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The role of the pedagogical coordinator in school

O papel do coordenador pedagógico na escola

El papel del coordinador pedagógico en la escuela

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Abstract:
This article is an excerpt from a master's thesis addressing the role of the pedagogical coordinator within the school environment, highlighting their importance in mediation, coordination, and the continuous professional development of teachers. Contemporary education demands democratic and participatory management, in which the coordinator acts as a coordinating leader, integrating the aspirations of the school community, the institution's pedagogical proposal, and the students' learning needs. This study employed qualitative bibliographic research, grounded in classic educational theorists and current legislation. The results reveal that the coordinator faces daily challenges, such as an overload of bureaucratic demands and resistance to changes in traditional teaching practices. It is concluded that, despite structural tensions, this professional's role is indispensable for fostering a favorable organizational climate and ensuring the quality of the teaching-learning process. The pedagogical coordinator thus establishes themselves as a pillar of innovation, a welcoming presence, and a driver of continuous improvement within educational institutions.

Keywords:

Resumo:
Este artigo trata-se de um recorte da Dissertação de Mestrado que aborda sobre o papel do coordenador pedagógico no ambiente escolar, destacando sua importância na mediação, articulação e formação continuada dos professores. A educação contemporânea exige uma gestão democrática e participativa, na qual o coordenador atua como um líder articulador, integrando os anseios da comunidade escolar, a proposta pedagógica da instituição e as necessidades de aprendizagem dos alunos. Para o desenvolvimento deste estudo, utilizou-se a pesquisa bibliográfica de natureza qualitativa, fundamentada em autores clássicos da educação e na legislação vigente. Os resultados evidenciam que o coordenador enfrenta desafios cotidianos, como a sobrecarga de demandas burocráticas e a resistência a mudanças nas práticas tradicionais de ensino. Conclui-se que, apesar das tensões estruturais, a atuação desse profissional é indispensável para criar um clima organizacional favorável e assegurar a qualidade do processo de ensino-aprendizagem. O coordenador pedagógico consolida-se, portanto, como o pilar da inovação, do acolhimento e da melhoria contínua dentro das instituições de ensino.

Palavras-chave: Coordenador Pedagógico. Gestão Escolar. Formação Continuada.

Resumen:
Este artículo se trata de un recorte de la tesis de Maestría que aborda sobre el papel del coordinador pedagógico en el ambiente escolar, destacando su importancia en la mediación, articulación y formación continuada de los profesores. La educación contemporánea exige una gestión democrática y participativa, en la cual el coordinador actúa como un líder articulador, integrando los anhelos de la comunidad escolar, la propuesta pedagógica de la institución y las necesidades de aprendizaje de los alumnos. Para el desarrollo de este estudio, se utilizó la investigación bibliográfica de naturaleza cualitativa, fundamentada en autores clásicos de la educación y en la legislación vigente. Los resultados evidencian que el coordinador enfrenta

desafíos cotidianos, como la sobrecarga de demandas burocráticas y la resistencia a cambios en las prácticas tradicionales de enseñanza. Se concluye que, a pesar de las tensiones estructurales, la actuación de ese profesional es indispensable para crear un clima organizacional favorable y asegurar la calidad del proceso de enseñanza-aprendizaje. El coordinador pedagógico se consolida, por lo tanto, como el pilar de la innovación, del acogimiento y de la mejora continua dentro de las instituciones de enseñanza.

Palabras clave: Coordinador Pedagógico. Gestión Escolar. Formación continuada.

Keywords: Pedagogical Coordinator. School Management. Continuing Education.

Introduction

The contemporary school environment is a complex space that demands articulated and efficient management to ensure the success of the teaching and learning process. In this scenario, the pedagogical coordinator plays a central role, assuming the responsibility of mediating the relations between direction, teachers, students and community.

Historically, the coordinator's function was linked to a bureaucratic inspection and control model, focused on checking compliance with standards and filling class diaries. With the evolution of educational theories, this perspective underwent a profound conceptual transformation.

Today, the performance of this professional requires an eminently training, articulating and transforming profile. He ceases to be a mere relayer of orders from the management and begins to act as an intellectual partner of the teachers, fostering joint reflection on the pedagogical practice.

To understand the magnitude of this function, it is necessary to recognize that the pedagogical coordinator acts as a vital link in the implementation of the Political Pedagogical Project (PPP). It ensures that educational guidelines are translated into concrete actions in the classroom.

In addition to organizing the curriculum, the coordinator is committed to identifying the training needs of the teaching team. Through continued education in service, he instrumentalizes teachers to deal with the diversity and contemporary challenges of education.

The promotion of a healthy and collaborative organizational climate is another aspect inherent to the work of coordination. By mediating conflicts and encouraging dialogue, the coordinator contributes to the construction of a school culture based on respect, ethics and inclusion.

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Another essential dimension is the monitoring of students' development. The coordinator analyzes the learning indicators, proposing, together with the teachers, pedagogical interventions aimed at overcoming difficulties and improving school performance.

Given the relevance exposed, this article aims to theoretically analyze the role of the pedagogical coordinator in the school environment. We seek to understand their attributions, the daily challenges of the profession and the importance of their performance in the construction of a quality education.

Methodology

The elaboration of this article required a rigorous investigation to analyze the coordinator's role in the school environment. Therefore, a qualitative approach was adopted, characterized by an in-depth interpretation of educational phenomena and interactions involving pedagogical management.

Qualitative research proved to be the most appropriate way, as it allows understanding the subjective and everyday dynamics that occur within the school. The central focus is not to quantify actions or generate statistical data, but to understand the meaning, relevance and impact of the pedagogical coordinator's work.

The technical procedure used was bibliographic research, which consisted in the survey, selection and analytical reading of books, scientific articles and doctoral theses. This survey focused on established authors who discuss democratic management, teacher training and knowledge production in the school environment.

To ensure the legitimacy of the scientific process and the theoretical depth of the study, the selection of the material followed strict criteria of academic relevance. On the need for theoretical foundation and a rigorous method in educational research, Saviani (2013, p. 38) highlights:

The scientific method is not a set of formal rules that apply mechanically, but is the way to grasp the real movement of the object. The theory is fundamental because it allows us to go beyond the immediate appearances of the educational phenomenon.

The selected bibliographic material underwent systematic stages of exploratory, selective and analytical reading. This systematic movement enabled the intersection of different theoretical perspectives, allowing us to confront the authors' ideas with the practical reality faced by the coordinators.

The textual and theoretical analysis allowed us to understand that the coordinator works directly with the mobilization and training of teachers' knowledge. To investigate this field

requires understanding the role of this professional as mediator of knowledge, as Tardif points out (2014, p. 36):

> Teachers' professional knowledge is not only theoretical knowledge, but knowledge integrated with their practice and mobilized daily. The role of pedagogical management is to help teachers reflect and legitimize these knowledge in their action. (TARDIF, 2014, p. 36):

The method also supported the principles of dialogic pedagogy, recognizing that research in education is not done in isolation, but in constant communication with the social context. Theoretical research serves as an awareness tool to transform the reality of the school community.

This dialogical and investigative dimension of the methodology, which connects the theory to the transformation of the pedagogical practice of the coordinator and teachers, finds echo in Freire's thought (1996, p. 29):

> There is no teaching without research and research without teaching. Those who-do meet each other. While I teach, I keep searching, searching. I teach because I seek, because I inquired, because I inquire and inquire. I seek to see, to note, to intervene, to intervene and to educate myself. (FREIRE, 1996, p. 29).

Finally, the procedure for analyzing the data collected involved the critical interpretation and synthesis of the works studied. This interpretive movement allowed us to articulate the theories analyzed with contemporary demands, providing the necessary subsidies for the construction of the results of this article.

1. The pedagogical coordinator as trainer and articulator

The role of the pedagogical coordinator in contemporary educational institutions goes beyond the barriers of mere technical supervision, consolidating itself as a function of intellectual and human leadership. In the school ecosystem, this professional assumes the responsibility of being the link between the macroeducational guidelines and the practical reality of the classroom. Its role as articulator requires a holistic and strategic vision, capable of unifying the different segments of the school community in favor of a common objective: effective and meaningful learning of students.

In addition to organizing schedules and distributing materials, the true essence of coordination lies in its formative dimension. It is the coordinator who designs, accompanies and evaluates the processes of continuing education in service, transforming the school into a space of constant production of knowledge. By mapping the actual needs of the faculty, he proposes pedagogical interventions and study moments that instrumentalize the teacher to deal with diversity, inclusion and new teaching technologies.

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This centrality of in-service training is fundamental because it recognizes the school environment as the privileged locus of professional teacher development. The coordinator should not act as a transmitter of ready methodological recipes, but as a problematizer that instigates the teacher to investigate his own action. About this intimate relationship between pedagogical management and the construction of knowledge directly linked to classroom practice, Tardif (2014, p. 39) clarifies:

> Professional knowledge is built in the workplace itself, through daily experience and sharing with peers. The pedagogical coordination acts as the mobilizing agent that allows the teacher to critically reflect on this knowledge, validating its autonomy. (TARDIF, 2014, p. 39).

The articulation exercised by the pedagogical coordinator is also directly reflected in the consolidation and experience of the school's Political Pedagogical Project (PPP). The PPP cannot be a packed document, but a living guide to the community. It is up to the coordinator to mediate collective debates so that the identity, values and goals of the institution are translated into real, coherent and articulated teaching plans between different disciplines and series.

Conflict mediation and the establishment of horizontal communication are other competences intrinsic to this articulating role. The coordinator welcomes the anguish of the teachers, meets the demands of the families and listens to the needs of the students, creating channels of dialogue that strengthen the organizational climate. When communication fails, teacher isolation prevails, fragmenting the curriculum and weakening the educational project of the institution.

The work of articulation requires, fundamentally, leadership based on mutual respect and partnership, moving away from authoritarian or bureaucratic postures that historically marked school supervision. The coordinator needs to build a relationship of pedagogical complicity with the faculty. Analyzing the relevance of this partnership and the impact of a coordination that prioritizes the collective growth of the team, Placco (2012, p. 52) asserts:

> The pedagogical coordinator needs to be a more experienced partner of the teacher, someone who shares his doubts and helps him reveal the challenges of everyday school life, overcoming the loneliness of the classroom through collective work (. PLACCO, 2012, p. 52).

Systematic monitoring of pedagogical practice is another aspect of this activity. The coordinator follows the planning, analyzes the results of the evaluations and observes the dynamics of the classes. This monitoring does not aim to punish or judge the teacher, but rather to identify bottlenecks in the teaching-learning process and suggest alternative intervention routes to ensure school success and reduce retention and evasion rates.

Continuing education gains contours of innovation when the coordinator promotes collaborative work, such as the exchange of successful experiences among teachers themselves and the realization of interdisciplinary projects. This exchange breaks with the traditional model of decontextualized external lectures, valuing the knowledge generated within the school itself. Reflection on action thus becomes the driving force of improving the quality of education.

Given the complexity that involves coordinating didactic actions and ensuring that the school fulfills its social and political function in the formation of critical citizens, the theoretical foundation becomes the coordinator's main support tool. He needs conceptual clarity to guide his team safely. On the role of coordination as a structuring element of the school organization focused on social emancipation, Libâneo (2003, p. 381) defends:

> The pedagogical coordination plays a strategic role in the organization of the school, because it ensures the unity of teaching work. Its function is to ensure that teaching reaches its social purpose, mediating pedagogical theory and transformative practice. (LIBAN, 2003, p. 381).

In short, the pedagogical coordinator consolidates himself as the heart of school gear to the extent that he can balance technical support with human welcome. Its relevance as a trainer and articulator lies in the ability to transform curriculum guidelines into inclusive and humanizing practices. By strengthening the teacher, the coordinator directly benefits the student, ensuring that the constitutional right to quality education is realized in the daily life of the Brazilian classrooms.

2. Contemporary challenges and burocratic overload

The practical routine of the pedagogical coordinator reveals a marked distance between the prescriptions of the educational literature and the actual contingencies of the school environment. Although the theoretical framework consolidates its identity as an essentially formative and articulating agent, daily administrative emergencies tend to divert this professional from its primordial functions. The accumulation of immediate responsibilities transforms the coordination routine into a tangle of fragmented actions, generating identity tensions and work overload.

The bureaucratic demands that stifle the pedagogical coordinator's time include the thorough filling of statistical reports, the feeding of digital systems of education secretariats and the class diaries conference. Added to this is the immediate attendance to disciplinary conflicts of students and the mediation of complaints brought by parents and guardians. This uninterrupted flow of critical incidents converts the coordinator into an emergency crisis manager, drastically reducing his protected time for planning and systematic monitoring of the faculty.

The specialized literature points out that this hypertrophy of administrative tasks generates a phenomenon of emptying the pedagogical dimension, precarizing the support offered to the teacher. When the focus of coordination is focused primarily on maintaining order and meeting institutional deadlines, continuing education in service is relegated to the background. Analyzing the consequences of this immediate routine and the disfigurement of the original role of the professional within the school environment, Almeida (2006, p. 45) warns:

> The pedagogical coordinator lives an ambiguous situation in the school: at the same time as he is charged to be the teacher's advisor, he is swallowed up by the administrative routines and the day-to-day emergencies, with little time remaining for theoretical reflection and for the real monitoring of teaching work. (ALMEIDA, 2006, p. 45).

Another challenge of great complexity refers to the cultural resistance of portions of the faculty in relation to innovation and the transformation of traditional didactic practices. Processes of methodological change often generate insecurity and emotional instability in teachers, requiring from the coordinator a dialogic and empathic posture. However, the lack of chronic time prevents the construction of bonds of mutual trust, essential for the teacher to feel safe in reviewing his methods and adopting new pedagogical approaches.

In addition, contemporary educational reforms based on performativity logics and the demand for quantitative targets exacerbate the pressure on coordination. The coordinator is now charged by the indices of large-scale external evaluations, and is compelled to focus on specific skills training to the detriment of human and critical training. This scenario of vertical accountability generates professional illness and transforms coordination into a chain of transmission of bureaucratic demands on the teacher.

This reconfiguration of the pedagogical manager's work, driven by public policies aligned with management models of efficiency and control of results, profoundly alters school autonomy. The coordinator is under pressure from the technical requirements of the State and the human and social needs of the school community. About the inclusion of these new bureaucratic and managerial regulation logics in the work of school management professionals, Shiroma (2011, p. 82) ponders:

> School management policies, under the aegis of efficiency, tend to burden professionals with bureaucratic controls and productivity targets. This process changes the identity of the coordinator, who often assumes the role of technical manager in charge of auditing the teacher's work.

The precariousness of the structural conditions of public and private schools also acts as a strong restrictive factor for the performance of coordination. The scarcity of teaching resources, the high turnover of substitute teachers and the lack of administrative assistants force

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the coordinator to take on functions outside his office, such as organizing the meals or covering classes without a teacher. These organizational dysfunctions spray the coordinator's professional identity, diluting their technical authority from the care tasks.

To mitigate the fragmentation of these actions, it is urgent to legally redefine the boundaries of action of each member of the school management team, formally delimiting the duties of the director, advisor and coordinator. It is imperative to create safeguard mechanisms to protect the coordinator's time for classroom observation and training feedback to teachers. Overcoming bureaucratic activism requires a change in institutional culture that values theoretical reflection as a central axis of everyday life.

The overcoming of contemporary challenges necessarily involves resignifying the role of the pedagogical coordinator as an intellectual engaged in the transformation of school reality. This professional needs to appropriate his space of action to resist the purely instrumental and technical pressures of bureaucracy. Problematizing the need for the coordinator to transcend the sphere of mere execution of tasks to consolidate a critical and emancipatory pedagogical praxis at school, Franco (2016, p. 114) defends:

> Resignification of the coordinator's work presupposes overcoming bureaucratic pragmatism through a praxis based on critical theory. The coordinator shall convert meeting spaces into political-pedagogical debate forums, refusing the condition of mere executioner of administrative orders. (FRANCO, 2016, p. 114).

In conclusion, the analysis of the challenges and bureaucratic burden shows that the emancipation of pedagogical coordination is a fundamental condition for improving the quality of education. Dishonoring this professional from purely bureaucratic demands means returning to the school its main hub of didactic articulation and critical reflection. Only by strengthening its formative identity will it be possible to build a democratically managed school capable of responding to the real contemporary social demands.

Final considerations

The theoretical analysis developed throughout this article confirms that the pedagogical coordinator is an indispensable element for the success of any educational institution. Its action transits permanently between the political, pedagogical and human spheres of the school.

It was evident that the transition from supervisory to formative articulator role represented a fundamental democratic advance. However, this theoretical advance still finds severe practical barriers in the bureaucratization and immediacy of school routine.

In order to overcome such obstacles, schools need to redefine internal workflows by denouncing the pedagogical coordinator of purely administrative tasks. The priority of this professional must be, undeniably, the monitoring and strengthening of teaching work.

Continuing education of teachers in service is consolidated as the coordinator's main intervention tool. It is through it that methodological innovation, school inclusion and overcoming the learning gaps of students are promoted.

In short, the pedagogical coordinator should not be seen as a solver of immediate problems, but as an intellectual of education. Valuing your professional identity means investing directly in the quality of public school and in the development of society.

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