



The organization of pedagogical work (OTP) and its impact on academic performance: a literature review

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SUMMARY

The organization of pedagogical work (OTP) is a set of practices that significantly influences the teaching-learning process, especially academic performance. This organization encompasses fundamental elements such as collective planning, school time management, continuous assessment, and training of education professionals. Although interdependent, these elements negatively impact the quality of teaching when not implemented continuously and jointly. Therefore, this study aimed to analyze, through a literature review, how the organization of pedagogical work in schools influences student performance. The literature indicates that many educational institutions, especially those in the public sector, face challenges in organizing pedagogical work, primarily precarious school infrastructure, insufficient teaching materials, lack of ongoing teacher training, high staff turnover, lack of institutional support, weakened school management, lack of time for collective planning, and outdated curricula. Such obstacles compromise pedagogical activities, affecting the quality of teaching and, consequently, students' academic performance. Therefore, public policies aimed at

valuing education professionals, improving working conditions and providing and encouraging ongoing training, become fundamental for strengthening the organization of pedagogical work and promoting quality education.

Keywords: Organization of pedagogical work; Academic performance; Pedagogical work.

Abstract

The organization of pedagogical work (OTP) is a set of practices that has a significant influence on the teaching-learning process, especially on school performance. This organization includes fundamental elements such as collective planning, school time management, continuous assessment and training of education professionals, which, despite being interdependent, when not carried out continuously and together, have a negative impact on the quality of teaching. In view of this, the aim of this study was to analyze, through a literature review, how the organization of pedagogical work in the school environment influences student performance. The literature shows that many Educational institutions, especially those in the public sphere, face challenges regarding the organization of pedagogical work, mainly the precarious infrastructure in schools, the lack of available teaching materials, the lack of continuing training for teachers, the high turnover of professionals, the lack of institutional support, the weakening of school management, the lack of time for collective planning, and the outdated nature of the school curriculum. These obstacles compromise teaching activities, affecting the quality of teaching and, consequently, student performance. [This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.](#)

This way, public policies aimed at evaluating education professionals, improving working conditions and providing and encouraging ongoing training become fundamental to strengthening the organization of pedagogical work and promoting quality education.

Keywords: Organization of pedagogical work; School performance; Pedagogical work.

1 INTRODUCTION

The organization of pedagogical work (OTP) is a set of practices, actions and articulated and planned strategies that involve school time management, the collective planning, transmission of content, continuous evaluation and provision of continuing education for education professionals (Freitas, 2018).

Pedagogical work is considered one of the fundamental elements for promoting the quality of teaching and the integral development of students, or that is, the quality of education offered in educational institutions is linked directly to the way in which pedagogical work is organized and conducted in these environments (Oliveira, 2024).

Despite their great importance, unfortunately not all institutions education, especially in the public sphere, have a work organization quality pedagogical, either due to limited resources or the lack of professionals (Freitas, 2018; Silveira; Frizzo, 2021).

In Brazil, the country's Basic Education Development Index (IDEB) pointed out that there have been advances in the quality of education in recent years, however, many schools still present results below expectations (Brazil, 2024). In this context Brazilian educational system, this organization stands out in the face of the challenges that the system faces, significantly influencing the teaching-learning process, impacting academic performance and the quality of educational practices. (Morais, Dias, Mariano, 2020).

Therefore, this study aimed to analyze, through a review of the literature, how the organization of pedagogical work in the school environment influences the student performance, considering aspects such as teaching planning, management school time, the performance of pedagogical coordination and the articulation of practices pedagogical with the school's Political-Pedagogical Project (PPP).



2 Pedagogical work: concepts and components

Pedagogical work comprises a set of activities and processes carried out by education professionals with the aim of promoting teaching and learning (Freitas, 2018; Nazar; Ferreira; Pooli, 2020).

This work goes far beyond the transmission of content, as it involves planning, application of activities, teaching of content, development of Pedagogical Political Project (PPP), and mainly, the mediation between knowledge and the student, considering all social and institutional aspects of the school environment (De Oliveira., 2024).

Considering that pedagogical work determines the entire school routine, the form how it is organized, reflects on the learning conditions and student performance (Freitas, 2018).

Pedagogical work is composed of fundamental elements that will guide the education professionals, namely: planning, execution, evaluation and continuing education. These components, although distinct, are interdependent, when not articulated correctly, compromising school performance (Nazar; Ferreira; Pooli, 2020).

Planning is essential to guide pedagogical practice, so that guide them in organizing their teaching materials and content. The execution, in turn, it concerns how the entire teaching process is carried out, reflecting directly on student learning (Reche; Mendes, 2024).

Continuous assessment ensures early diagnosis of the difficulties of students, helping the teacher to adjust their teaching methodologies (Queiroz; Maciel, 2020). On the other hand, continuing education ensures that education professionals are up to date and can develop skills as to new methodologies and content present in the educational environment, in order to make them increasingly aware and qualified (Cram; Guzman, 2023).

In this way, the effective organization of these elements contributes positively to that educational institutions can provide quality education, enabling students better teaching and learning conditions (De Oliveira., 2024).

3. Teacher planning: challenges and implications for school performance

School planning is an essential part of everyday pedagogy, as it constitutes a tool that guides educators in implementing actions that contribute significantly to the achievement of educational objectives (Silva, Guimarães, Sano, 2020). From this perspective, Libâneo (2001, p. 221) argues:

School planning is a teaching task that includes both the planning of teaching activities in terms of their organization and coordination in light of the proposed objectives, as well as their review and adaptation throughout the teaching process. Planning is a means of programming teaching activities, but it is also a time for research and reflection closely linked to assessment (Libâneo, 2001, p. 221).

From what has been exposed, it is understood that school planning is one of the parameters for improving the quality of teaching and, consequently, for the academic performance.

According to Libâneo (1994), the educational system is organized into three levels of planning that guides pedagogical work: the school plan, the teaching plan, and the lesson plan (Libâneo, 1994). The school plan is characterized by being more comprehensive and through it the school's general guidelines are established. The school's teaching, defines the didactic-pedagogical programming of each discipline or component curricular. While the lesson plan is more specific and includes elements related to the development of objectives and content, detailing strategies, resources and activities (Schneider Neto; De Almeida, 2024).

However, despite teaching planning being provided for by the guidelines educational and have great relevance in improving the quality of the process teaching and learning is often treated in a simplified way and seen only as a bureaucratic compromise (Ndhlovu, Sawe, 2022).

Various scientific evidence indicates that schools where teachers plan their classes and activities, present higher academic performance rates, since that pedagogical planning allows the adaptation of methodologies to needs of students (Efronia *et al.*, 2022). On the other hand, the lack of such planning has negative impact on the teaching-learning process.

Some problems such as lack of time, limited resources and work overload work, are described in the literature as the main obstacles for teachers



carry out the planning of their classes and activities. Although this planning is required by the National Common Curricular Base (BNCC) or Law of Guidelines and Bases of National Education (LDB), it is notable that its absence is the reality of many educational institutions, especially public ones (Brazil, 1961; Brazil, 1996). This situation generates negative implications, as it compromises the quality of classes, the ability of teachers address students' difficulties, creating gaps in learning and drop in performance indices (Liebowitz, Porter, 2019).

3 School time management and its influence on learning

School time management is a fundamental element for work pedagogical success, being defined as the way in which the time available for educational activities is organized and used (Subramanian, 2016).

In this context, the management of pedagogical time becomes fundamental for the organization of the school's academic calendar, distribution of classes, breaks, projects extracurricular activities, pedagogical planning and administrative activities (Subramanian, 2016). According to Libâneo, the inadequate use and organization of this time has negative repercussions on students' academic development (Libâneo, 1994).

The organization of pedagogical time is essential so that the contents to be taught throughout the school year are organized and distributed in a manner balanced, so that the objectives of each class are achieved and there is promotion of meaningful learning (Ivanova *et al.*, 2020)

The way time is allocated for classes, breaks and meetings can affect academic performance, since in many educational institutions, there is a major problem related to the distribution between pedagogical activities and bureaucratic demands, such as meetings and other administrative tasks (Hosain, 2020).

This reality ends up reducing the time that teachers would have to dedicate to teaching, including planning, teaching and evaluation, which reduces the quality of teaching and overloads educators (Inegbedion *et al.*, 2020).

Studies show that schools that make use of teaching time appropriately, especially with planning and continuous evaluation, tend to present higher academic performance rates among its students (Liu, 2022).

On the other hand, scientific evidence shows that poor time management



teachers do not plan what will be taught in their classrooms, consequently, there is a great possibility of a delay in the school curriculum, lack of individualized monitoring of students and difficulty in implementing pedagogical projects, which can compromise the learning process (Mendez, 2025).

5. Pedagogical coordination as a fundamental element in the organization of teaching work

Pedagogical coordination plays a fundamental role in institutions of education, being responsible for the organization of pedagogical work, for implementation and articulation of the PPP, in addition to monitoring the development of the work teacher (De Almeida; Placco; De Souza, 2015).

In this way, the pedagogical coordination is responsible for promoting and organizing collective planning, offer continuing education for teachers, carry out the monitoring the development of classes, promoting reflective practices and guiding teachers in implementing practices that aim to comprehensive development of students (Garcia, Silva, 2017).

The relationship between pedagogical coordination and teachers is reflected in the process of teaching-learning aimed at students. Thus, the support that the coordination offers to the teacher can contribute significantly to improving the quality of teaching (Akram, Shah, Rauf, 2018).

Studies show that the presence of committed pedagogical coordination with its activities contributes to educational institutions presenting a greater integration among teachers. Consequently, a collaborative environment is created, which encourages reflection on teaching practice, promotes pedagogical innovation, and thus, contributes directly to improvements in academic performance (Papi, 2020).

However, despite its importance, pedagogical coordination faces some challenges, especially in public schools, since these institutions are marked by structural and professional limitations (Ribeiro, 2016). In many situations, the pedagogical coordination does not have time to organize collective planning, does not have the resources to promote the continuing education of teachers and faces

resistance from some professionals regarding this training (Da Silva, Pessutti, 2025).

Furthermore, the overload of coordinators due to bureaucratic tasks distances these professionals from their training role, and the lack of adequate training limits the ability of these professionals to act. These difficulties hinder the organization of teaching work and negatively reflect on the academic performance of students (Aragon, Zuccolotto, Boverio, 2019).

6. The articulation of pedagogical work with the political-pedagogical project (PPP)

The Political Pedagogical Project also called the pedagogical-curricular project (Libâneo; OliveiraToschi, 2012), pedagogical project (Gadotti, 2000) or proposal pedagogical (BRASIL, 1996), is a document that presents the identity, objectives and the school's guidelines, guiding pedagogical and organizational practices, being a essential element for the work of the pedagogical coordinator.

The PPP is based on three essential dimensions: political, pedagogical and administrative. The political dimension emphasizes the school's commitment to training and social transformation. The pedagogical dimension guides the organization of the process of teaching-learning. While the administrative dimension reflects the structure and management school. These dimensions are interconnected and together are fundamental to the provision of quality educational services, contributing directly to the teaching process. student learning and performance (Dos Santos *et al.*, 2022)

The articulation between the PPP and pedagogical work contributes to the practices in the classroom are aligned with the school's objectives, as this document promotes teacher engagement, helps in planning activities, coherence between the content taught in the classrooms, in the methodologies used by teachers, in the evaluation method, and mainly, contributes to there being greater participation of the school community in decision-making (Dos Santos *et al.*, 2022)

The articulation of the PPP is driven mainly by coordination pedagogical, which monitors the actions to ensure their compliance with the project, promoting reflections on pedagogical practice and the principles of PPP, in addition to encourage teachers' participation in the construction of the PPP (Vosgerau, Rossari, 2017).

Some attitudes, such as the lack of involvement of teachers in the preparation of the PPP, the lack of knowledge of the existence of this document on the part of professionals in school, plans that are not in line with the institution's general objectives and the failure to periodically update the PPP compromises its integration and generates impacts



negative, making it difficult to organize pedagogical work and harming the student performance (Sales, Barreto, 2019).

7. Main challenges and perspectives for the organization of pedagogical work in Brazilian schools

The organization of pedagogical work in Brazilian schools faces several obstacles that contribute to the weakening of the country's education network, mainly of public institutions (Almeida, Placco, 2016).

Among the main and most recurring challenges, the following stands out: the precariousness of infrastructure in schools and the lack of teaching materials available, compromising the development of effective pedagogical activities and contributes to the demotivation of students and teachers, negatively impacting performance students' schooling (Yangambi, 2023).

Furthermore, the lack of continuing education for teachers and the high turnover of professionals. The lack of institutional support, the weakening of school management, lack of time for collective planning and outdated school curriculum. These obstacles make it difficult to organize work effectively pedagogical, compromising the quality of teaching and academic performance (Yangambi, 2023).

To overcome these challenges, the importance of implementing public policies aimed at minimizing these obstacles present in the environment school, so that new perspectives can emerge for improving the quality of education.

Therefore, it is necessary to value and strengthen coordination pedagogical approach, in order to encourage more reflective practices among teachers. As well as also the provision of teaching resources, such as educational technologies, aiming to enrich the teaching-learning process (Da Silva, Pessutti, 2025).

The importance of continuously updating the school curriculum is also highlighted, to that the content is geared towards the student's comprehensive education. The education continued training of the teaching staff so that they are continually updated on the new teaching methodologies and practices (Brito, Purificação, 2017). And finally, the implementation of democratic and participatory management, so that the community school participate in the collective construction of the PPP and this is implemented in practice, so that



present better performance rates (Batista, Pereyra, 2020).

8 Final considerations

This literature review highlights how much the organization of pedagogical work exerts significant influence on the teaching-learning process, especially in academic performance.

Each of its elements, school time management, teaching planning, monitoring the content to be taught to students, the evaluation continuous, the provision of continuing education for education professionals, and the articulation with the PPP, despite being interdependent, must be implemented in all educational institutions in a coherent and effective manner in order to promote a quality education for all.

Given the importance and limitations of the organization of pedagogical work, as the scarcity of resources, the overload of education professionals, the lack of time to planning and the absence of continuing education, there is a need for implementation of public policies aimed at valuing professionals in education, improving working conditions and providing and encouraging continuing education.

Therefore, strengthening the organization of pedagogical work is an element essential for promoting quality education and overcoming the educational inequalities in the country.

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