article, with regard to the activities of education professionals, during the coronavirus pandemic period. As well as, they are circumscribed in public educational policies, whether in the identification of the public problem for its formulation in the transition phase from in-person to remote, or in the moment of transition in the phase from remote to in-person,

or in the challenge of managing people in the public sector . However, the most frequent terms were characterized as analytical categories for the theme under analysis, but for this article the categories that will be analyzed are: activities and work, due to the expressiveness with which they appeared in the statements of the interviewees, maintaining a relationship with the essence of the question, namely: 1st. question activities ↔ in the pandemic; 2nd. question work ↔ developed; 3rd. question activities ↔ return; 4th. question additional information ↔ work.

The results will be presented in three parts: the first with the contextualization of people management activities informed by the School Organization Manager (GOE), the second part with the explanation of the Director (DIR) and the Deputy Director (VDI) regarding of activities and guidelines transmitted to other education professionals to carry out their work and the third part with the presentation of reports from Teachers (PRO) and School Organization Agents (AOE) regarding the performance of their work commitments with the students.

4.1 School Organization Manager (SOM)

SOM clarified that the guidelines that were given to professionals were those received from the General Human Resources Center of the Education Directorate, whose notification stated that as of 03/17/2020, employees and teachers who were over 60 years of age they would be placed on teleworking immediately, as soon as the message arrived, via email, at the school. Professionals with comorbidities needed to provide medical certificates to be included on the digital school secretariat platform. Afterwards, they began to carry out their activities from home.

Before the pandemic, pedagogical guidelines were given to teachers by the general coordinator, when it comes to the administrative part, SOM passed the guidelines. In general, the guidelines were to sign the time book daily, type notes on the SEDE platform, observe the 24-hour deadline for delivering medical certificates and other deadlines of the institution because they are short and rigid and could cause harm to the public servant. Additionally, he requested that they make, in advance, requests for five-year periods, premium leave, functional developments and, mainly, that they check payslips before the payment is credited to the bank account. In the case of remuneration, there is a deadline for making a payment correction form, which is until the third business day of each month. After this date, the treasury secretariat no longer receives the form and any adjustment will be included in the payroll in the following month.

During the pandemic period, SOM explained that the Teacher's attendance was initially controlled through reports sent weekly by email, then a folder was created on the OneDrive platform (digital cloud storage service from the company Microsoft), from school and started to be forwarded through OneDrive. "It was a very challenging period because sometimes they forgot, just like they forget to sign the time book, and when it was time to enter the payment I had to keep calling and sending messages to remind them to send the reports." (SOM1)

SOM reports showed that during the period of social distancing during the COVID-19 pandemic, teachers had to access the application created by the Government called Centro de Mídias SP, used for remote classes or teleclasses, training and various other activities. Additionally, they used the Google Meet application to hold meetings with the school management team. The return to face-to-face activities took place gradually, as not everyone was fully immunized with the second dose of the vaccine. The return took place gradually upon proof of two doses of the vaccine. As soon as they returned, they started signing the time book normally, while the others sent the report via Onedrive.

The most pronounced change, said SOM, was the use of the "São Paulo sem Papel" platform. This is because before the pandemic, several documents had to be delivered on physical paper to the Education Department and during the pandemic, as there was no in-person service, these documents started to be sent via the São Paulo sem Papel platform. Telephones were transformed into Whatsapp and class assignments that were in person were moved to an online format due to many professionals from the Education Department being part of the risk group. These changes made everyday life at school easier. The technology was also used to send histories and statements by email, during the pandemic, but upon returning to in-person, these documents returned to physical format with collection, in person, by signing the document collection book. With regard to the remuneration of employees, the activity was facilitated since working from home there was almost no record of absences.

4.2 Director (DIR) and Vice Director (VDI)

When asked about the first question (What were their activities like before the pandemic?), the directors who have the role of managing the school in all dimensions highlighted that before the routines were structured, pre-determined, calmer and that they have now become more complex.

The director emphasized negative aspects such as technological challenges, interpersonal relationships and pressure regarding deadlines and time to respond to situations and demands that began to be received through digital means. The deputy director emphasized the complexities of activities and the accumulation of work with short deadlines and a work format under pressure to meet deadlines "we live under the pressure of deadlines", in his words.

Regarding the second question in the interview guide (How did you carry out your activities during the pandemic?), the Director gave the following report: "And everyone had to adapt, including the school management. As the main manager, Director, we have to look at both pedagogical management, financial management, managing the school's finances together with collegiate bodies, and people management." (DIR)

This report reveals that the technological challenge affected everyone at the educational institution without distinction. Which seems strange in such a connected world, with people interacting in real time and acquiring increasingly complete and complex cell phones. In this sense, the Deputy Director's report seems to answer this question. "So I see that there were difficulties because the devices were not prepared for this purpose, but each one was adapted to this reality." (VDI)

Regarding the third question (How are your activities in this moment of return?), the Director reinforced that what has changed in this "new normal" is the restructuring, reorganization, reorientation of people and the team towards a new plan of action and planning the which were created with this moment in mind. He reinforced that motivation is the biggest management challenge. The Deputy Director, complementing the Director's words, clarified that this resumption was worked on throughout the year, therefore the transition was gradual and cautious, such as, for example, preparing the infrastructure to offer protection to students, purchasing equipment, purchasing protective materials to adapt to this "new normal".

It is interesting to note that the "new normal" brings people together in the school environment, for example, but cannot allow crowding, imposes a certain social distance, requires the use of protective masks, encourages hand hygiene with alcohol gel, temperature, among others.

At last, the last question (Would you like to add any information?), the Director and the Deputy Director emphasized interpersonal relationships as one of the dilemmas that the "new normal" phase is facing, both highlighted the relevance of People Management to resolve conflicts, adjust processes and get professional activities underway.

4.3 Teachers (PRO) and School Organization Agents (SOA)

The interviewees, when asked about the first question of the interview (What were your activities like before the pandemic?), with regard to the "activities" category, revealed that the activities in the period before the pandemic pandemic occurred regularly. The activities were intense and there was time spent commuting to the workplace that made the daily routine more tiring. However, they felt that the activities achieved their objectives in the teaching and learning process.

Regarding the second question of the interview (How did you carry out your activities during the pandemic?), the interviewees emphasized the tiring process related to dependence on technology, constant dedication to professional activities in an attempt to capture the attention of students and the challenges related to the lack of equipment and access to satisfactory internet connection for educational activities. Challenges for students and education professionals. [...] in short, it was all like that, really scary, but over time I adapted and learned to deal with the situation, to take online classes and work with students via WhatsApp [...] (PRO2) .

Regarding the third question of the interview (How are your activities at this time of return?), the interviewees highlighted the relief at returning to normal activities, but emphasized that technological tools entered the routine of the activities they performed. before the pandemic. What was initially an arduous challenge turned into an ally in the educational process. "When we return, our activities are being carried out in person, but we are not leaving the internet aside and we still make use of various platforms and try to send activities online." (PRO5)

Finally, when asked about the fourth question of the interview (Would you like to add any information?), they highlighted the gap in student learning, but reinforced the value of life and praised attitudes towards health protection of students and education professionals. "I would just like to add that, although we have had an atypical year, we are survivors of such a dangerous virus, many people have lost friends, family, acquaintances, etc. The gap can be recovered with a lot of work, but life cannot!" (SOA3). Likewise, they added that technology in education was inserted and found its space. There is no way back.

Education professionals, when commenting on their activities as a result of public policies in the area of education, during the coronavirus pandemic period, highlighted their concern about the virus, its impact on the routine of their professional activities and the role of public policies in coordination and organization of life in society.

5 FINAL CONSIDERATIONS

The field research carried out for this article made it possible to answer the research problem: How did the activities of education professionals behave: during the pandemic, in the transition phase from "normal routine" to routine in the most critical period of the pandemic

and in the return to "new normal"? The challenges faced by education professionals (LDB, 1996) were diverse, from an internal acceptance of a new routine using equipment and technologies that they were not accustomed to using even in their personal routine, to the perception of the distance that grew in the teacher relationship (a)-student in their daily activities, the accumulation of problems arising from interpersonal relationships and life "under pressure" with increasingly shorter deadlines.

Public education receives students and maintains in its professional staff people with different behaviors and access to goods and services, which implies careful and even charitable thinking on the part of professionals and managers in the elaboration of their activities, whether in teaching didactic content, whether in the application of exercises, in the measurement of learning, or in the daily guidance of education professionals. However, despite the challenges, professionals managed to realize that it was a necessary measure due to the degree of contagion, illness and lethality of the COVID-19 disease (Ministry of Health, 2020). They highlighted that those who managed to return to their activities are survivors of this period and were grateful for having their lives prioritized. They did not hide their sadness regarding the educational loss, but they pointed out that this gap can be filled, but the lives lost will not return. Managers reinforced the practice of dialogue and conversation to bring people closer together and mitigate the effects of isolation/social distancing.

Human resources management in the public sector has a task that, although it was not structured before the COVID-19 pandemic, has become more evident and urgent in the current phase of transition to the "new normal" and will be essential in the coming years. The positive impacts remain invisible in the face of the magnitude of the negative impacts and within organizations, interpersonal relationships between social actors, modified during the pandemic period, undergo a new construction process.

People management in the public sector discussed in Longo (2007) and in the private sector presented in Chiavenato (2014) highlighted qualification and training as prominent themes both in the development of professional activities and in the reduction of conflicts and stress caused by a scenario of uncertainty. This dimension of people management was also present in the interviewees' statements when they showed that the use of technology imposed on each person the challenge of learning to carry out their activities in a new format. As well as when they revealed that to resolve conflicts in interpersonal relationships, a lot of conversation, meetings and dialogue are necessary. Content and actions inherent to the qualification and training processes.

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