

## CONTRIBUTIONS TO THE DEVELOPMENT OF AN EDUCATIONAL AUTO AND MULTI-REGULATION SYSTEM

(...)

The new balances between the state, teachers, parents, local government administration and the community in general in the administration of education and in the local socio-educational regulation there is a whole field open to new conceptions in the management of public education networks. As pedagogical actions are what work and tend to occur mainly in the classroom space, for a better understanding of them it is necessary to call for perspectives of analysis that do not ignore the compositional structure of the class as a critical factor of school performance. Hence the idea of exploring interactions between school results, contextual factors and inputs associated with pedagogical dynamics, aiming at the contextual analysis and projection of the class's school results, reflecting school year commitments in each of the class groups and inducing the decentralization of the focus of discussion of external compositional factors for targets related to the pedagogical dynamics, methodologies and work processes adopted, organizational criteria for the constitution of groups and the distribution of teaching, education support workers and other resources, curricular practices and evaluation criteria. In the technical instrumental plan, we used two models of analysis and contextualized projection of the school performance of the class: the method of partial least squares (PLS), particularly suitable when there are several explanatory variables and correlated results with each other and if there are a small number of observation cases; the method of class contextual scores (MSC), whose algorithm we developed, is supported by the intensity and correlative sense between each of the contextual variables of the class and the result variables allowing the projection of minimum school commitments and the respective readjustment for each of the classes according to the contextual score of each one.