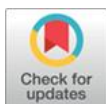


The history of school coordination in the Ceará state public education network (1984 – 2023)

**Daniel Martins Bragaⁱ** 

Secretaria da Educação do Estado do Ceará, Fortaleza, CE, Brasil

Francione Charapa Alvesⁱⁱ 

Universidade Federal do Cariri, Juazeiro do Norte, CE, Brasil

Elcimar Simão Martinsⁱⁱⁱ 

Universidade da Integração Internacional da Lusofonia Afro-Brasileira, Redenção, CE, Brasil

Abstract

This qualitative study, developed through a documentary analysis, aims to present a historical-legal synthesis of the role of school coordination in the state public network of basic education in Ceará based on the Official Teaching Statute of the State (1984 – 2023). Studying this topic is important due to the possibility of understanding how the educational legislation related to the function in question has evolved over time within the network of the State Department of Education of Ceará. The text is structured into five sections: "Introduction", "Methodology", "Results and discussions", "Final considerations, and, finally, "References". It can be seen that the history of the role of school coordination in the state education network presents a trajectory of transformation over almost four decades. During this period, school coordination was consolidated as a multitasking function within the management nucleus and in the school as a whole.

Keywords

history; school coordination; Teaching Statute; Ceará.

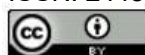
A história da coordenação escolar na rede pública estadual de ensino do Ceará (1984 – 2023)

Resumo

Este estudo qualitativo, desenvolvido através de um estudo documental, objetiva apresentar uma síntese histórico-legal da função da coordenação escolar na rede pública estadual de ensino básico do Ceará a partir do Estatuto do Magistério Oficial do Estado (1984 – 2023). Estudar esta temática se faz importante em razão da possibilidade de compreender como a legislação educacional relacionada à função em questão evoluiu ao longo do tempo na rede da Secretaria da Educação do Estado do Ceará. O texto encontra-se estruturado em cinco seções, sendo elas: "Introdução", "Metodologia", "Resultados e discussões", "Considerações finais" e, por fim, "Referências". Percebe-se que a história da função da coordenação escolar na rede estadual de ensino apresenta uma trajetória de transformação ao longo de quase quatro décadas. No decorrer desse período, a coordenação escolar foi se consolidando como uma função multitarefa dentro do núcleo gestor e na escola como um todo.

Palavras-chave

história; coordenação escolar; Estatuto do Magistério; Ceará.



La historia de la coordinación escolar en la red de educación pública estatal de Ceará (1984 – 2023)

Resumen

Este estudio cualitativo, desarrollado a través de un análisis documental, tiene como objetivo presentar una síntesis histórico-jurídica del papel de la coordinación escolar en la red pública estatal de educación básica en Ceará a partir del Estatuto Oficial de Enseñanza del Estado (1984 – 2023). Estudiar este tema es importante debido a la posibilidad de comprender cómo la legislación educativa relacionada con la función en cuestión ha evolucionado a lo largo del tiempo en la red de la Secretaría de Educación del Estado de Ceará. El texto se estructura en cinco secciones: "Introducción", "Metodología", "Resultados y discusiones", "Consideraciones finales" y, finalmente, "Referencias". Se puede observar que la historia del papel de la coordinación escolar en la red educativa estatal presenta una trayectoria de transformación a lo largo de casi cuatro décadas. Durante este período, la coordinación escolar se consolidó como una función multitarea dentro del núcleo directivo y en el conjunto de la escuela.

Palabras clave

historia; coordinación escolar; Estatuto Docente; Ceará.

1 Introduction

State Law No. 10.884, of February 2, 1984, and its subsequent amendments provide for the Statute of the Official Magisterium of the State of Ceará, and regulate the activities of teaching professionals working in basic education in the state system and structure the career in that area.

In the state of Ceará, the history of school coordination is directly related to school management and was previously called school supervision. Since its start, it has undergone several changes in terms of its nomenclature, forms of admittance, and respective attributions.

The Secretaria da Educação do Estado do Ceará (Seduc-CE) has previously used the terms such as "school supervisor", "teaching coordinator" and "pedagogical coordinator" to refer to the same educational agent, currently called school coordinator, through State Decree No. 29.451, of September 24, 2008.

Currently, to be admitted to the position, the requirements are higher education (graduation), a minimum of one year's experience teaching, approval in a specific selection, and choice/appointment by the school principal, given that the position of school coordinator is freely appointable respecting the legal requirements set out in State Decree No. 32,426, of November 21, 2017, and its respective regulations and amendments.

As for the responsibilities of the school coordinator, both State Law No.17.986, of March 24, 2022, and State Decree No. 35.048, of December 14 of the same year, as well as some institutional documents at Seduc-CE level, such as the Cartilha de Orientações para o Suporte Pedagógico (2013), the Plano de Gestão Escolar: Ensino Médio em Tempo Integral na rede pública estadual do Ceará (2017), the Modelo de Regimento Escolar (2020) and the Matriz de Competências do Coordenador Escolar (2024), as well as the internal documents of each educational establishment in the system define what they are.

This research aims to present a historical-legal overview of the role of school coordinator in Ceará's state public education system steaming from the Estatuto do Magistério Oficial do Estado (1984 - 2023). Studying this subject is important because it provides an opportunity to understand how educational legislation related to school coordination has evolved in the Seduc-CE system. Historical research allows society and the professionals themselves to understand the role of this position factor in improving student learning and supporting the work of teachers.

Consequently, based on a documentary study, this text is structured in four parts: "Introduction", walking through the theme; "Methodology", demonstrating the strategies used by the researchers; "Results and discussions", organized in a thematic axis based on the information found; "Final considerations" and, in the end, the "References".

2 Methodology

According to Alves, Martins, and Leite (2021), a research study must have its methodology scientifically defined and technically planned by the authors, so that the proposed objectives can be achieved in the light of the problem being studied. This research was carried out using a qualitative approach, based on the method of documentary research.

Qualitative research works "[...] with a level of reality that cannot be quantified. In other words, it works with the universe of meanings, motives, aspirations, beliefs, values, and attitudes, which corresponds to a deeper space of relationships, processes, and phenomena [...]" (Minayo, 1994, p. 21-22).

According to Marconi and Lakatos (2015), documentary research is characterized by the collection of data from documents, which constitute primary sources. Mendes, Farias, and Nóbrega-Therrien (2011, p. 33) state that this type of research “[...] focuses on materials that have been prepared but have not received analysis and synthesis treatment or, if this has happened, can still offer reinforcing contributions or receive another reformulation per the research objectives”.

The documentary analysis was conducted using state laws, decrees, and institutional documents from Seduc-CE. These documents account for the establishment and development of the school coordinator position within the Ceará state public basic education network since the promulgation of the Estatuto do Magistério Oficial do Estado in 1984.

The following documentary sources were used from this perspective, as shown in Table 1. They are organized in chronological order.

Table 1 – List of documental sources researched

(continues)

Document	Description
State Law No. 10,884, of February 2, 1984	Provides for the Estatuto do Magistério Oficial of the State.
State Law No. 12,066, of January 13, 1993	Approves the structure of the Grupo Ocupacional Magistério de 1º e 2º Graus - MAG, establishes Sistema de Carreira do Magistério oficial de 1º e 2º Graus in the State and provides other actions.
State Law No. 12,442, of May 8, 1995	Provides for the process for choosing principals of State Public Schools of Basic Education, in compliance with the provisions of item V of Article 215 and Article 220 of the State Constitution and provides other actions.
State Law No. 12,861, of November 18, 1998	Provides for the selection and nomination process for filling the position of Principal in the State Public Schools.
State Decree No. 25,297, of November 18, 1998	Regulates Law No. 12,861 of November 18, 1998, which provides for the selection and nomination process for filling the position of principal in state public elementary schools, and contains other actions.
State Decree No. 26,364, of September 3, 2001	Regulates Law No. 12,861 of November 18, 1998, which provides for the selection and nomination process for filling the position of principal in public state elementary schools, and provides other measures.
State Law No. 13,513, of July 19, 2004	Provides for the process of selection and nomination for the position of principal of schools in the state public education system, and contains other actions.
State Decree No. 27,556, of September 13, 2004	Regulates Law No. 13,513 of July 19, 2004, which provides for the selection and nomination process for filling the position of principal in the state public education system, and provides other actions.
State Resolution No. 414 - CEC, December 11, 2006	Provides for the practice of the position of principal of a basic education establishment.

Table 1 – List of documental sources researched

(conclusion)

Document	Description
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State Decree No. 29,451, of September 24, 2008	Provides for the process of selecting and appointing members of the management teams for schools in the state public education network, and other actions.
Ordinance No. 0399/2013-GAB, of May 2, 2013	Regulates the process of electing principals in Ceará state public schools for the year 2013, and contains other actions.
State Decree No. 31,221, of June 3, 2013	Changes the organizational structure and provides for the distribution and naming of management and advisory positions at the Secretaria da Educação (Seduc).
State Resolution No. 460 - CEE, of January 25, 2017	Provides for the exercise of the position of principal of basic education institutions and contains other actions.
State Law No. 16,379, of October 16, 2017	Amends Law No. 13,513 of July 19, 2004.
State Decree No. 32,426, of November 21, 2017	Provides for the process of selecting and appointing members of the management teams of schools in the state public education network, and contains other provisions.
State Law No. 17,836, of December 22, 2021	Exceptionally extends the term in office of principals and other members of management teams of schools in the state public education network.
State Law No. 17,986, of March 24, 2022	Provides for the names and general duties of positions filled by commission in public education establishments in the state within the scope of the State Executive branch.
State Decree No. 34,606, of March 28, 2022	Changes the organizational structure and provides for positions to be filled by commission at the Secretaria de Educação of Ceará (Seduc).
State Resolution No. 502 - CEE, of July 13, 2022	Provides for the exercise of the position of principal of basic education institutions and contains other actions.
State Decree No. 35,048, of December 14, 2022	Changes the organizational structure and approves the regulations of the Secretaria de Educação (Seduc).
State Decree No. 35,369, of March 31, 2023	Changes the organizational structure and provides for positions to be filled by commission at the Secretaria da Educação of Ceará (Seduc).
State Law No. 18,384, of June 15, 2023	Extends the term provided for in art. 1 of Law No. 17,836, of December 22, 2021, which deals with the term in office of principals and other members of the management centers of schools in the state public education network.
State Decree No. 35,521, of June 16, 2023	Provides for the remuneration and subsidies referred to in Law No. 18,356, of May 10, 2023, which promotes the general review of the remuneration of state public servants and military personnel, and provides other measures.

Source: Authors' own (2024).

A bibliographical survey on the topic was conducted to support and encourage reflection on the analyzed documents. The studies of Assis (2007), Bacelar and Andrade (2021), Braga (2024), Góis (2012), Gomes (2017), Macedo (2016), Silveira (2013), and Vieira (2001) were used for this purpose. The organization and analysis of the data followed the chronological order of the related documents found.

3 Results and discussion

The documents found that deal with the constituent aspects of the school coordinator position in the Ceará state public basic education network, based on the State's Estatuto do Magistério Oficial, were considered. Additionally, a bibliographical survey was conducted based on works that address the trajectory and forms of entry into the position in question. The information was then organized, interpreted, reflected upon, and presented below.

3.1 School coordination: historical and legal aspects in the Seduc-CE network

State Law No. 10,884/1984 provides for the Estatuto do Magistério Oficial of the State of Ceará and defines that:

Art. 2º - For this Law, the following definitions shall apply: I - teaching staff are the group of teachers and education specialists who work in schools and education bodies. II - teaching functions are those of teaching, management, planning, supervision, inspection, coordination, monitoring, control, evaluation, guidance, teaching, and research. Art. 3º - The teaching staff comprises the following categories: I - Teaching Staff; II - Specialist Staff. Single paragraph - The competence of the teaching staff derives, at each level of education, from the provisions of state and federal laws, regulations, and regiments. [...] Art. 10 - Specialists in Education are members of the Teaching Group with a degree and specific qualification at a Higher Education level (Ceará, 1984, p. 2).

The presence of "supervision" and "coordination" functions is noted as teaching activities carried out by education specialists with a degree and specific qualifications. According to Law No. 10,884/1984, the school administrator, school supervisor, educational advisor, and school inspector are considered education specialists, as defined in Table 2.

Table 2 – Education Specialists: definitions, qualifications and skills, according to Law No. 10,884/1984 (continues)

Education Specialist	Definition	Competencies
School Administrator	Art. 12 - A School Administrator is a specialist with a degree and qualification in School Administration obtained in a higher education undergraduate or postgraduate course. Single paragraph - A School Administrator may be appointed to a commissioned position in compliance with the provisions of Article 28 of this Law.	Art. 13 - The School Administrator is responsible for planning, organizing, directing, monitoring, and evaluating the execution of administrative and educational activities under their responsibility.

Table 2 – Education Specialists: definitions, qualifications and skills, according to Law No. 10,884/1984 (conclusion)

Education Specialist	Definition	Competencies
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School Supervisor	Art. 14 - The School Supervisor is a specialist with a degree and qualification in School Supervision, obtained in an undergraduate or postgraduate degree course.	Art. 15 - The School Supervisor is responsible for providing technical-pedagogical assistance to the educational community to improve the teaching-learning process.
Educational Advisor	Art. 16 - Educational Advisor is a specialist with a degree and qualification in Educational Guidance obtained in an undergraduate or postgraduate degree course.	Art. 17 - The educational advisor is responsible for helping students develop their personalities based on scientific knowledge. This involves taking into account their aptitudes, physical and mental characteristics, and how they adapt to the social environment.
School Inspector	Art. 18 - School Inspector is a Specialist with a degree and qualification in School Inspection obtained in an undergraduate or postgraduate course.	Art. 19 - The School Inspector is responsible for inspecting and guiding public and private basic education schools to ensure compliance with applicable legal standards.

Source: Braga (2024, p. 40).

As seen in the above table, according to Braga (2024), Ceará legislation from the 1980s attributed pedagogical skills to school supervisors. In contrast, this concept was not implemented nationally until the mid-1990s.

State Law No. 12,066, enacted on January 13, 1993, established the Teaching Occupational Group and instituted the Teaching Career System. Under this new law, the school supervisor became known as a "teaching coordinator teacher" (full-time, specialized, and master's level), while maintaining the same responsibilities.

Considering the organizational structure of Seduc-CE in terms of school management, the history of the school coordinator position is directly connected to that of the school principal. Thus, this subsection will discuss the election, selection, and appointment processes for school principal and coordinator positions.

State Law No. 12,442, enacted on May 8, 1995, implemented changes aimed at democratizing the selection process for principals of public elementary schools. Until then, according to Assis (2007, p. 87), this process "[...] was subordinated to injunctions from campaign workers connected to the local party power of the State executive".

According to Bacelar and Andrade (2021, p. 189), among other determinations, Law No. 12,442/1995 established that "[...] the choice of school management would go through two stages: the first of evaluating the technical competence of the candidates, with a written test and examination of titles; and the second consisting of direct election by the school community". For the authors, this process represented "[...] the overcoming of the nomination of principals as a mechanism of political-partisan intervention in school life" (Bacelar; Andrade 2021, p. 190). Vieira (2001) emphasizes that this selection process was

a turning point in the management of schools in Ceará. Notably, this process remains a milestone to this day.

The first round of selecting school principals under the new system occurred in 1995. Candidates who passed the written exam could compile a list of applicants for principal and deputy principal positions at official state public educational institutions, competing for a three-year term. It is worth noting that, from the first election to the present day, a statutory employment relationship with the state public education system has not been required for positions in school management. However, candidates must meet the legal requirements established for the position of school principal. Law No. 12,442/1995 defined the requirements for candidates for principal and deputy principal positions:

Art. 2º - All candidates who meet the following requirements may apply for the position of principal: I. Hold a degree in pedagogy or another relevant field. II. Have at least three years of experience teaching in the public education system. III. Expressly agree to their candidacy. IV. Have not received any disciplinary penalties within the three years before the election date. [...] §4º Candidates for deputy principal must meet all the requirements outlined in Article 2 (Ceará, 1995, p. 1).

State Law No. 12,861 and State Decree No. 25,297, both enacted on November 18, 1998, established the rules for the second electoral process to elect school leaders. The law changed the role of assistant principal to coordinator of official public education institutions. The decree then established the management nucleus, which was composed of a collegiate group consisting of the school principal, the pedagogical coordinator, the administrative-financial coordinator, the community articulation coordinator (who was later called the management coordinator), and the school secretary.

The management team was selected and invited by the elected school principal and consisted of professionals who had previously passed a specific selection process regulated by a government decree. The number of professionals in each school's coordination positions varied according to the number of students enrolled.

Unlike the initial selection of school principals, which required three years of teaching experience, Law No. 12,861/1998 now only requires two years. Additionally, the law stipulates that:

Art. 7º - The candidate nominated by the school community will be appointed to the position of principal by the state governor for a period of three years, with one consecutive and two alternate renewals permitted. The principal may select their management team from professionals approved through a procedure regulated by government decree (Ceará, 1998a, p. 1).

Thus, school principals who were about to finish their first term were authorized to participate in a new electoral process, meaning they could run for reelection.

Article 5 of Decree No. 25,297/1998 established the requirements for joining the management team, as outlined in Article 7 of Law No. 12,861/1998. Table 3 presents the requirements for coordination positions.

Table 3 – Requirements for acting in coordination positions, according to article 5 of Decree No. 25,297/1998

Position	Requirements
Pedagogical coordinator	a) Have a full license degree. b) Have at least two years of teaching experience. c) Not have been penalized by administrative disciplinary proceedings within the past three years.
Administrative-financial coordinator	a) Have a degree in accounting, administration, or economics, or have completed high school and have proven experience of at least two years in accounting and/or administrative and financial areas. b) Have not received a penalty due to administrative or disciplinary proceedings within the past three years.
Community Articulation Coordinator	a) Have a degree in pedagogy, social service, social sciences, psychology, or philosophy; or have a secondary education and two years of proven experience in projects and programs of popular mobilization, organization, association, and/or community councils. b) Not have suffered a penalty by administrative-disciplinary procedure in the previous three years.

Source: Authors' own (2025).

Decree No. 25,297/1998 established that teachers in the state public education system could not be appointed as administrative-financial coordinators or school secretaries.

The third edition of the selection process took place in 2001. There were few changes to the requirements established by State Decree No. 26,364 on September 3, 2001, compared to the previous election. This decree determined that:

Art. 3º [...] IV - Candidates for the position of Management Coordinator must have a bachelor's or full degree in social work, social sciences, social communication, psychology, religious sciences, or philosophy. Alternatively, candidates must have completed 50% of the aforementioned courses and have two years of proven experience in popular mobilization and organization projects and programs, as well as association and/or community and school councils (Ceará, 2001, p. 3).

The position of Community Articulation Coordinator has been renamed Management Coordinator and now requires a bachelor's degree in one of the fields specified in State Decree No. 26,364/2001. The Decree established the following selection process for the positions of pedagogical coordinator, administrative-financial coordinator,

management coordinator, and school secretary: written assessment, qualification exam, and interview. Only candidates for the position of school principal would undergo the specific election process for that position; the other management team members were chosen and invited by the elected school principal.

The fourth selection and election process for school principals took place in 2004. This process was established by State Law No. 13,513 on July 19, 2004, and regulated by State Decree No. 27,556 on September 13, 2004. These laws implemented strategies to advance democratic management in schools. It is important to note that the other members of the management team, including school coordinators and secretaries, remained subject to specific selection processes. With the approval of this law, the term of office for the school principal became four years, with the possibility of two consecutive or alternating terms.

Article 2 of Decree No. 27,556/2004 introduced new names for the management and administrative-financial coordinator positions, renaming them school management coordinator and school administrative-financial coordinator, respectively. The positions of school principal, pedagogical coordinator, and school secretary kept their original names. It is worth noting that until this moment, the management core of state public schools had three coordinator positions with different responsibilities.

Decree No. 29,451/2008 addressed the fifth selection and nomination process for filling principal and school coordinator positions in public schools in the state of Ceará.

Góis (2012) argues that the role of school coordinator was created when the position of management coordinator was eliminated. Additionally, a degree in pedagogy is no longer required to work in the new position. This new position combines the roles of management and pedagogical coordinators into one professional. It is worth noting that the number of coordinators in each educational institution was defined based on the number of students enrolled. The school secretary position is now appointed at the discretion of the elected principal, provided that the specific requirements of the role are met.

According to Silveira (2013), a single selection process was established at the time to form a pool of school managers. Those approved could then apply for the position of principal through an election. The approved candidates could then be invited by the elected principal to join the management team of any school in the Seduc-CE network.

According to State Decree No. 31,221 of June 3, 2013, the commissioned position of administrative-financial advisor was created to ensure greater transparency in public administration acts, replacing the former position of administrative-financial coordinator. The school principal could freely appoint this new position, respecting the legal requirements pertinent to the appointment.

Ordinance No. 0399/2013-GAB, issued on May 2, 2013, regulated the sixth election process for principals of public state schools in Ceará. Subsequently, State Law No. 16,379, passed on October 16, 2017, amended Law No. 13,513/2004. Through State Decree No. 32,426, passed on November 21, 2017, Seduc-CE regulated the seventh election, which was held in 2018.

Due to the Covid-19 pandemic¹, the state government extended the terms of office for principals and other management team members of public state schools through State Laws No. 17,836, passed on December 22, 2021, and No. 18,384, passed on June 15, 2023.

In 2023, Seduc-CE conducted new selection processes to update and compile the school management lists in preparation for the eighth election of school principals. Five selection processes were opened for this purpose, according to the following public notices:

Table 4 – Public selection notices launched in 2023 for updating and composing new lists of school managers

(continues)

Edital	Descrição da seleção
Notice No. 001/2023 - GAB-Seduc/CE, March 30, 2023	It established specific rules for the School Manager Certification Process aimed at candidates approved in the first stage of the public selections held in 2004, 2008, 2013, 2017, and 2018. The selections aimed to create a list of school managers to fill principal and school coordinator positions in regular schools, indigenous schools, quilombola schools, schools in agrarian reform settlements (rural schools), Escola Família Agrícola (EFA), Escolas de Ensino Médio em Tempo Integral (EEMTI), and Centros de Educação de Jovens e Adultos (CEJA) in the Ceará state public education network.

Table 4 – Public selection notices launched in 2023 for updating and composing new lists of school managers

(conclusion)

Edital	Descrição da seleção
Notice No. 002/2023 - GAB-Seduc/CE, April 13, 2023	It established specific standards for the School Principal Certification Process, aimed at candidates approved in Public Selections regulated by Notices No.: 003/2008 - GAB-Seduc/CE, 015/2010 - GAB-Seduc/CE, 003/2011 - GAB-Seduc/CE, 012/2012 - GAB-Seduc/CE and 015/2014 - GAB-Seduc/CE, to compile the principal's list of Escolas Estaduais de Educação Profissional (EEEP) of the Ceará State Public Education

¹ "The name Covid is a combination of letters that refer to (co)rona (vi)rus (d)isease, which in Portuguese would be 'doença do coronavírus'. The number 19 is linked to 2019, when the first cases were publicly reported." (Fiocruz, 2020, s.p.).

	Network.
Notice No. 011/2023 - GAB-Seduc/CE, dated September 15, 2023	Regulated the public selection process for the composition of the School Managers' Pool to fill the Principals and School Coordinator positions in Ceará State Public Schools.
Notice No. 012/2023 - GAB-Seduc/CE, dated September 15, 2023	The Public Selection for the Composition of the Managers' List was regulated to fill the commissioned positions of Principals and School Coordinator of Indigenous Schools, Quilombolas, Regular Schools in Agrarian Reform Settlement Areas (Rural Schools), and Escola Família Agrícola (EFA). These positions are part of the Ceará State Public Education Network.
Edital nº 013/2023 - GAB-Seduc/CE, de 15 de setembro de 2023	The Public Selection for the Composition of the School Principals' List was regulated to fill the commissioned position of School Principals of Escolas Estaduais de Educação Profissional (EEEP) in the State Public Network of Ceará.

Source: Braga (2004, p. 47).

Notices No. 001/2023 and No. 002/2023 are important, especially for school principals. Both were issued via GAB-Seduc/CE and established the rules for the certification processes of school principals who were already part of the principals' lists whose certifications were about to expire. Both selections followed the same dynamic: a refresher course in school management on an online learning platform, with a workload of 65 hours for candidates from the selection governed by Notice No. 001/2023, and 80 hours for those from the selection of Notice No. 002/2023. In addition, a knowledge assessment test was applied based on the specific content of each course.

These two notices were aimed at individuals who were already part of the school management selection lists prior to 2023. In September 2023, three other public selections were launched for candidates who were not yet part of these lists.

Finally, Notice No. 019/2023 — Seduc/CE, issued on November 14, regulated the eighth election process for principals in Ceará's public state schools. It is worth noting that Seduc-CE does not hold elections for the position of school principal when implementing new schools, instead opting for a targeted selection process for the new unit. In this process, interviews and résumé analysis are conducted, and the selected principal then forms their management team.

Regarding the academic training required for the position of school coordinator in the Ceará state public education network, there is no requirement for a degree in Pedagogy or postgraduate courses in School Management or related areas. Training in other degrees is accepted, as stated in Notice No. 011/2023 - GAB-Seduc/CE. This notice regulated one

of the 2023 selections for the composition of school management lists and contains the following requirements: “8. [...] d) hold a higher education diploma, in the undergraduate modality, from a course recognized by a competent body; e) have at least 1 (one) year of experience in effective teaching in the classroom” (Ceará, 2023e, p. 51).

It is important to note that Decree No. 32,426/2017 initially required a minimum of two years of proven teaching experience. However, subsequent amendments reduced this requirement to one year.

It should be noted that, despite the changes that have already occurred related to the minimum amount of experience in classroom teaching required for the interested party to take on the role of school coordinator, the Seduc-CE network does not give up effective teaching experience. In this regard, Diniz and Moraes (2024, p. 2) consider “[...] it is essential that this professional has, above all, experience in teaching to perform this function”. The authors Diniz and Moraes (2024) also state that, although teaching experience is relevant, it does not fully meet all the needs of the position.

Macedo (2016) notes the existence of specific postgraduate courses for the training of school supervisors, pedagogical coordinators, and other professionals in school management and pedagogical practices. The author also highlights that, in some education systems, there is no requirement for training in Pedagogy to work in pedagogical coordination and, in some cases, professionals with different degrees were admitted, such as degrees in Literature, Mathematics, and Sciences.

According to Gomes (2017), although there is already legislation in place to regulate the selection and appointment of management positions regardless of teaching modality, there are still gaps that allow the coordinator position to be perceived as both technical and political. This occurs due to the nature of free choice and appointment by the school principal. Even if the professional is approved for a specific selection and integrated into the school management group, they only assume the position after the school principal's choice and appointment.

Professionals in commissioned positions at public schools in the state of Ceará receive remuneration according to their position. School coordinators, for example, receive a representation bonus with the DAS-1 designation, as established by State Decree No. 35,521 on June 16, 2023. This bonus varies between R\$ 1,916.70 and R\$ 2,108.37.

The number of school coordinators in each educational establishment in the Seduc-CE network is usually defined according to the number of students enrolled in each institution. Initially established by State Decree No. 34,606 on March 28, 2022, this regulation began to be governed by State Decree No. 35,369 on March 31, 2023.

4 Final considerations

Considering this brief retrospective and analysis and assuming that the past explains the present and points to possible future directions, it is clear that the history of the school coordination function in the Seduc-CE network demonstrated here presents a trajectory of transformation of the function over almost four decades, since the enactment of the Statute of the OEstatuto do Magistério Oficial do Estado (Law No. 10,884/1984) until the year 2023. During this period, school coordination was consolidated as a multitasking function within the management nucleus and in the school as a whole.

This study revealed the impact of legal changes and educational policies on the role and responsibilities of the school coordinator, reflecting the evolving landscape of public education in Ceará. A historical-legal analysis helps us understand the gaps that need to be overcome for school coordination to play its role more effectively. This is especially true with regard to the genesis of its work, such as promoting ongoing in-service training to strengthen teachers' pedagogical practices and improve the quality of teaching and learning. Furthermore, discussions supported by authors who studied the function in question, such as Bacelar and Andrade (2021), Braga (2024), Góis (2012), Gomes (2017) and Macedo (2016) allow a critical view of this trajectory.

Therefore, this study not only contributes to the understanding of the history of school coordination in the Seduc-CE network but also promotes reflections on the role of the function nowadays and on possible future directions for its qualification, aiming at the effectiveness of pedagogical practices and the success of public education in the state.

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Daniel Martins Braga, Secretaria da Educação do Estado do Ceará (SEDUC)

 <https://orcid.org/0000-0003-4769-9595>

Master in Teaching and Teacher Training from Universidade da Integração Internacional da Lusofonia Afro-Brasileira (Unilab) / Instituto Federal de Educação, Ciência e Tecnologia do Ceará (IFCE). Physical Education teacher in the Ceará state public school system. Member of the Grupo de Estudos e Pesquisas sobre Educação, Diversidade e Docência (EDDocência).

Authorship contributions: Project administration, writing – first draft, writing –, review, editing, research, and methodology.

Lattes: <http://lattes.cnpq.br/7965550916654929>

E-mail: daniel.braga@prof.ce.gov.br

Francione Charapa Alves, Universidade Federal do Cariri (UFCA)

 <https://orcid.org/0000-0002-8405-8773>

Post-Doctorate in Education from Universidade Estadual do Ceará (UECE). Assistant Professor at UFCA. Leader of the Grupo de Estudos e Pesquisas (Auto)Biográficas em Formação Docente, interseccionalidade e currículo (Gepafic).

Authorship contribution: Guidance, supervision, design of the draft and final check.

Lattes: <http://lattes.cnpq.br/3924678282455249>

E-mail: francione.alves@ufca.edu.br

Elcimar Simão Martins, Universidade da Integração Internacional da Lusofonia Afro-Brasileira (Unilab)

 <https://orcid.org/0000-0002-5858-5705>

Post-Doctorate in Education from Faculdade de Educação da Universidade de São Paulo (FEUSP). Professor adjunto da Unilab. Leader of the Grupo de Estudos e Pesquisas sobre Educação, Diversidade e Docência (EDDocência).

Authorship contribution: Coordination, supervision, design of the draft and final check.

Lattes: <http://lattes.cnpq.br/6354389593320758>

E-mail: elcimar@unilab.edu.br

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