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Pedagogical coordination and teacher professional development: the formative role of the coordinator in the school.

Pedagogical coordination and teacher professional development: the formative role of the coordinator in the school

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Summary

The pedagogical coordination plays a fundamental role in promoting the continuing education of teachers in the school context, configuring itself as a strategic instance for teacher professional development. This study aimed to analyze the formative role of the pedagogical coordinator in the school context, investigating their contributions to teacher professional development. The research is characterized as a qualitative study, based on bibliographic review and documentary research procedures. The results showed that the pedagogical coordinator exercises their formative role through the articulation of collective spaces for reflection, planning, and evaluation of pedagogical practices within the school. By intentionally and systematically assuming their formative function, the pedagogical coordinator contributes decisively to the construction of a democratic, participatory school committed to the social quality of education, transforming it into a collaborative space for the production of knowledge and values.

Keywords: Pedagogical Coordination. Continuing Education. Teacher Professional Development.

Abstract

The pedagogical coordination plays a fundamental role in promoting the continuing education of teachers in the school context, configuring itself as a strategic instance for teacher professional development. This study aimed to analyze the formative role of the pedagogical coordinator in the school context, investigating their contributions to teacher professional development. The research is characterized as a qualitative study, based on bibliographic review and documentary research procedures. The results showed that the pedagogical coordinator exercises their formative role through the articulation of collective spaces for reflection, planning, and evaluation of pedagogical practices within the school. By intentionally and systematically assuming their formative function, the pedagogical coordinator contributes decisively to the construction of a democratic, participatory school committed to the social quality of education, transforming it into a collaborative space to produce knowledge and values.

Keywords: Pedagogical Coordination. Continuing Education. Teacher Professional Development.

1. Introduction

Education in Brazil has undergone a significant process in recent decades.

Democratization and the pursuit of improved quality of education, especially in institutions.

In this changing landscape, the pedagogical coordinator stands out as a key figure.

fundamental in linking educational practices, teacher training, and implementation

of the Political Pedagogical Project of schools. According to Zen (2012) and Riscal *et al.* (2020), the openness

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The country's politics and the weakening of the authoritarian regime since the 1980s have resulted in a A movement towards democratization in schools, highlighting the importance of teacher training. as an essential element for raising the quality standards of education.

Historically, the role of the pedagogical coordinator was associated with control and supervision. of teaching practice, similar to that of a school inspector. However, this view has been gradually changing. This has been superseded, giving way to a more comprehensive and democratic understanding of this professional. According to Imbernón (2009), the pedagogical coordinator no longer acts solely as a manager of administrative or supervisory activities; he becomes jointly responsible for the classroom, for the work. of the teacher and for the quality of student learning, integrating with the teaching staff with the The primary function is to be a shaper and coordinator of the political-pedagogical project.

Pedagogical coordination is characterized by Gatti (2008) as a collaborative effort in The use of socio-psychopedagogical and didactic actions by participants in the educational process. focusing on the functions of the curricular unit to strengthen the methodological management and activities. teachers. Following this line of thought, the pedagogical coordinator plays a strategic role. by promoting spaces for reflection, mentoring, and professional growth within the school.

Nóvoa (1997, 2009) and Araújo (2017) point out that the attribution of the formative function to Pedagogical coordinators tend to favor a new model of professionalism among the teachers and a new organizational culture in schools. For these authors, this training is not It is the result of simply accumulating courses or techniques; it must occur through work. A continuous process that involves critical reflection and reconstruction of the personal identity of educators, where Practical experience is highly valued.

Domingues (2015) describes school pedagogical management as the set of responsibilities exercised by members of the educational community related to the central mission From the school: create suitable conditions for students to learn according to the objectives. established by basic education. This type of management focuses on the development of functions of pedagogical coordination, allowing for the articulation of internal activities aligned with the structure. specific organizational structure of each institution.

Therefore, the school is seen as the privileged space for constructive dialogues and debates. and exchanges that enrich teacher training, contributing significantly to improvement. continuous pedagogical approaches. The recognition of this centrality is also reflected in institutional context: as highlighted by Placco, Almeida and Souza (2011), in a study carried out between In 2010 and 2011, the position of pedagogical coordinator was formally recognized in all regions. Brazilian women, at both the municipal and state levels, demonstrating their consolidation as a figure. indispensable to school organization.

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For the pedagogical coordinator to fully exercise their formative function, it is necessary to have An institutional environment that fosters collaboration and collective participation. In this sense, management Democratic education is a fundamental principle in Brazilian education, presupposing engagement. of the entire community in school life. For Vasconcellos (2007), this participation is integrated into a broader concept of school democracy, where institutions can structure themselves to encourage actively all those involved in this process. Lück (2009) emphasizes that those who seek To build a democratic political and pedagogical experience, one must have the ability to articulate the... various meanings present in schools and society, a struggle for hegemony surrounding the concept. democratic governance.

In light of the above and considering the formative role assigned to the pedagogical coordinator and Given the challenges inherent in its implementation within a context of democratic governance, the central problem arises. This research focuses on: How the pedagogical coordinator performs their formative role in the school environment and What impact does this performance have on the professional development of teachers? This question is relevant considering that although there is literary recognition of the formative role of Pedagogical coordinators, their effective implementation still faces challenges due to multiple demands. challenges faced by these professionals in their daily school life.

The main objective of this study is to analyze the formative role of the pedagogical coordinator in school environment, investigating its contributions to the professional development of teachers. To this end, specific objectives were set: (i) to understand the functions assigned to the coordinator. linked to the continuing education of teachers; (ii) identify the training practices carried out by the coordinator in the day-to-day school routine; (iii) relate the actions of this professional to processes focused on the professional development of teachers.

The importance of this study lies in the need to deepen our understanding of how coordinators perform their formative role and their specific contributions to the professional development of teachers within schools—considered privileged locations for this training. According to Araújo (2017), it is vital to highlight both institutional responsibility from the school as well as the individual commitment of teachers to actively participate in this process. Continuous training; furthermore, the importance of the coordinator's role as an element is highlighted. crucial in creating a lasting culture focused on teacher training in schools.

From an academic point of view, this research offers relevant contributions to the fields of Educational management and teacher training in dialogue with authors who advocate situated approaches. Collaborative approaches like Nóvoa (2009), which proposes viewing schools not only as institutions educational spaces, but also spaces dedicated to the joint analysis of educational practices. through systematic reflective supervision of teaching work. In practical terms, this study This can provide a basis for reflection and actions aimed at strengthening pedagogical coordination.

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as effective spaces for continuing education, thus contributing to improvements in educational processes as well as the overall quality of education offered by Brazilian schools.

2. Theoretical Framework / Results

2.1 History and legal framework of the pedagogical coordinator in Brazil

The pedagogical coordinator emerges in the Brazilian educational context as a response to The need to connect teaching practice with school management, aiming to ensure that the project... The pedagogical approach of the school translates into effective results in student learning. Understanding The idea of the school as an organization dates back to the 1930s, a period in which the first studies emerged. regarding school administration, heavily influenced by bureaucratic and functionalist approaches. originating from the business field (OLIVEIRA, 2020).

The formal origin of the position is linked to the educational reforms of the military regime. CFE Opinion No. 252/69, supplementary to the University Reform Law (Law No. 5,540/68), established the qualifications of the Pedagogy course, including that of school supervisor, a function then associated with inspection and monitoring of teaching work (OLIVEIRA, 2020). Subsequently, Law No. Law 5.692/71, which instituted the Reform of Primary and Secondary Education, consolidated the figure of the professional. responsible for supervisory action, albeit under different names: school supervisor, Pedagogue, pedagogical advisor, pedagogical coordinator, or coordinating teacher.

During the 1970s, the work of this professional was predominantly characterized by due to bureaucratic tasks, such as organizing schedules, allocating resources, and handling administrative issues (LIBÂNEO, 2004). Garcia *et al.* (2017) observe that, during this period, the The coordinator's role developed as an instrument for controlling teaching practice, subordinate to the role of the coordinator. to the interests of school management.

This conception changed in the 1990s, when the debate broadened. School management and the consolidation of a democratic perspective reposition the coordinator. pedagogical as a strategic component of the educational process. According to Oliveira (2008, apud GARCIA *et* al., 2017), pedagogical coordination has ceased to be configured as a mere instrument of supervision, now integrating the dimensions of planning, monitoring and evaluation of pedagogical practices, in addition to the professional development of teachers and the implementation of Political-Pedagogical Project.

In terms of regulations, the rules governing the functions of the pedagogical coordinator are found... based on the Law of Guidelines and Bases of National Education (Law No. 9,394/1996), which establishes the the need for organization of school management and training of qualified professionals for the

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The educational process. Article 13 of the LDB (Brazilian Law of Directives and Bases of National Education) assigns responsibility to education professionals.
to develop and implement the school's pedagogical project, a task in which the pedagogical coordinator
acts as a mediator between teachers, management and the school community (BRAZIL, 1996).

Resolution CNE/CEB No. 2/2001 complements this framework by offering guidelines for the
school management, encompassing aspects such as pedagogical coordination, monitoring of
Teaching work, training activities, and the implementation of educational policies. This
Regulation contributed to formalizing the democratic management process and to recognizing
institutionally the role of the pedagogical coordinator in raising the quality of teaching (GARCIA
et al., 2017).

2.2 Democratic management in Brazilian education

Democratic management is a structuring principle of Brazilian education, enshrined in...
The 1988 Federal Constitution, reaffirmed by the LDB (Law of Directives and Bases of National Education), establishes this model as presupposing the engagement of...
community in school life, with educational units responsible for establishing guidelines for their
Implementation, not only through the actions of the manager, but through the effective participation of the entire school
community in decisions that affect the institution (LÜCK, 2009).

Beyond the administrative dimension, several authors understand democratic management.
as a relational and collectively constructed process, in which the school should be perceived as a space
of expanded and shared involvement (PENA *et* al., 2025). Ferreira and Sturmer (2010, p. 156) a
They define it as "a contemporary form of educational administration that seduces with its
Promises of equality and solidarity within the school, school-community interaction.

Sander (2009) situates the democratic management of Brazilian public schools as an achievement.
A historical narrative that articulates multiple dimensions, requiring both a strategic political mindset and
consistent pedagogical practice. For the author, "the political commitment grounded in a
Solid pedagogical training is the constitutive element upon which a 'management paradigm' is based.
"democratic educational" (SANDER, 2009, pp. 76-77).

Vieira (2015) adds that this management model not only responds to the desires of
society through participation, but it also produces positive educational attitudes, encompassing three
Dimensions: public value, implementation conditions, and political conditions. It is, therefore, about
articulate the social meaning of education, the practical feasibility of policies, and legitimacy.
necessary for its completion.

However, the implementation of democratic governance does not occur automatically through formal adherence.
to the concept. As Paro (2001) warns, it is necessary that the objectives of the school and its management are
aligned with the educational ideals that are intended to be achieved. This intention must materialize.

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in the Political-Pedagogical Project and in the daily practices of the institution. Souza (2019) corroborates this. This perspective emphasizes that democratic management requires concrete involvement in the reality of schools. involving professionals and students who effectively experience its principles.

For the operationalization of this model, Paro (2011, pp. 79-80) identifies instruments fundamentals:

> [...] elective processes for choosing school leaders; school councils formed by the various segments of the school unit (parents, students, teachers, staff) and with an effective political function in directing the school; student union; association of parents, teachers and staff, as forums for constant discussion of multiple interests, as well as other institutional resources that facilitate the permanent access of all interested parties to matters concerning school life. PARO (2011, pp. 79-80) Souza (2006) summarizes the constitutive elements of democratic management: permanent dialogue, understanding of institutional specificities, qualified participation of the school community and facilitation of access to information and decision-making processes. Libâneo, Oliveira and Toschi (2012) add that the leadership team must be attentive to the transformations necessary to build a democratic school, maintaining clear guidelines on the intended innovations, without disregarding the insecurities and fears inherent in the processes of change.

2.3 Functions of the pedagogical coordinator

In the contemporary context of democratic management, the pedagogical coordinator assumes a role. Strategic in the articulation between school management and teaching practice. The effective organization of a school. It requires a pedagogical coordination structure capable of proposing and managing the pedagogical project, and articulating the... The work of various professionals and to promote constant reflection on educational practice (LIBÂNEO, 2004).

Oliveira (2020) assigns to the pedagogical coordinator the primary function of coordinating and To supervise activities related to the teaching-learning process, acting directly. working alongside the teaching staff to ensure student retention and success in the school environment. This The professional also plays a welcoming role, attending to the needs of students and teachers. in daily institutional life.

The specialized literature identifies three central functions of the pedagogical coordinator: formative, articulating and transformative (OLIVEIRA, 2020). In the formative dimension, it is up to this professional to provide the necessary conditions for teachers to deepen their They acquire knowledge and develop their skills, positively impacting the quality of their work. in the classroom. According to Clementi (2003, p. 126):

> The coordinator's formative role requires planning actions that enable the group's training for the continued qualification of these individuals, consequently leading to changes within the classroom and in the school's dynamics, producing a highly productive impact and meeting current needs. CLEMENTI (2003, p. 126)

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Performing this function requires the coordinator to identify, together with the teachers, their identify training needs and collectively build solutions that promote educational work. of quality. In addition to a solid theoretical background to support the pedagogical work, this Professionals need to develop sensitivity to detect the difficulties faced by students. and the ability to mobilize teachers in that direction (OLIVEIRA, 2020).

In the articulating role, Garcia *et al.* (2017) highlight that the coordinator must create conditions so that teachers can share curriculum proposals through joint actions. based on the reality of the school. It is their responsibility to encourage members of the school community to adopt a proactive, responsible, and problem-solving-oriented stance and decision-making. decisions. Furthermore, it should establish close relationships with teachers, families, and community, expanding the participation of these actors in school life.

The pedagogical coordinator thus acts as a mediator and facilitator of relationships between the various segments of the school community (parents, students, teachers, administration), contributing to the Prevention and resolution of conflicts. This mediation presupposes a commitment to change. contemporary social issues and their implications for the educational environment (GARCIA *et* al., 2017).

Finally, in the transformative role, the coordinator commits to the development of A critical and reflective stance among teachers, encouraging them to constantly question. their practices to achieve educational goals. This performance aligns with the understanding of Carapeto (2001), who conceives of educational supervision as a practice committed to values of Freedom and human solidarity, geared towards the integral development of the student, their preparation. for citizenship and job qualification.

Garcia *et al.* (2017) emphasize that the coordinator does not act in isolation; their work It develops in conjunction with family, students, staff, management, school board and teachers. This connection is fundamental for the consolidation of collective and collaborative work, recognizing that the quality of education results from shared effort.

From this perspective, a leadership stance is not an attribute exclusive to managers and coordinators, and can be cultivated by all professionals through initiatives that signal professional and personal growth. However, as Oliveira (2008) warns, participatory practices In school management, factors alone do not guarantee the quality of education; they need to be translated into action. effectively in learning outcomes.

Gutierres and Santos (2021) reaffirm the centrality of the pedagogical coordinator in consolidating a democratic school through direct involvement in teaching processes and

learning. In conjunction with the other members of the management team, this professional mediates the pedagogical project and brings teachers, students, and families closer together in its development. Innovative initiatives that enhance the educational experience.

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Regarding their background, pedagogical coordinators typically hold undergraduate degrees in education. and may complement their qualifications at the lato or stricto sensu postgraduate level, as appropriate.

the demands of the educational system. These are professionals who have experienced, and often still experience, the challenges of the educational system.

They experience teaching, an experience that informs their professional identity and their understanding of classroom demands. Upon assuming the coordination role, they integrate into the management team as facilitators of educational processes, with a privileged focus on pedagogical aspects and on learning issues (GUTIERRES; SANTOS, 2021).

The consolidation of the pedagogical coordinator as a key figure in school management is... Closely associated with the democratic approach, which prioritizes participation, transparency, and co-responsibility as guiding principles (LÜCK, 2009). By formalizing this role, the Brazilian legislation sought to promote the articulation between theory and practice, ensuring that decisions pedagogical approaches were built with and for teachers, students, and the school community.

2.4 Ongoing teacher training and the role of the pedagogical coordinator

Continuing teacher training is an essential pillar of development. Professional teaching and the improvement of quality in Brazilian public education. Historically, this The process kept pace with the country's educational transformations and the growing demands of policies. of quality and equity. Until the 1970s, teacher training in normal schools It was characterized by short courses in which theoretical knowledge was rarely... It was linked to effective teaching practices (TARDIF, 2014).

From the 1990s onwards, in line with the democratization of management and professionalization. From the teaching career, the concept of continuing education as an ongoing process was consolidated. in which theoretical foundations, reflection on practice and

collective construction of pedagogical knowledge (NÓVOA, 2002). In this context, the Continuing education is no longer understood as an isolated or occasional action, but has developed as an organizational practice integrated into school routines, especially through Monitoring of teaching work by the pedagogical coordinator.

Libâneo (2004) observes that continuing education transcends mere updating. professional, configuring itself as a practice for developing teaching skills, of critical reflection and cooperation for collective work. Nóvoa (2002) adds that, when By engaging in ongoing training activities, teachers develop skills in Planning, evaluation, conflict mediation, and methodological innovation, enabling one to face... The contemporary challenges of the classroom.

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The legal framework for this concept is found in the LDB (Brazilian Law of Education Guidelines and Bases), whose Article 61 establishes the obligation to...

public policies should guarantee the continuing education of education professionals, recognizing that professional development should be constant and include pedagogical skills. diversified (BRAZIL, 1996). This legal provision underpins the actions of the coordinators. pedagogical aspects in the organization and monitoring of training programs, ensuring Continuous professional development opportunities for teachers.

The National Education Plan (Law No. 13.005/2014) reinforces this orientation by establishing goals aimed at improving professional qualifications, promoting continuing education and Strengthening mechanisms for democratic governance (BRAZIL, 2014). Brazilian legislation

It is understood, therefore, that continuing education plays an integrating role, contributing not only to the overall development of the student, but also to the overall well-being of the student.

not only for the individual improvement of teachers, but for the collective effectiveness of the body. teaching and strengthening the school as a quality democratic space.

The connection between continuing education and pedagogical coordination proves crucial for the success of school management. In carrying out this role, the coordinator identifies training gaps, plans professional development activities aligned with institutional needs and the purposes of the Political-Pedagogical Project (LIBÂNEO, 2004). Gatti (2013) emphasizes that this Articulation allows for contextualizing training, transcending the mere transmission of content. towards shared reflection and the collective construction of knowledge.

This integration proves particularly relevant in public schools, where challenges Educational, social, and bureaucratic issues demand collective initiatives and development plans. professionals capable of consolidating student learning and the democratic organization of the institution (LÜCK, 2009). In this context, continuing education acquires transformative potential. enabling teachers to reflect on their practices, improve them, and take a leading role in Building an inclusive, participatory school committed to quality.

Oliveira (2025) highlights that continuing education situated in the work context favors Teacher reflection and methodological innovation. Its effectiveness, however, is contingent upon factors... institutional factors, time availability, career structure, professional autonomy, and culture. collaborative, avoiding bureaucratization and the emptying of the formative function.

As Lück (2009) argues, pedagogical coordination should constitute the core of pedagogical leadership in schools, promoting the transition from an occasional search for training to an institutionalized and permanent practice. This perspective implies systematically evaluating the to identify training needs, schedule activities in the school calendar, and monitor their implementation. proposed changes. The literature indicates that this integration is not limited to the offering of courses or workshops, but it also encompasses the construction of permanent spaces for study, reflection, and sharing. of experiences.

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Nóvoa (2002) argues that teacher professional development takes place in a more effective within schools, based on the concrete problems faced in daily practice, mediated by colleagues and educational leaders. In this context, the coordinator becomes a link between Curricula, educational policies, and teaching realities, connecting theory and practice.

Beyond the technical and administrative dimension, the pedagogical coordinator must be understood as a political subject, responsible for ensuring the articulation of knowledge and the Consolidation of pedagogical practices that shape the school as a space for emancipation and dialogue. and social justice. It is up to this professional to cultivate a democratic and participatory climate, in which the The school community should be the protagonist in the production of collective knowledge and in the realization of the right. from everyone to learning (GARCIA *et* al., 2017).

The National Education Plan (Law No. 13.005/2014) reinforces this perspective by linking the Valuing education professionals through the connection between continuing education and project management. political-pedagogical. The implications of this integration for school management are multiple: it reaffirms the PPP as a living instrument, continuously updated according to the needs of the community; It strengthens the culture of collaboration and shared responsibility; and positively impacts learning. of the students, since more qualified teachers tend to develop pedagogical practices more creative, contextualized and effective.

Thus, the connection between pedagogical coordination and continuing education is established as... A structuring axis in the construction of quality public schools, guided by democratic management. and through the leading role of teachers. This combination is an essential condition for education. fulfill its social function of forming critical, autonomous citizens capable of ethical and participatory action in society (GATTI, 2013; LIBÂNEO, 2004).

3. Materials and Methods

This research is characterized as a qualitative study, based on... in bibliographic review and documentary research. The choice of a qualitative approach is justified by... The nature of the object under investigation demands a deep understanding of the relationships between the actions. of the pedagogical coordinator and the teacher training processes in the school context. According to Minayo (2001), this type of research works with the universe of meanings, motives, aspirations, beliefs, values and attitudes, corresponding to a deeper space of relationships and phenomena which cannot be reduced to the operationalization of variables.

According to Gil (2008), a literature review is developed from material that has already been produced. primarily books and scientific articles, allowing the researcher broad coverage of phenomena. that it would not be possible to research directly. This procedure was adopted to substantiate

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Theoretically, the study involves mapping the academic contributions on the topic. Additionally, Documentary research was used to analyze legislation and regulations related to the function of Pedagogical coordinator in the Brazilian educational context.

Bibliographic data collection was carried out between January 20 and 30, 2026, in databases of Data recognized by the scientific community: Scientific Electronic Library Online (SciELO) and Google Scholar, for scientific articles, and the Brazilian Digital Library of Theses and Dissertations. (BDTD), for dissertations and theses. The keywords used in the search were: “coordinator "pedagogical", "teacher training" and "pedagogical coordination". No specific delimitation was established. A timeframe is given to publications, prioritizing the comprehensiveness of the survey.

The inclusion criteria adopted for the selection of materials were: publications in language Portuguese; a direct approach to the topic of pedagogical coordination and/or teacher training; and recognized academic relevance. Duplicate materials, event abstracts, and other items were excluded. publications not directly related to the subject of study.

After applying the selection criteria, 14 works relevant to the scope were identified. from the research. These materials were organized, cataloged, and subjected to analytical reading, aiming to Identify the main theoretical contributions regarding the formative role of the pedagogical coordinator. and its implications for teacher professional development. Table 1 presents the main documents used as the basis for the construction of this study.

Table 1 – Documents and works used in the research

Title	Author(s)	Year	Type of material
Pedagogical coordination and teacher training: some reflections	BREDARIOL, MA	2024	Scientific Article
The role of pedagogical coordination in school management and its impacts on the educational context.	CARVALHO, JM; GUEDES, EML	2023	Scientific Article
The role of Pedagogical Coordination in the democratization process of public schools.	RISCAL, SA *et al.*	2020	Scientific Article
The pedagogical coordinator and teacher training: possible dialogues within the school context.	ARAÚJO, OHA	2017	Book
The pedagogical coordinator and the ongoing professional development of teachers in schools.	DOMINGUES, I.	2015	Book
Leadership in school management	LÜCK, H.	2012	Book
The role of the Pedagogical Coordinator in the school	ZEN, GC	2012	Scientific Article
The pedagogical coordinator and teacher training: intentions, tensions, and contradictions.	PLACCO, VMNS; ALMEIDA, L. R.; SOUZA, VLT	2011	Research Report

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Ongoing teacher training: new trends	IMBERNÓN, F.	2009	Book
Teachers: Images of the Present Future	NÓVOA, A.	2009	Book
Dimensions of school management and its competencies.	LÜCK, H.	2009	Book
Teacher training for primary education: training institutions and their curricula.	GATTI, BA *et al.*	2008	Research Report
Teachers and their training	NÓVOA, A.	1997	Book
Coordination of pedagogical work: from the political-pedagogical project to the daily life of the classroom.	VASCONCELLOS, CS	2007	Book

Source: Author's own work (2026)

4. Results and Discussion

Analysis of the literature shows that the role of the pedagogical coordinator has changed considerably in recent years. last decades. According to Zen (2012) and Riscal *et al.* (2020), until the 1980s, this professional worked primarily as an overseer of pedagogical practice, almost like a school inspector. However, with the With the redemocratization of the country and the social and cultural changes that accompanied it, this function gained... new outlines.

Today, the pedagogical coordinator is no longer just someone who takes care of bureaucratic tasks. and administrative. He became jointly responsible for what happens in the classroom, for the work of the teachers and the students' results. As Imbernón (2009, p. 28) points out, this professional "is part of the faculty and their main function is to divide their time between teacher training and..."

"articulation of the political-pedagogical project." In other words, its main task is to train and articulate, avoiding being swallowed up by the bureaucratic demands of daily life.

Franco (2008) expands on this view by describing the coordinator as someone capable of predicting, Planning, organizing, integrating, directing, controlling, and monitoring pedagogical actions. Their work involves... It supports careful observation of the students' training process, in the preparation and in Monitoring of methodological guides and teachers' schedules. When these functions are When intentionally structured, these factors create favorable conditions for the professional development of teachers.

Placco, Almeida and Souza (2011) found that the figure of the pedagogical coordinator is Legally established in all regions of Brazil, in both municipal and state school systems. Among their responsibilities, the following stand out: directing, organizing, coordinating, controlling, and evaluating the work. teacher; monitor the assessment activities of the teaching-learning process; promote reinforcement plans; and encouraging experimentation with new teaching methods and techniques.

Despite this, studies reveal a constant tension between formative functions and... bureaucratic demands of the position. Santos (2002) points out that lack of time is one of the main

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Obstacles to pedagogical planning. Faced with the urgency of deadlines, many managers end up...
merely revising the previous year's Political Pedagogical Project, without promoting collective construction.
and reflective, which characterizes democratic management.

Regarding formative practices, the analysis showed that the school is a privileged space for...
continuing education for teachers. Bredariol (2024) states that the school is, par excellence, the place
where dialogues, debates, and exchanges of experiences take place that enrich teacher training and
They contribute to the improvement of pedagogical practice. Nóvoa (2009) reinforces this idea by arguing that it is
I need to transform collective experience into professional knowledge and connect the training of
teachers to develop educational projects in schools.

Riscal *et al.* (2020) highlight that training sessions should strengthen the work.
collectively, addressing essential pedagogical issues and continuously evaluating the Political Project.
Pedagogical and its relationship with teaching projects. This process allows for constant adjustments that
They improve the quality of education. The authors also recommend that the Pedagogical Coordination
Discuss pedagogical issues with teachers, review the curriculum, and analyze the school culture. These
These meetings allow for democratic and collaborative reflection on educational practices.
To enrich these moments, coordinators can offer various materials (texts, books, etc.).
films, online resources) that broaden pedagogical perspectives and encourage exchange between
teachers from different disciplines.

An important formative practice identified in the studies is the collective construction of the Project.
Political-Pedagogical. Buzatto (2007) argues that continuous teacher training should be conducted through
This document is a way of valuing your educational journey, recognizing you as an individual.
and an agent of educational action. By facilitating the construction and collective study of the PPP, the Coordination
Pedagogical training promotes the professional development of teachers in service, encouraging research and reflection on...
pedagogical conceptions and practices, which contribute to the development of a praxis
transformative.

Carvalho and Guedes (2023) reinforce this perspective by stating that pedagogical coordination
It must create spaces for the exercise of citizenship, where one learns to be democratic and supportive. For the
authors, it is essential that teachers, parents, staff, students and the community take ownership of the destiny of
your school as active subjects in the elaboration and execution of the PPP. Araújo (2017) adds that the
The Pedagogical Coordination team needs to develop projects that cultivate a collaborative school culture.
with integrated planning and continuous evaluation of pedagogical practices, avoiding isolated actions.
which turn professionals into "islands" within the school.

Regarding the relationship between the coordinator's performance and professional development
Professor Nóvoa (1997) argues that the formative process should have a critical-reflective character, helping
The teacher is encouraged to develop autonomous thinking and actively participate in their own professional development.

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The studies analyzed show that continuing education provided within the school itself does not subject the teachers, but gives them autonomy. Nóvoa (2009) observes that training programs developed Outside the school environment, without teacher participation in its development, these issues have proven to be... ineffective. For the author, continuous training is not synonymous with consuming courses and seminars that They fuel a "training market" based on the idea that teachers are poorly trained or outdated.

In this sense, work networks and collective training within schools become increasingly relevant. where teachers share practices and experiences. Araújo (2017) emphasizes that proposals of Training programs organized by external agents, disconnected from the school environment, generally ignore the knowledge and real training needs of teachers, treating them as mere executors instead of authors of their own training.

The management of the pedagogical coordinator directly impacts the teaching-learning process. Carvalho and Guedes (2023) state that success depends on effort, dedication, and commitment. in the performance of their duties, such as classroom observation, identification of areas for improvement, and Parental involvement. The authors emphasize that the pedagogical coordination, along with the team of Management should bring unity to educational action and encourage the participation of the school community. Lück (2012) adds that the leadership of managers and coordinators should focus on improvement. Constant improvement in the quality of training, developing an organizational culture that promotes... a sense of belonging throughout the school group. Libâneo (2008) corroborates this view by To highlight that a leading manager is able to influence, motivate, integrate, and organize people to achieve... common goals.

Bredariol (2024) summarizes this relationship by stating that the formative work of the Coordinators Pedagogical staff can develop an investigative, critical-reflective approach in the teaching team, which Combine theory and practice. This is important because a well-trained teacher can act as a researcher, Transforming the classroom into a laboratory and contributing to the improvement of the educational process.

Finally, the results indicate that collective formative moments transform the school. in a collaborative and fertile space for the production of knowledge and values, promoting a Participatory and democratic education. Continuous training is therefore shown to be an element. fundamental for the renewal of pedagogical practices, offering significant contributions. when based on the knowledge and experiences of the teachers, with the pedagogical coordinator as facilitator and mediator of this process.

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Final Considerations

This study aimed to analyze the formative role of the pedagogical coordinator in in the school context, investigating its contributions to the professional development of teachers. Based on the literature review and documentary research, it was possible to construct a A broad understanding of the responsibilities, training practices, and impacts of this professional's work. in continuing teacher education.

The results showed that the pedagogical coordinator fulfills their formative role by to articulate collective spaces for reflection, planning, and evaluation of pedagogical practices within the school. This activity contributes to the professional development of teachers by promoting a A culture of continuous learning based on valuing experiential knowledge and critical reflection. in the collective construction of pedagogical knowledge.

Regarding the first specific objective (understanding the coordinator's responsibilities) (pedagogical aspects related to continuing education), it was found that this professional underwent changes. Significant changes have occurred in recent decades. The fiscal and bureaucratic model has been superseded by a... a broader and more democratic conception, in which the coordinator assumes co-responsibility for the room of class, through teaching work and learning outcomes. Its main function, according to Literature, is about being a shaper and articulator of the Political Pedagogical Project, mediating the processes of professional development at school.

Regarding the second objective (to identify formative practices in daily school life), the The findings revealed that school is a privileged space for continuing education. Among the Among the practices identified, the collective construction of the Political Pedagogical Project stands out as... an instrument for training and developing teacher autonomy, and promoting environments Collaborative approaches that favor collective action instead of professional isolation.

With regard to the third objective (relating the coordinator's performance to the (professional teacher development), the results demonstrated that continuing education Conducting the work within the school itself gives teachers autonomy and values their knowledge and experience.

The coordinator's work contributes to developing a professional, investigative approach. and critical-reflective, which combines theory and practice, allowing the teacher to act as a researcher of their field. own practice and agent of transformation in the educational process.

The findings of this research confirm that teacher training is not built through the accumulation of knowledge. from courses or techniques from outside the school, but through constant reflection. about practice, sharing experiences, and the collective construction of knowledge. In this process, The pedagogical coordinator assumes a strategic role as a mediator and facilitator, creating conditions so that the school becomes a professional learning community.

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It is worth highlighting that the effective implementation of this formative role faces significant challenges, such as... Overburdened by bureaucratic demands, lack of time to plan training activities, and resistance. to change on the part of some professionals. Overcoming these obstacles requires that the formative function be institutionally recognized as a priority, in addition to investment in adequate conditions. work.

As a contribution, this study reaffirms the importance of pedagogical coordination for quality. educational, showing that collective formative moments transform the school into a space collaborative and conducive to the production of knowledge and values. Research also contributes to the field of educational management and teacher training by systematizing theoretical reflections that They can support more effective continuing education practices.

As a limitation, the bibliographic and documentary research, although offering a broad overview of This phenomenon does not allow us to capture the specificities and nuances of the coordinators' daily practices. in different school contexts. Therefore, it is suggested that future research adopt approaches empirical methods, such as case studies or action research, to investigate formative practices in situ and its effective impacts on teacher development.

Finally, it is possible to conclude that the pedagogical coordinator, upon assuming their formative role... Intentionally and systematically, it contributes decisively to the construction of a school. Democratic, participatory, and committed to the social quality of education. To value this. professional development and strengthening one's role as a trainer are fundamental steps for the advancement of... Brazilian education and the consolidation of transformative pedagogical practices.

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