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The Role of the Pedagogical Coordinator in the Digital Age: Challenges of Contemporary Education

The Role of the Pedagogical Coordinator in the Digital Age: Challenges of Contemporary Education

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Summary

The role of the pedagogical coordinator in public schools is fundamental to the quality of teaching and the success of school management. This study sought to deepen this relevance, using a qualitative approach that involved literature review and document analysis. What emerges is that the coordinator acts as the main bridge between management, faculty, and the community.
Despite its great importance, the reality reveals a scenario of significant difficulties.
The overload of functions is evident, as is the lack of institutional policies that favor their autonomy and the clear lack of professional recognition. We conclude, therefore, that strengthening the role of the pedagogical coordinator requires two approaches: recognizing their strategic importance and seriously investing in working conditions and training. The consolidation of a reflective and collaborative pedagogical practice is the indispensable path for the public school to finally fulfill its social role, guaranteeing a democratic, equitable, and quality education. **Keywords:** Pedagogical coordination. School management. Public schools.

Abstract

The role of the pedagogical coordinator in public schools is fundamental to the quality of teaching and the success of school management. This study sought to deepen this relevance, using a qualitative approach that involved literature review and document analysis. What is perceived is that the coordinator acts as the main bridge between management, faculty, and the community. Despite this great importance, the reality found exposes a scenario of great difficulties.
The overload of functions is evident, as is the lack of institutional policies that favor their autonomy and the clear lack of professional appreciation. We conclude, therefore, that strengthening the role of the pedagogical coordinator requires two fronts: recognizing their strategic importance and seriously investing in working conditions and training. The consolidation of a reflective and collaborative pedagogical practice is the indispensable path for the public school to finally fulfill its social role, guaranteeing a democratic, equitable, and quality education.

Keywords: Pedagogical coordination. School management. Public schools.

1. Introduction

This article aims to analyze the role of the pedagogical coordinator in schools.

public institutions, considering their relevance to the quality of education and the strengthening of school management.

The pedagogical coordinator plays a central role in the organization and strengthening

of collective work in public schools, acting as an agent for coordinating educational practices and

mediator between school management, faculty, and the community. Their role extends beyond the dimension...

administrative, configuring itself as an essentially pedagogical and formative function.

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Year V, v.2 2025 | Submission: 11/28/2025 | Accepted: 11/30/2025 | Publication: 12/02/2025 According to Libâneo (2001), the coordinator is the professional responsible for ensuring unity of pedagogical work, promoting critical reflection on teaching practice and coherence between the planning, execution, and evaluation of the teaching and learning process.

In public schools, this function becomes even more relevant due to the conditions. adverse factors that permeate the Brazilian educational system, such as the lack of material resources, The devaluation of the teaching profession and social inequalities directly impact performance. school. Given this scenario, the pedagogical coordinator is called upon to adopt a reflective stance. and proactive, capable of understanding the multiple dimensions of the educational process and intervening in a way intentional and collaborative. For Vasconcellos (2009), the coordinator should be a subject committed to the continuing education of teachers and to the development of a practice A pedagogical approach consistent with the democratic and emancipatory principles of education.

Furthermore, the pedagogical coordinator is a key element in the construction of identity and of the school's political-pedagogical project. Their work contributes to consolidating a culture of Dialogue, cooperation, and shared responsibility among educators, strengthening collective commitment. with student learning. As highlighted by Pimenta (1995), pedagogical coordination It should be understood as a space for ongoing training, where teaching knowledge is built. in practice and through critical reflection on that practice.

In this sense, the role of the pedagogical coordinator goes beyond merely supervising the work. teacher training, taking on a formative and transformative character. Nóvoa (1992) emphasizes that the training of Professional development in education should occur within a continuous process of self-training and peer training. in which the exchange of experiences and collective reflection become instruments for improvement. pedagogical practice and the strengthening of the teaching profession. Thus, the coordinator acts as The articulator of this movement, promoting spaces for study, analysis, and reconstruction of practices. educational activities within the school.

Therefore, understanding the role of the pedagogical coordinator in public schools implies to recognize its importance in linking theory and practice, in mediating educational relationships. and in the consolidation of a democratic school of social quality. This article therefore proposes a Analysis of the role of the pedagogical coordinator as a formative and transformative agent of practice. teacher, highlighting their challenges, potential and contributions to strengthening the process educational programs in public educational institutions.

2. Theoretical Framework / Results

Understanding the role of pedagogical coordination requires a close look at its origins.

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about the historical transformations that the function has undergone in the educational field. The coordination
The pedagogical function, as it is understood today, has its roots in the ancient function of supervision, which arose in
18th century, during the Industrial Revolution, with the purpose of controlling, monitoring and improving
the production processes. This logic of inspection was later transposed to education,
giving rise to a school practice focused on controlling teachers' work and verifying results.
(LIMA, 2013).

In the 19th and 20th centuries, influences from positivist thought and the sciences
Behavioral aspects reinforced the technical and normative nature of this function. Initially, supervision
It sought to impose standards of behavior and efficiency, but gradually began to incorporate
Aspects of leadership and encouragement of cooperation among teachers. In Brazil, institutionalization
This function was introduced with the Francisco Campos Reform (1931), which timidly introduced the
dimension of pedagogical guidance. Subsequently, legislation such as the Organic Law of Education.
Secondary Education (1942) and Decree-Law No. 34,638/1953 consolidated the supervisor's role as
responsible for both administrative control and teaching guidance.

Between the 1950s and 1960s, Brazilian school supervision was heavily influenced
Following the North American model, through the American-Brazilian Educational Assistance Program
Elementary (PABAEE), whose objective was to modernize primary education and promote practices
educational approaches based on technical expertise. In this context, the supervisor was understood as an executor.
and a multiplier of the imposed guidelines, limiting teacher autonomy. As Saviani observes
(1993), the technocratic model reduced the role of teachers and students, prioritizing methods and processes.
as a synonym for efficiency.

The Law of Guidelines and Bases of Education No. 4,024/61 and Law No. 5,692/71 strengthened this.
technical conception when institutionalizing the figure of the school supervisor as a professional at the level
superior. However, the centralization and authoritarianism of the military regime reinforced the function.
supervisory role, restricting critical reflection and pedagogical dialogue. Opinion 252/1969,
Complementing the University Reform, it consolidated the qualifications of the Pedagogy course, including
that of school supervisor, reaffirming the technical nature of the training.

With the return to democracy in the 1980s and 1990s, society began to demand a
A democratic, participatory public school focused on valuing teachers. Educators organized
movements and strikes in defense of democratic governance and quality education
(ZIENTARSKI & PEREIRA, 2009). In this new scenario, the profile of the supervisor began to be
Reconsidered: the term "pedagogical supervisor" has been replaced by "pedagogical coordinator".
representing a professional with an articulating, mediating, and training role.

The enactment of the National Education Guidelines and Framework Law No. 9,394/96 consolidated

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Year V, v.2 2025 | Submission: 11/28/2025 | Accepted: 11/30/2025 | Publication: 12/02/2025 this transition by establishing principles of democratic management and collective participation. Article 12 of

The Brazilian Law of Education (LDB) establishes the development and implementation of the pedagogical proposal as an essential function of the school.

In addition to fostering integration between teachers, families, and the community, the pedagogical coordinator also contributes to this process.

to be understood not as an inspector, but as a mediator in the educational process. For

According to Vasconcellos (2002), it is the responsibility of this professional to coordinate the collective work around the project.

pedagogical, replacing formal control with mediation and dialogue.

In the 2000s, new regulations, such as Resolution CNE/CP No. 1/2006, which defines the

The National Curriculum Guidelines for the Pedagogy course have broadened the recognition of...

The coordinator acts as a formative agent and facilitator of collective school work. This expansion

It also allowed graduates from other fields to assume the role, provided they received training.

continued, reinforcing the coordinator's role as an educational leader focused on building and

Implementation of the Political-Pedagogical Project (PPP).

According to authors such as Alves and Duarte (2012) and Lima (2013), coordination

Contemporary pedagogy articulates technical, political, and ethical dimensions, supporting environments of

Reflective and collaborative learning. The technique, previously used for control, has become...

an instrument to support pedagogical practice and innovation. For Alonso (2000), the work of

Coordination is essentially political, as it seeks to give meaning to educational actions and promote...

Cooperation and ethics as cornerstones of teaching practice.

The trajectory of pedagogical coordination, therefore, reflects the very evolution of education.

Brazilian: from a supervisory and hierarchical role to a formative and collaborative function. Today,

The pedagogical coordinator is recognized as the facilitator of school work, supporting teachers,

Integrating the community and strengthening meaningful learning for students. As they state

Placco, Souza and Almeida (2006), the school is a space for social reproduction and transformation, and the

The coordinator must be able to make explicit the contradictions in teaching practices, promoting the

professional growth and the improvement of teaching practices.

Despite conceptual advances, daily practice still presents challenges. The lack of

Specific career path, the overload of responsibilities, and the lack of time for teacher training.

hinder the full exercise of the function. Placco *et* al., (2011) highlights that the coordinator's focus should

to enhance teachers' repertoire for the benefit of student learning, by connecting the

training needs in relation to the school environment. According to Placco *et al.* (2011), the coordinator should be

Trainer, facilitator, and transformer: a trainer by assisting the teacher in their professional development;

It is an articulator in bringing people and processes together; and a transformer in provoking constant advances in practice.

educational.

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As Mate (2000) observes, the absence of career plans and the precariousness of the job They undermine the continuity of the work, directly impacting the teaching-learning process. Nevertheless, many coordinators do significant work, demonstrating that, with Through dialogue and cooperation, it is possible to "tune the school orchestra." This metaphor, used by Placco *et al. al.* (2011), summarizes the coordinator's role as the conductor of a collective process that harmonizes Voices, mediates conflicts, and encourages shared responsibility. Continuing education appears in this context. context, as a structuring axis of pedagogical coordination.

According to Geglio (2011, p. 115), “the pedagogical coordinator plays a relevant role in Ongoing professional development for teachers in service, planning and monitoring the process. "didactic-pedagogical approach of the institution."

Sousa (2023) adds that the coordinator acts as an articulator of learning, both for the student and the teacher, being responsible for promoting the professional development and supporting the teacher in overcoming difficulties related to planning, evaluation and use of technologies.

According to Franco and Nogueira (2016), this task is challenging because it involves articulating the individual needs of teachers, institutional demands, and ongoing monitoring. of pedagogical development, based on the Political-Pedagogical Project (PPP). Vasconcellos (2011) It emphasizes that the coordinator should welcome, listen, and provoke reflection, acting as a mediator between theory and practice.

According to Lévy (1999), in recent years, one of the challenges faced by Pedagogical coordinators have been integrating Information and Communication Technologies. (ICT) in their practices. In this context, discussions intensified regarding the impacts that These new technologies have an impact both on society and in the school environment.

The contradictions between discourse and practice possibly constitute another challenge. Having Access to information does not necessarily mean understanding it in depth. Frequently, the discourse replicates what is outlined in the basic education curriculum guidelines. However, the real challenge lies in aligning discourse with practices that favor a new way of relating to knowledge, one that is based on interaction and collective construction (LÉVY, 1999).

According to Silva, Lima and Souza (2019), although new technologies offer important Despite opportunities within the educational context, there is still a mismatch between experiences and practices of managers, teachers, and students of public schools. This disconnect highlights the difficulties. in the effective integration of technologies into daily school life, given that several barriers persist. which prevent the full realization of their pedagogical potential.

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According to Perrenoud (2000):

> Schools can no longer ignore what is happening in the world, that the development of new information and communication technologies is spectacularly transforming not only how we communicate, but also the way we work, decide and think (PERRENOUD, 2000, p.125).

Arruda (2012) draws attention to the way technologies are incorporated into plans. in the classroom and in school curricula, noting that, in many cases, they are used more as elements of motivation or symbols of school modernization rather than, in fact, as instruments capable of expanding educational challenges and offering students a wider variety wide range of learning strategies (ARRUDA, 2012).

Therefore, it is essential that the pedagogical coordinator develops familiarity with technological tools, so that their work remains aligned with social reality. contemporary. However, integrating school and technology still represents a major challenge. Despite Despite the widespread presence of technology in various social contexts, its use in the environment Schooling remains limited. According to Almeida (2003), this difficulty stems from the fact that... The incorporation of Information and Communication Technologies (ICT) into pedagogical practices is still ongoing. to find it at an early stage and, therefore, quite incipient.

Thus, the role of the pedagogical coordinator goes beyond the technical scope and takes on a... political, ethical, and formative dimension. Their role is indispensable for strengthening the school. Democratic, as it fosters dialogue, collective reflection, and a commitment to learning. meaningful and comprehensive education for students.

2. Material and Method

The research adopted a qualitative approach, supported by review procedures. bibliographic and documentary research. According to Gil (2021), qualitative research is based on philosophical principles that seek to understand the essence of social phenomena, valuing the meanings, perceptions, and interpretations of the subjects involved. This perspective allows for reflection about the reality of education in its complexity, considering not only the objective aspects, but also the values, experiences, and contexts that influence the coordinator's performance. pedagogical in public schools.

The choice of a qualitative approach is justified by the interpretative nature of the object. of study, since the role of the pedagogical coordinator involves human, social and pedagogical aspects that cannot be reduced to numbers or indicators. Thus, a different path was chosen. investigative research that prioritizes the critical analysis of academic productions, official documents, and

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Theoretical frameworks that address the function, responsibilities, and challenges faced by this...
professional in the context of public education.

The references were selected from scientific articles and master's theses.
which discuss the role of the pedagogical coordinator and the relevance of this professional to quality.
of teaching. The literature review aimed to identify, systematize, and analyze the main
Theoretical and conceptual contributions on the subject, encompassing both classic and contemporary authors.
in the field of Education. According to Lakatos and Marconi (2020), this type of review is essential for
to provide a foundation for the study, as it allows us to understand how the topic has been approached and what...
Gaps still remain in current research.

The documentary research, in turn, involved the analysis of public notices for selection processes
offering positions for pedagogical coordinators, with the aim of understanding the requirements,
duties and responsibilities required to perform the job. These documents were
critically examined in light of the specialized literature, seeking to identify possible
Convergences and divergences between theory and institutional practice.

The collection of bibliographic data was carried out in databases recognized by the community.
scientific databases, such as SciELO and Google Scholar, for articles, and the Brazilian Digital Library of
Theses and Dissertations (BDTD), for dissertations. The survey was conducted between the 1st, 2nd, and 3rd.
and November 4th, using keywords such as *"pedagogical coordinator" and "school management".*
"Teacher training" and *"public education".*

In the case of documentary research, the documents from the selection process notices
Simplified information was obtained from specific official websites of different regions of Brazil, in order to
To ensure the representativeness of the sample, the following were...
Materials older than ten years have been discarded, prioritizing productions published since [date].
2015.

Among the materials chosen, the most commonly used ones can be mentioned, and they are presented in...
Table 1.

Table 1 – Materials most commonly used for conducting the research

Type of Material	Title	Year Publication
Article	Pedagogical Coordinators: Career Path, Skills, and Responsibilities	2021
Article	The Pedagogical Coordinator and the Continuing Education of Teachers Early Years	2024
Article	Experiences of Pedagogical Coordinators in Continuing Education of Teachers in Private Schools	2025
Dissertation	Daily School Life - The Pedagogical Coordinator Face to Face with the Educational and Political Demands	2020

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Dissertation	The Pedagogical Coordinator of Early Childhood Education and the Training Needs at School: Challenges and Possibilities	2020
Notice No. 006/SED/2025	Internal selection process to form a supplementary reserve pool for the position of pedagogical coordinator.	2025
Notice No. 005/ SEMEC/2025	Simplified selection process for the appointment of a pedagogical coordinator.	2025
Notice No. 004/2024	Simplified Internal Selection Process for the placement of Permanent Staff Members of the Municipal Public Teaching System in the specific role of Pedagogical Coordinator.	2024

Source: Author's own work (2025)

3. Results and Discussion

An analysis of public notices for the position of pedagogical coordinator reveals patterns.
recurring in terms of responsibilities, requirements, expected skills and professional profile.
required. In general, the documents emphasize the need for a higher level of education, with
Predominantly a degree in Pedagogy or a related field, teaching experience, and ability to perform.
in pedagogical management processes. For example, the three selected calls for proposals require a certain level of expertise.
Bachelor's degree in Pedagogy. Among the responsibilities of the position, the following stand out: "technical and pedagogical support to
teaching and student activities", "coordinate and encourage moments of collective study that broaden
"The knowledge and practice of teachers," "possessing leadership and interpersonal skills."
and capacity for collective work" and also, "to promote continuous and in-service training that
Consider the reality of the school unit in which you work, training teachers to meet the needs of the students.
objectives set out in the PPP".

This set of requirements aligns with the reviewed literature, which highlights that the
The pedagogical coordinator should act as a liaison between the teaching staff and school management, and not...
not just as an administrative executor, but as a formative agent and mediator of practices.
pedagogical.

The literature emphasizes a historical shift in the role of "supervisor."
The job titles have been changed from "technician/inspector" to "training coordinator/mediator." And the job postings reflect this to some extent.
this movement, by assigning to the position functions related to pedagogical planning, training of
teachers, monitoring of results, and engagement with the school community. For example,
Some announcements mention "effectively participating in decisions related to the school life of..."
students", "commit to following the daily routine and pedagogical practice in the classroom
"classroom," "to guide teachers on the need to complete the daily attendance record for..."
students in the system and monitor its implementation" etc. — which converges with what authors such as
Alves & Duarte (2012) and Lima (2013) identify the following as contemporary characteristics of
pedagogical coordination.

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These convergences reinforce the idea that, in the context of Brazilian public policies, the Formal requirements for the position are geared towards a more active and reflective conception of the role. Beyond mere administrative control.

However, the formal requirements (bidding rules) do not always coincide with the actual conditions of The exercise of the function. The literature indicates, and documentary analysis confirms, that many attributions are... The coordinator's responsibilities include: support for teacher training, pedagogical management, and monitoring. of results, engagement with families and the community, administrative functions, among others. Thus, There is a risk of overloading and diluting the formative function in favor of the function. bureaucratic/administrative.

Furthermore, the review indicated that the requirement for ongoing training and a mediator profile... Although competent, and present in the calls for proposals, this is not always effectively supported by the conditions. institutional aspects of public schools (resources, time, trained staff, clarity of responsibilities). This confirms the warnings of Placco *et al.* (2006) and other authors about the fragility of the function without support. institutional.

The existence of calls for proposals that still maintain requirements with a more technical and hierarchical profile. This may indicate that, although the theoretical and normative conception has changed, the organizational culture and school practices are still transitioning between the old and new coordination models. democratic pedagogy.

Given this scenario, pedagogical coordination emerges as a strategic lever for to improve learning and promote quality public education. If the The coordinator effectively assumes the role of trainer, PPP coordinator, and mediator between management. and teaching practice, so their actions can contribute significantly to democratic management, for the professional development of teachers and for student learning, according to Alonso. (2000) and Vasconcellos (2002) argue.

However, for this potential to be realized, it is necessary that the school institution and the Education systems must guarantee the following conditions: clear responsibilities, time for coordination, and training. specificity, recognition of the role, institutional support. Without these guarantees, there is a risk of to replicate the figure of the "technical/supervisory coordinator" in place of the trainer and facilitator, which This would limit the impact of the function.

Thus, the results suggest that public policies that define the position through The calls for proposals already incorporate aspects of contemporary pedagogical coordination, but the transition... Whether the ideal model is found depends on other institutional and organizational factors.

In summary, the documentary analysis, complemented by the theoretical review, indicates that:

Public announcements indicate a paradigm shift in the coordination function.

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pedagogical, from technician/inspector to trainer/mediator.

There is a good convergence between theory and what is formally required in the calls for applications, although Traces of the old model still persist.

The role remains vulnerable to the institutional conditions of public schools, such as Overload of responsibilities, lack of clarity regarding role/training, lack of support.

Under ideal conditions, pedagogical coordination can be a key element in strengthening [the school/program]. Democratic public education is essential, but it depends on institutional support and ongoing training.

Final Considerations

The analysis developed throughout this study made it possible to understand that the role of The role of pedagogical coordinator in Brazilian public schools has undergone profound transformations. throughout the history of education, following the social, political and legal changes that have shaped it. The country's education system. From a function initially marked by oversight and control. In the technical and administrative aspects of teaching work, the pedagogical coordinator gradually assumed a a formative, coordinating, and mediating role in the teaching and learning processes.

Bibliographic research revealed that this evolution did not occur linearly, but rather permeated by tensions between technocratic conceptions, with a centralizing bias, and democratic perspectives, focused on integral human development and the appreciation of the teacher. Authors such as Saviani (1993), Vasconcellos (2002) and Lima (2013) contributed to understanding that pedagogical coordination Modernity transcends its bureaucratic character, assuming a fundamental political-pedagogical dimension. to strengthen collective work and democratic management.

The official documents analyzed show that the function has been gradually institutionalized as a structuring axis of educational management. It is observed in the calls for proposals that valuing skills related to pedagogical leadership, continuing teacher training and to the articulation of the Political-Pedagogical Project (PPP). This demonstrates that, in practice, there is an attempt to align public personnel policies with the guidelines established by the Law of Guidelines and Foundations of National Education (Law No. 9.394/1996) and the National Curriculum Guidelines for the Pedagogy course (CNE/CP Resolution No. 1/2006).

However, the analysis also revealed persistent challenges. Many calls for proposals still emphasize Technical and administrative responsibilities, neglecting the formative dimension of the coordinator's role. pedagogical aspects are relegated to a secondary role. Furthermore, the absence of a specific career plan, the overload of functions and lack of institutionalized time for training development.

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Teachers create obstacles to the full consolidation of the coordinator's formative role, according to discusses Placco, Souza and Almeida (2011).

It became evident, therefore, that the pedagogical coordinator occupies a strategic space in Mediation between theory and practice, between management and the classroom, between public policies and school reality. Your work is essential to promoting a culture of reflection, dialogue, and cooperation within the... school, directly impacting the quality of the teaching and learning process. This mediation It requires not only technical expertise and pedagogical knowledge, but also political sensitivity. ethical and relational, in order to understand the specificities of the school context and the needs of teachers and students.

It is concluded that strengthening pedagogical coordination in Brazilian public schools It depends on an educational policy that recognizes the complexity of its function, ensuring consistent initial and ongoing training, adequate working conditions, and appreciation. Professional. More than a supervisory role, the pedagogical coordinator should be recognized. as an agent of transformation, responsible for connecting the different actors within the community. school centered around a democratic, reflective educational project committed to Learning for everyone.

Thus, this study reaffirms that investing in the qualified performance of the pedagogical coordinator It means investing in improving public education as a whole. Valuing this professional... It should not be restricted to administrative aspects, but should be centered on its formative function. promoter of teacher development and mediator of pedagogical practices that give meaning to School as a space for human, critical, and emancipatory development.

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