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The importance of the pedagogical coordinator's support for teachers.

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The importance of support from the pedagogical coordinator to teachers

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Abstract:

This article is an excerpt from a Master's thesis that addresses the importance of the support offered by the pedagogical coordinator to teachers in the school environment, highlighting the impact of this partnership on the quality of the teaching-learning process. The complexity of contemporary teaching demands support that goes beyond bureaucratic assistance, consolidating itself as technical, political, epistemological, and affective support. To support this discussion, a qualitative bibliographic research methodology was used, supported by classic and contemporary theorists of Brazilian education. The results demonstrate that the systematic support of the pedagogical coordination directly reduces teacher isolation, strengthens professional self-esteem, and helps overcome daily didactic challenges in the classroom. However, structural obstacles are evident, such as the coordinator's diversion of function to administrative tasks, which weakens this support. It is concluded that effective support from the coordination team is a determining factor for consolidating democratic management, promoting curricular justice, and guaranteeing an inclusive public education of social excellence.

Keywords: Pedagogical Coordinator. Teacher Support. Pedagogical Practice. Didactic Partnership.

Abstract:

This article is an excerpt from a master's thesis addressing the importance of the support provided by pedagogical coordinators to teachers within the school environment, highlighting the impact of this partnership on the quality of the teaching-learning process. The complexity of contemporary teaching requires support that goes beyond bureaucratic assistance, encompassing technical, political, epistemological, and affective dimensions. To ground this discussion, a qualitative bibliographic research methodology was employed, drawing on both classical and contemporary theorists of Brazilian education. The results demonstrate that systematic support from pedagogical coordination directly contributes to reducing teacher isolation, strengthening professional self-esteem, and overcoming daily classroom teaching challenges. However, structural obstacles are evident—such as the diversion of the coordinator's role toward administrative tasks—which undermine this support process. The study concludes that effective support from the coordination team is a decisive factor in consolidating democratic management, promoting curricular justice, and ensuring inclusive public education of social excellence.

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Abstract:

This article is an excerpt from the Master's thesis that addresses the importance of support offered by the pedagogical coordinator to teachers in the school environment, highlighting the impact of this association on the qualification of the teaching-learning process. The complexity of contemporary teaching requires support that goes beyond bureaucratic assistance, consolidating it as technical, political, epistemological and

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affective. To support this discussion, a qualitative bibliographic research methodology was used, supported by classical and contemporary theorists of Brazilian education. The results demonstrate that the systematic support of pedagogical coordination acts directly in reducing teacher isolation, in strengthening professional self-esteem and in overcoming daily teaching challenges in the classroom. However, structural obstacles are evident, such as the diversion of the coordinator's role to administrative tasks, which weakens this support. It is concluded that effective coordination support is a determining factor for the consolidation of democratic management, for the promotion of curricular justice and for the guarantee of inclusive public education and social excellence.

Keywords: Pedagogical Coordinator. Teaching Support. Pedagogical Practice. Didactic Association.

Introduction

The daily routine of contemporary educational institutions imposes a series of challenges on teachers. complex challenges, ranging from methodological transformations to profound socio-emotional demands of students. In this scenario of intensified work. For teachers, the presence and actions of the pedagogical coordinator become vitally important. the foundation of educational practices. The support offered by the coordinator should not be understood not as a sporadic act of assistance, but rather as a structuring axis. supporting the identity and practice of teaching.

Historically, the relationship between school supervision and teachers has been guided by... dynamics of control, surveillance, and verticalized accountability. This managerial model generated a distancing between professionals, fueling feelings of insecurity and Mutual distrust. With the redemocratization of the school environment and the evolution of critical theories. In education, this supervisory logic has been replaced by a perspective of collaboration and ongoing educational partnership.

Currently, the coordinator's support unfolds in multiple dimensions, encompassing from the theoretical and methodological foundation to the acceptance of anxieties inherent to The pedagogical coordinator acts as a facilitator of the work in the exercise of the profession. teacher, providing the necessary resources so that the teacher can plan, execute and to assess their actions safely and autonomously. Without this technical and human support, teaching It tends to become a solitary and fragmented activity.

Furthermore, the support of the coordinator is fundamental for the articulation of the curriculum. school and to ensure that pedagogical intentions are realized in the classroom. class. The coordinator helps the teacher decode the national curriculum guidelines and institutional concepts, translating them into viable teaching strategies that are consistent with reality.

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sociocultural context of the community served. This mediation avoids sterile pragmatism and provides social significance to the content taught.

Another crucial aspect lies in promoting school inclusion and addressing the needs of the students. diversity of students. Faced with heterogeneous classes, teachers often... They face difficulties in diagnosing and overcoming learning gaps. Support The coordinator's role is manifested here in co-participation during the development of plans. individualized intervention, in the search for alternative teaching materials and in monitoring shared progress of the students.

Socio-emotional support is also an essential aspect of Support from the coordination team to the teaching staff. The physical and mental exhaustion caused by the routines. Schools require spaces for qualified listening and empathy in the workplace. When the The coordinator positions himself as a welcoming interlocutor, contributing to the construction of a healthy organizational climate, minimizing the impacts of stress and illness. professional among teachers.

Given the above, this study seeks to analyze theoretically and critically the relevance The pedagogical coordinator's support for teachers in the dynamics of the modern school. It aims to... to understand how this collaborative approach impacts the quality of education and It fosters the professional development of the entire team. The discussion is justified because... There is a pressing need to value pedagogical coordination as a center of resistance. human and technical expertise in the face of bureaucratic and market-driven logics that threaten autonomy. school.

Methodology

To achieve the objectives proposed in this article, a methodology of A qualitative approach, based on the analytical interpretation of the relationships and practices that constitute pedagogical management. Qualitative research is justified by its ability to understand the density of educational phenomena, prioritizing the understanding of meanings, of discourses and intentions that motivate individuals within the educational institution.

The technical procedure employed was exploratory bibliographic research. and reflective. A systematic survey of the national scientific literature produced was carried out. in recent decades, encompassing classic books on Brazilian pedagogy, articles published in Indexed journals and theses that discuss the partnership between coordination and teaching. The criterion The selection process prioritized works that offer theoretical support for overcoming the model. school supervision officer.

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The treatment of bibliographic data followed a rigorous exploratory reading protocol.
Summarizing textual quotations and categorizing thematically the relevant arguments.
academic. This process allowed for a comparison of the authors' different perspectives and the construction of a
A consistent conceptual framework regarding pedagogical support. To ensure scientific validity.
From the statements, long direct quotations will be used, indented 4cm from the left margin.
Smaller font and single spacing, in accordance with current ABNT standards.

The choice of theorists who underpin this methodology reflects a commitment to
A historical-critical and emancipatory perspective on education. One of the key authors.
to discuss methodological rigor in research and the need for scientific foundation.
Dermeval Saviani is the one who can overcome common pedagogical sense. His theoretical approach...
The methodological approach guides the movement to overcome the immediate appearances of daily school life.
as Saviani (2013, p. 42) explains:

> Research in education must go beyond descriptive empiricism, seeking to capture the social and historical determinants that shape pedagogical practice. The dialectical method compels us to understand the school in its contradictions, transforming the act of researching into an instrument of social intervention. (SAVIANI, 2013, p. 42)

The methodology sought to understand the teacher as a producer of knowledge.
specific, whose identity is strengthened through shared mediation with school management. The
The support provided by the coordination is analyzed from the perspective of valuing this professional knowledge. For
To provide methodological support for the premise that practice produces theory, one resorts to...
to the postulates of Maurice Tardif (2014, p. 55):

> Research on teaching work needs to recognize the epistemological status of teachers' knowledge, which is plural, temporal, and heterogeneous. The methodological study of this knowledge allows us to understand how school management can act symbiotically, validating the teacher's lived experience. (TARDIF, 2014, p. 55)

Finally, the methodological framework of this article is anchored in the assumptions of pedagogy.
of autonomy and transformative dialogue. Bibliographic research aims not only
not to catalog concepts, but rather to nurture a critical stance towards bureaucratic oppressions that
They fragment schoolwork. The methodological reflection developed here aligns with...
ethical and political commitment to the emancipation of individuals, as advocated by Paulo Freire
(1996, p. 34):

> Critical reflection on practice becomes a requirement of the Theory/Practice relationship, without which theory can become mere talk and practice, activism. Pedagogical investigation must be, in itself, an act of dialogical communication that empowers the educator to read the world in order to transform it. (PAULO FREIRE, 1996, p. 34)

The methodological process concluded with the writing of the synthesis.
The interpretative structure that outlines the subsequent sections. The ideas extracted from the texts were

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structured in a way that answers the research problem, ensuring internal coherence,
theoretical consistency and the rigor required for academic publications in the field of science.
Humans.

Results and discussion

1. Pedagogical support as a safeguard against teacher isolation.

The theoretical data analyzed reveal that the systematic support of the coordinator
The pedagogical approach acts as a powerful antidote to the professional loneliness that often occurs.
It affects teachers. Historically, school architecture and work organization...
Pedagogical methods confined the teacher to the private space of their classroom, generating a culture
isolation. When the coordination takes an active and collaborative stance, it breaks through
These barriers, establishing a culture of sharing, cooperation and co-responsibility for
student success.

In practice, the coordinator's support is materialized through formative feedback and...
through participant observation of classes in a consensual and respectful manner. Instead of entering
In the classroom, with a punitive evaluation clipboard, the co-coordinator observes the...
didactic dynamics so that, later, they can sit down with the teacher and discuss the strengths and weaknesses.
the aspects that require intervention. This process demystifies the fear of evaluation and
It builds a relationship of mutual technical and pedagogical trust.

The importance of this partnership in the daily construction of a reflective teaching practice.
and is widely corroborated by contemporary academic literature. Without the
In the absence of this qualified interlocutor, the teacher tends to reproduce traditional practices because
security or succumbing to the learning difficulties of students. Analyzing the
The direct impact of this support on overcoming the methodological weaknesses of the teaching staff,
Placco (2012, p. 64) asserts:

> The support provided by the pedagogical coordinator to the teacher should constitute a space of acceptance and professional development, where mistakes are not punished, but understood as a starting point for new didactic learning and for the reconfiguration of teaching practice. (PLACCO, 2012, p. 64).

Another relevant aspect of this support concerns the selection and didactic transposition of
Curriculum content. The pedagogical coordinator provides up-to-date theoretical support.
It suggests supplementary readings and assists in the development of active methodologies that make the
More dynamic and inclusive classes. This direct support enhances the teacher's performance.
ensuring that he has the necessary scientific and pedagogical tools at his disposal to
To mediate knowledge effectively.

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Furthermore, the support of the coordination team fosters the development of interdisciplinary projects. Connecting teachers from different fields of knowledge around generating themes. common. This mediation breaks down the rigid boundaries of the traditional curriculum and demonstrates to Teachers believe their work gains strength when integrated into a collective school project. Coordination acts as the invisible stitching that unifies isolated actions into a praxis. coherent.

Theoretical analysis indicates that strengthening the professional security of teachers It depends directly on the quality of the technical support provided by management. The coordinator It needs to be the safe haven where the teacher finds theoretical grounding to innovate without Fear of making mistakes. On the urgency of a coordination that acts as a partner in reconstruction. continuous learning and confidence in daily pedagogical practice, Libâneo (2003, p. 385) he argues:

> The pedagogical coordinator needs to provide theoretical and practical support so that teachers feel confident in conducting the teaching process. This support ensures the unity of the school's educational project and prevents the dispersion of learning objectives. (LIBÂNEO, 2003, p. 385).

In conclusion, the findings of this topic demonstrate that the coordinator's support The pedagogical approach redefines the teacher's identity, transforming the teacher from a mere executor. Solitary tasks within a collective intellectual environment. Continuous pedagogical support elevates the quality. classroom work is beneficial insofar as it offers epistemological and technical security. Strengthening this bond of mutual collaboration is the primary step in building a A school that learns and continually renews itself.

2. Human reception and barriers to the effective provision of support.

The second dimension of the results highlights the support of the pedagogical coordinator to Teaching teachers necessarily encompasses an affective dimension and a sense of human compassion. Contemporary teaching is riddled with institutional pressures, tensions with the community, and... dealing with significant social vulnerabilities, leading to high rates of emotional distress. and burnout syndrome. The coordination office often becomes a space A place to vent, where the teacher seeks support and a sensitive ear for their professional anxieties.

However, bibliographic data points to the existence of severe barriers. structural factors that prevent the full implementation of this support in daily school life. The main The barrier lies in the chronic bureaucratic and administrative overload that falls on the shoulders of pedagogical coordination. The coordinator sees their time swallowed up by filling out... spreadsheets, immediate resolution of disciplinary conflicts, answering phone calls and

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replacing absent teachers, leaving him very few hours to dedicate to support.
directly to the teacher.

This structural contradiction generates a feeling of pedagogical abandonment in the body.
The teacher, who begins to see the coordination only as a body that enforces deadlines and
reports, and not as a space for assistance. Bureaucratization distances the coordinator from the room of
The classroom and formative dialogue with the teacher undermine human relationships within the classroom.
school. Problematizing this fragmented routine that prevents the coordinator from exercising their role.
Regarding the role of support and assistance to the teacher, Almeida (2006, p. 48) considers:

> The bureaucratization of the pedagogical coordinator's functions makes personalized attention and continuous support to the teacher impossible. The professional finds themselves entangled in emergency tasks, emptying the human and formative dimension that should underpin the relationship with the teachers. (Almeida, 2006, p. 48).

Beyond bureaucratic issues, educational policies based on the logic of
results and the blaming of the teacher for the large-scale assessment indices.
They strain the relationship between coordination and teaching. The coordinator, pressured by
Education departments, however, may end up reproducing an attitude of placing excessive demands on
teachers, distorting the supportive nature of their role. It is necessary to resist this tendency.
A managerial approach is needed to keep the collaborative essence of coordination alive.

Overcoming these barriers requires a profound restructuring of the organization of
schoolwork, with the guarantee of protected times and spaces during the workday for the
The meeting is for joint planning between coordinators and teachers. Support cannot
It can happen in an improvised way in the hallways or during class breaks. It requires
intentionality, a structured agenda, and a suitable physical environment that fosters study.
Collective action and the exchange of experiences.

The literature argues that relieving the coordinator of purely bureaucratic tasks is...
an essential condition for teacher support to become a practice.
emancipatory and humanizing. The coordinator must become a shield against the
external technocratic pressures, protecting the teacher's autonomy and encouraging their
Pedagogical creativity. On the need to reclaim mutual support as a tool.
Regarding political and technical resistance within the school, Franco (2016, p. 119) argues:

> Supporting teachers presupposes an ethical-political stance from the coordination that rejects the mere reproduction of external demands. To support means to subsidize the teacher in the construction of critical alternatives that respond to the real needs of the students, against exclusionary productivism. (FRANCO, 2016, p. 119).

In short, the connection between human acceptance and overcoming obstacles.
Bureaucratic processes create a horizon for truly efficient pedagogical coordination.

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Supporting the teacher means understanding teaching in its entirety, encompassing its...
technical, intellectual and emotional needs. By creating internal networks of solidarity and
Through mutual support, the school strengthens itself internally, becoming capable of offering an education.
fairer, more democratic and more humane for its students.

Final considerations

The completion of this theoretical article made it possible to understand that the coordinator's support
Pedagogical training for teachers constitutes the cornerstone for supporting an education of
Quality in the contemporary school environment. Technical support and human connection.
The resources offered by the coordination are not merely supplements to management, but rather essential conditions.
essential for teachers to be able to carry out their work safely, with dignity and
effectiveness.

The results discussed demonstrated that the collaborative performance of the coordinator
The pedagogical approach acts directly in deconstructing the culture of isolation that historically...
It fragmented teaching practice. By offering constructive feedback and supporting planning.
In teaching, coordination elevates the epistemological status of teachers' knowledge.
promoting professional development in the workplace in an organic and contextualized way.

On the other hand, it became evident that the bureaucratization and immediacy of school routines
They function as serious limiting factors, stifling coordination time and weakening the...
support offered to teachers. This institutional contradiction distorts the identity of
coordinator, distancing it from its formative essence and often converting it into a
merely a manager of administrative and fiscal crises.

To overcome these contemporary obstacles, it is urgent that educational policies and...
School administrations should promote a clear definition of roles within the management team.
relieving the pedagogical coordinator of tasks outside their area of expertise. Protecting the
The coordinator has time to dedicate themselves exclusively to support and training.
Faculty development is a strategic investment in improving education.

In conclusion, it is reaffirmed that the partnership between coordination and teaching is a political act.
and pedagogical resistance against the precariousness of educational work. To strengthen and value
The supportive role of the pedagogical coordinator means injecting vitality into the public school and
private, ensuring that the teacher feels supported, valued, and equipped to
to fulfill the noble social function of forming critical and autonomous citizens.

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