

Trajectories of pedagogical coordinators in the face of the continuing education of teachers in the school

ARTICLE

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Abstract

This article presents reflections on continuing teacher training based on the narrative of the career trajectories of pedagogical coordinators from Ceará. The analysis aims to discuss how the training trajectory of two pedagogical coordinators has reverberated in their work in continuing teacher training at school. It is theoretically based on studies by Placco and Souza (2017), García (2013), Imbernón (2010), Alarcão (2011) and Vieira (2011); and, from a methodological point of view, it finds support in the qualitative research approach from the perspective postulated by Lüdke and André (1986), in observing the dialectical aspects and subjectivities of the subjects as proposed by Ghedin and Franco (2011), as well as in the narrative interview with two coordinators from Ceará who experienced the function in different periods, referenced in Passeggi (2011), Delory-Momberger (2012) and Falcão and Farias (2020). Based on the analysis of the narratives, it can be concluded that pedagogical coordinators play an important role in the training of their peers in the school context, even though this is an activity permeated by numerous difficulties. The praxis of these coordinators, as evidenced by the narratives examined, has woven ways of tackling the challenges encountered in their pedagogical work

Keywords: Pedagogical coordinator. Career path. Continuing education.

Trajetórias de coordenadoras pedagógicas em face da formação continuada de professores na escola

Resumo

Este artigo apresenta reflexões sobre a formação continuada de professores a partir da narrativa da trajetória de ação de coordenadoras pedagógicas cearenses. A análise tem como objetivo discutir como a trajetória formativa de duas coordenadoras pedagógicas reverberou em suas ações na formação continuada de professores na escola. Apoiar-se teoricamente nos estudos de Placco e Souza (2017), García (2013), Imbernón (2010), Alarcão (2011) e Vieira (2011); e, do ponto de vista metodológico, encontra respaldo na abordagem qualitativa de pesquisa na perspectiva postulada por Lüdke e André (1986), na observância dos aspectos dialéticos e das subjetividades dos sujeitos conforme proposto por

Ghedin e Franco (2011), bem como na entrevista narrativa com duas coordenadoras cearenses que vivenciaram a função em períodos distintos, referenciada em Passeggi (2011), Delory-Momberger (2012) e Falcão e Farias (2020). A partir da análise das narrativas, conclui-se que os coordenadores pedagógicos desempenham um importante papel na formação de seus pares no contexto escolar, embora essa seja uma atuação permeada por inúmeras dificuldades. A práxis desses coordenadores, evidenciada pelas narrativas examinadas, teceu formas de enfrentamento dos desafios encontrados para dar conta de suas atividades pedagógicas

Palavras-chave: Coordenador pedagógico. Trajetória de ação. Formação contínua.

1 Introduction

“Talking about the context of professional action in the school, considering the CP's actions and our understanding of his role, implies referring to the training that the CP promotes, taking it as a promoter or not of the teachers' identifications with the attributions that are placed on them, especially with regard to the teaching and training of children and young people” (Placco; Souza, 2016, p. 51-52).

The epigraph above, by the authors Placco and Souza (2016), introduces the thought about the work of the pedagogical coordinator in relation to the breadth and importance of their work for the professional development of teachers in the school context, especially with regard to continuing education. Looking at the unveiling of pedagogical practice as a starting and ending point for reflecting on the multiple training processes is a reference for thinking about the practice of the pedagogical coordinator as a professional who plays the role of articulator and mobilizer in the most appropriate place for training: the school (GARCÍA, 1999; IMBERNÓN, 2010).

The name Pedagogical Coordinator only appeared in Brazil in the 1980s, replacing the term educational supervisor, performing tasks still inherited from the Jesuits, through the *Ratio Studiorum*¹, the plan that institutionalized Jesuit pedagogy from 1599 to 1759. In

¹“The Plan was made up of a set of rules covering all the activities of those directly involved in teaching. It started with the rules of the provincial, went through those of the rector, the prefect of studies, the teachers in general and of each teaching subject, reached the rules of the written test, the distribution of prizes, the bedel, the students and concluded with the rules of the various academies” (SAVIANI, 2013, p. 55)..

this context, the role, until then called by many other names such as prefect general of studies, inspector, schooling technician, pedagogical advisor, was associated with the administrative aspects inherent in the school routine, the systematization of studies and the direction of classes. The situation described shows that the functions performed by the pedagogical coordinator, since their inception, do not have a single character, but involve political and ideological aspects, and it is not clear which actions are the responsibility of this professional.

Studies on the training of school managers show that with the re-democratization of the country in the 1980s, there were intense movements demanding changes in state policies, including legislation and educational policies and, consequently, in school management. During this same period, other concerns related to education emerged, such as access to and permanence in school, the quality of teaching and the need to organize educational management. Thus, in addition to the implementation of democratic management, provided for in the text of the Constitution, the role of pedagogical coordinator was established (VIEIRA, 2011).

Placco and Souza (2017), in a text that deals with the identity of the pedagogical coordinator, emphasize the multiplicity of tasks that this professional has to carry out, as well as the weaknesses that exist in their training. They also point out that this multiplicity of tasks is a factor that hinders the development of continuing education in schools, an action aimed at this professional. Alongside this aspect, the lack of specific training to fill the role of pedagogical coordinator is another crucial point. In fact, this reality is experienced by teachers who are responsible for developing the pedagogical work in the school, resulting in the pedagogical coordinator's role being undefined, thus there is a gap in their training to act in the formative process in the school environment, which reflects directly on their practice.

It was considering the elements outlined above that this article was constructed, with the following question at the center of its concerns: How did the careers of Ceará's pedagogical coordinators, who worked in different periods, have repercussions on the

exercise of their functions in the context of the school? More specifically, the question is: how did the educational trajectories of the pedagogical coordinators develop? What actions did the coordinators carry out in the school context, aimed at developing continuing teacher training?

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Based on these concerns, this article aims to discuss how the training trajectory of two pedagogical coordinators reverberated in their actions in the continuing training of teachers at school. It was theoretically based on studies by Placco and Souza (2017), Alarcão (2011) and Vieira (2011), which deal with the role of the pedagogical coordinator, their practice and the legitimization of their work; García (2013), who discusses the professional development of teachers and reflection through mutual work and professional dialogue; and Imbernón (2010), who addresses the relevance of continuing teacher training in the context in which the demands arise: the school environment itself.

Knowing the training trajectory of pedagogical coordinators, how their pedagogical practices were constituted and how they supported the training processes of teachers at school is necessary in a context in which continuing education is weakened as a result of laws such as Resolution No. 02/2019 which, by defining the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and establishing the Common National Base for the Initial Training of Basic Education Teachers (BNC-Formação), highlight a policy of results and of holding teachers accountable for students' school performance. In this way, emphasizing the contributions of the pedagogical work of two coordinators from Ceará, who worked at different times, one in the 1970s and the other in the 2000s, and the relationship between their actions and practices, led us to reflect on the relevance of the role of the pedagogical coordinator and the subsidy aimed at continuing teacher training.

Based on a qualitative approach, supported by Lüdke and André (1986), this research sought to perceive the social, political, cultural, historical and educational nuances from the subjects' subjectivities, supported by Ghedin and Franco (2011). The data collection procedure used narratives based on Passeggi (2016) and Falcão and Farias

(2020) as a means of revisiting memories, following unique paths based on the subjects' choices when telling about their experiences, supported by Passeggi (2011) and Delory-Momberger (2012).

The analyses systematized in this article, therefore, are intended to provide a sensitive look at the work carried out by the pedagogical coordinator when it comes to building spaces that foster continuing education processes in the school context. We start from the premise that the coordinator makes it possible to build permanent spaces for reflection and the professional development of teachers, which can favor the constitution of teachers who are more autonomous in their pedagogical practice.

With this understanding in mind, this article is made up, in addition to this introduction, of four more sections: the theoretical framework, where we present the categories chosen for this study - pedagogical coordinator, continuing education and training trajectory; the methodological path, where we present the approach, the data collection instrument, the characterization and choice of subjects; the analysis of the narratives, highlighting the contributions to the continuing education of teachers; and the final considerations, where it was possible to return to the objective initially set and the main findings, thoughtfully listed.

2. Pedagogical coordinators and continuing education: a theoretical and conceptual contribution

As a matter of fact, the professional pedagogical coordinator is related to a wide range of activities carried out in the school, ranging from technical-administrative demands to those of a pedagogical nature. This mix of duties has lasted throughout the history of the position, not excluding the pedagogical aspects inherent in the practice of this professional, but always associated with bureaucratic tasks and the supervision and control of the work carried out by teachers.

As stated by Placco and Souza, the pedagogical coordinator "[...] is the professional who works with training, who discusses teaching actions, who deals with cases of students who do not meet the teacher's expectations and attends to parents who need to talk to the school" (PLACCO; SOUZA, 2017, p. 16-17). Thus, in addition to the administrative and bureaucratic demands of the school, according to Imbernón (2010), it is the pedagogical coordinator's task to act in the formative actions of teachers, understanding continuing education as a process and also as a condition for the realization of an educational practice that meets the wishes of the students, reflecting in significant learning and in the professional development of teachers (IMBERNÓN, 2010).

The changes in continuing education have occurred in parallel with the implementation of democratic management, leading to significant advances in recent years, impacting on the legitimacy of the pedagogical coordinator's role. According to Imbernón (2010), there have been many changes in teacher training, ranging from aspects associated with criticism; the characterization of the process as rational and technical; the trainers; the place where the training is carried out; the encouragement of action-research processes as a means of producing reflective actions on educational practice. The author strengthens the idea that the above-mentioned transformations still remain as concepts fixed in roles, not allowing teachers to see their role in their training process, directing their training only to solving problems, often arising from the social context in which the student is inserted and to meeting the demands arising from the intensification of the teacher's work (IMBERNÓN, 2010).

From this perspective, the pedagogical coordinator faces limitations arising from this context of change, which does not allow this professional to develop as a trainer, focusing only on solving problems, instead of acting in training as a tool for reflection and support for the transformation of practice.

The pedagogical coordinator's work is centered on passing on information and offering courses or workshops on topics that surround the different curricular components, or even being overly concerned with obtaining satisfactory results in external assessments.

According to Placco and Souza (2017), the pedagogical coordinator, in an attempt to serve teachers in their different areas and "[...] having a multitude of tasks to fulfill, takes on NOTHING in carrying out yet another task" (PLACCO; SOUZA, 2017, p. 23).

It is up to not only the pedagogical coordinator, but also the educational managers to outline the objectives intended for the training, in an attempt to overcome the obstacles still perceived in the training processes: lack of monitoring and evaluation of training processes; the improvisation that exists in training practices; the failure to associate activities with pedagogical practice, which does not contribute to professional development; the lack of definition of what is intended as guidelines for training; the scarcity of funds earmarked for collective training activities and trainers; the time dedicated to the process that becomes an overload of teaching work; and the association of participation in training as a means of professional advancement or with a view to salary improvements (IMBERNÓN, 2010, p. 35).

According to Alarcão (2011), when dealing with the supervisor, the name used by the author for the pedagogical coordinator, she defines the purpose of the function as "[...] the professional development of teachers, in its dimension of knowledge and action, from a pre-professional situation to a situation of accompaniment in the exercise of the profession and in the insertion in school life" (ALARCÃO, 2011, p. 70-71). The author emphasizes the direct relationship between the pedagogical coordinator and training processes, both initial and ongoing, comprising theoretical and practical knowledge that has repercussions on teachers' professional development and the school context.

We see the pedagogical coordinator as a fundamental agent in teacher training. Their work, despite the countless adversities encountered in their pedagogical work and pointed out in this article, should be based on collective reflection in the school, not prioritizing bureaucratic or technical-administrative demands, but rather acting to build a more participatory school project, solving the practical problems of teachers and their context.

In addition to the legitimacy of the pedagogical coordinator's role, training must take on a model that integrates theory and practice in training processes, "introducing new perspectives and methodologies" (IMBERNÓN, 2010, p. 40), re-signifying the role of the teacher as the active subject of their training in their work context, supported and accompanied by the pedagogical coordinator.

Next, we present the methodological path we followed, with the aim of achieving the objective set for this article.

3. Methodological path

This article discusses the careers of two coordinators from Ceará and how their work had an impact on teacher training practices. In order to provide answers to the central question of this study, thus understanding the object under investigation, we adopted a qualitative approach, since this involves understanding the phenomenon from the perspective of subjectivities. Ghedin and Franco (2011, p. 54) show that qualitative research incorporates "complexity, reflexivity, intercommunication of meanings and humanity" into its construction stages, which are typical of the interactions between subjects.

The choice of this approach, according to Lüdke and André (1986), is also justified by the possibility of understanding, from the facts narrated, that the subjects are involved not only in the school environment, but also in a social, cultural and historical context that influences their life stories.

As stated, the research methodology was based on a qualitative approach, based on the narratives of the formative trajectories of two pedagogical coordinators from Ceará, who worked in public schools in the 1970s and 2000s. When dealing with life history narratives, Falcão and Farias (2020) reveal that "[...] teaching identity is constituted over the course of a history, of the various formative experiences that define the choices and the way of acting" (FALCÃO; FARIAS, 2020, p. 178). In this sense, by listening to the

teachers, we sought to understand their career paths, getting to know them better to the point of realizing the contributions their practices make to the training processes at school.

The participants in this study were selected based on the following criteria: having worked as a pedagogical coordinator; having worked in state public schools; having a degree in Pedagogy and having worked as a coordinator in two different periods, one before and one after the implementation of democratic management.

The narratives of the two pedagogical coordinators from Ceará, collected in a pandemic context and sent electronically via the WhatsApp application, were answered: one by audio, then transcribed by the researchers and the other by written text. The questions that guided the narratives covered their educational and professional backgrounds, a description of the period in which they held the position of pedagogical coordinator and how they carried out teacher training under their management.

We would like to highlight the concern to comply with the ethical aspects of research involving human beings. To this end, the subjects of the study were asked to read and sign the Informed Consent Form (ICF), in which we explained the content of the research, its methodology, the voluntary form of participation, the risks and discomfort, without complications, and anonymity was ensured. Rosa and Margarida were the fictitious names chosen for the pedagogical coordinators in order to preserve their identity.

Their writings deal with their professional careers and their contributions to teacher training, thus making up the object we will analyze in this study. Initially, we will look at the aspects inherent in the pedagogical coordinators' careers and how they experienced the management role. Next, we will present the practices carried out by the coordinators as a way of supporting teacher training in the school.

The narrative interview was chosen as the data production procedure, as it is pertinent to the context under investigation because it enables a study that takes into account the subjectivities of subjects from different social and historical contexts. For Falcão and Farias (2020), the researcher, when using life stories, is favored by the use of narrated speeches as a strategy for approaching the events told by "historical,

socioculturally situated subjects" (Falcão; Farias, 2020, p. 179), enabling the constitution of the individual and collective history of these subjects

In this logic, research that brings in biographical aspects in order to understand broader scenarios, such as this study, which looks at the practice of two pedagogical coordinators at different times, is based, above all, on a subjective context of analysis, since studies focused on these aspects "focus on biographical processes in contrast to the background and in the context of concrete and general circumstances (for example, life situations such as a phase of professional orientation and a certain social context and biographical period [...]). Flick (2009, p. 171). This is due to the fact that the events exposed here do not represent exactly what the subjects experienced, but rather a means of "[...] understanding what happened, based on elements from the present, leading to new understandings..." (FALCÃO; FARIAS, 2020, p. 179).

The choice of narratives as a qualitative research method is also justified by the fact that they present themselves as a reflective tool for teaching practice because, when narrating their own story, the subject recalls events they have lived through, based on "[...] the assumption of the recognition of legitimacy [...]" (PASSEGGI, 2016, p. 114), making it possible to visit past experiences from their memories and reminiscences, contributing to the teacher's training and professionalization process. Corroborating this idea, Passeggi, Souza and Vicentini (2011) state that:

From this perspective, it is not a question of finding in the writings of the self a "truth" that pre-exists the act of biography, but of studying how individuals shape their experiences and give meaning to what they did not have before, how they build historical awareness of themselves and their learning in the territories they inhabit and are inhabited by, through the processes of biographization (PASSEGGI; SOUZA; VICENTINI, 2011, p. 371).

Still on the subject of choosing a narrative interview, Delory-Momberger (2012, p. 526) points out that "the purpose of the interview is really to collect and listen to, in its singularity, the speech of a person at x moment of their existence and experience". In this sense, we chose as the subjects of our research two pedagogical coordinators who experienced the role in different time contexts: one in the 1970s, at the height of the military

dictatorship, while the second worked in the 2000s, after the implementation of democratic management.

By dealing with the trajectory of pedagogical coordinators from Ceará, based on their life stories, narrated at a given historical moment, we can understand how the research participants constituted and perceived themselves as coordinators, developing pedagogical practices that served as a foundation for working with continuing education, carried out at school as an instrument for professional teacher development.

In the next section, we will analyze the empirical data of the proposed investigation, based on the narratives of the pedagogical coordinators.

4. Paths lived: contributions to teacher training

The subjects of this study are two pedagogical coordinators. One, named Rosa, held the positions of coordinator and vice-principal in the 1970s, a time of great repression arising from the historical moment we were living through, and the other, Margarida, who worked in the 2000s, a period of change in the context of Brazilian public schools, the result of achievements arising from the 1988 Constitution and made effective with the Law of Guidelines and Bases (LDB) No. 9394/1996, such as the implementation of democratic and participatory management.

As the first stage of the analysis of the reports, we will deal with the educational trajectories of the pedagogical coordinators, emphasizing how they became education professionals, from the beginning of their careers to their occupation in management.

Both Rosa and Margarida say that they began their teaching careers prematurely, when they were still very young, with the Normal course, which at the time qualified them to work as teachers. Rosa explains that she left home at an early age to look after her younger siblings in a bigger city to study. This experience made Rosa mature before her time, and she became the “*house mirror*”. He reports that when “*fell in the world of work*”

(TEACHER ROSA, interview on October 2, 2020), she realized the importance of managing a home and the classroom, a place she calls her own.

From an early age, Margarida realized that what she really wanted to do was “*dealing with people [...], dialoguing with people and opening paths with them*”, all of this became his mission. She tells us how she began her teaching career at the age of 16, defining this process as “*a universe that welcomed my uncertainties and insecurities*” (TEACHER MARGARIDA, interview on October 14, 2020), but which gave her the strength to continue in the profession.

Both pedagogical coordinators have a degree in Pedagogy, Margarida as her initial degree and Rosa as her second degree. Rosa reveals in her speech that it was only after her “*first pedagogical experience*”, as a school coordinator, that she realized the meaning, in practice, of what it is to act pedagogically. According to Tardif (2016), pedagogy is constituted in the practice of the professional, an autonomous being who is guided by ethics and who is confronted with problems that do not have ready-made solutions. For the author, this professional must build their own pedagogical space in which, overcoming their limitations, they can solve everyday situations, “*necessarily based on a vision of the world, of man and of society*” (TARDIF, 2014, p. 149). Thus, when working directly with students, Rosa talks about her perception of pedagogical coordination and her approach to Pedagogy:

What coordination is, is collaborative coordination. And what pedagogical coordination is, is Pedagogy as a science of Education that is concerned with the phenomena of teaching and learning. And by teaching I mean not just the subject, but teaching the way of life, teaching life in society, teaching the principles of coexistence, living with. So we had weekly meetings where I listened to what they had to tell me, listened to what they saw in the classrooms. I think it was pedagogical for me and for them, because we were, at that time, I wasn't even studying Paulo Freire, because I was studying Languages, but I had, I think I've always been a teacher. [...] that was my first pedagogical experience, so much so that as soon as I finished my Languages degree I went on to study Pedagogy [...] (TEACHER ROSA, interview on October 2, 2020).

For Margarida, university was the place that brought her closer to knowledge and where she understood the relationship between theory and practice, understanding the

latter as a means of building and acquiring new knowledge, “*guiding them towards building something new that promotes the inclusion of everyone under the same learning conditions*” (TEACHER MARGARIDA, interview on October 14, 2020). Corroborating this idea, Vieira, Therrien and Castro (2017), in an article on the knowledge of university teaching, state that the university is “*space for the production of knowledge*”, contributing “with the liberation of consciences through “*conscientization*” that humanizes and forms for life [...]” (VIEIRA; THERRIEN; CASTRO, 2017, p. 277)

When talking about her training processes, Rosa, the pedagogical coordinator, talks about her active participation in “trainings”, as they were called in the 70s. After completing training courses, Rosa said she was “*empowered*” of knowledge, explaining that “*the life of qualification has always given me an edge*” (TEACHER ROSA, interview on October 2, 2020).

Knowledge, for Margarida, “*it's a territory without borders*”. It's a territory without borders, “*the more you know, the more you discover that there is more to know*” (TEACHER MARGARIDA). Based on this premise, she took part in some specialization courses which made her realize that she needed to renew her teaching skills “*commitment to public school students, who in many situations are placed on the margins of society*” (TEACHER MARGARIDA, interview on October 14, 2020).

TEACHER MARGARIDA, interview on October 14, 2020

The incompleteness of the subject is, as the poet says, "its greatest wealth", because it is what opens up space for the infinite quest to learn, to (re)learn and to transform oneself in this learning journey, a journey that is present on the horizon of our searches and our findings (PROFESSOR MARGARIDA, interview on October 14, 2020).

García (1999), when dealing with the study and understanding of teacher training, relates it to four areas of didactics: the school, curricular innovation, teaching and teachers. When referring to the last component, the author emphasizes that the teacher is a person, a professional and a subject who learns, reinforcing Margarida's statement.

A second aspect analyzed was the teachers' experience in the role of pedagogical coordinator. Their speeches revealed the multiplicity of tasks that coordinators have to deal with in the course of their duties. In addition to the intense amount of activities, the demands have different levels, from dealing with families and students, bureaucratic issues, planning agendas, indiscipline, attending to teachers, continuing training, in other words, a busy routine that continues to this day.

Rosa has held the position three times, once as vice-principal, at the time playing the role of a coordinator. In her first experience, she worked in a Civic Center, where she worked directly with the students. According to Rosa, it was “*mandatory*” the choice of one student per class to make up a collective, but had no “*an outline of what I was going to do*” (TEACHER ROSA, interview on October 2, 2020). VWe can see the compulsory nature as a mark of a historical time, as experienced by the pedagogical coordinator. The teacher explains that they knew they had to participate “more closely” with the management. In her opinion, this was a valuable experience, as she always maintained a good relationship with the students. For the teacher, her first management experience in coordination is summarized as:

[...] a continuation of what I was doing, an improvement on my practice of having the responsibility of looking after my siblings at the age of twenty. Living with them in a big city and then what really remains is the question of dialog, listening, collaborative work. I really like this word collaborative because it says “co”, which gives the idea of togetherness, “labor”, work and “active”, which isn't just about discussion, it's about action (TEACHER ROSA, interview on October 2, 2020).

As a second experience, Rosa worked in a multi-purpose school, which she described as having linear characteristics in terms of authority. The work carried out in this school was more focused on pedagogical aspects, from relationships with teachers to solving everyday problems such as indiscipline in the classroom. The teacher talks about the empathy that existed in this work and the dialog that was always present. In this sense, Rosa says that:

When I had a problem in the classroom, I treated it with great care, as if it were me in the classroom. It was a question of empathy and dialog, which I did a lot in these positions, and knowing that they were my colleagues, that the position was

temporary. I've never wanted to be in a managerial position, I really like the classroom, even today. And so I dealt with it as collectively as possible (TEACHER ROSA, interview on October 2, 2020).

Rosa comments that what she really liked was the classroom, that she didn't feel much like taking on leadership roles, but even so, she accepted a third invitation to work as vice-principal, a position that she really liked because of its proximity to the students' families. Rosa points out that working as deputy head had a pedagogical character, as this professional must understand the school as a place for education. She explains that she learned a lot from her experience as a pedagogical coordinator when she says "*in my three experiences I learned slowly [...]*" (TEACHER ROSA, interview on October 2, 2020).

For Margarida, taking on the role of coordinator was accepted as a "challenge", as she was invited to take on the role in the same school where she had studied. According to the teacher, this call came at a time when public schools were reaping good harvests in terms of policies resulting from the achievements of the end of the previous century. "*The first decade of the 21st century brought different social and economic events that triggered changes in different aspects of public schools*" (TEACHER MARGARIDA, interview on October 14, 2020). These contexts of educational transformations stem from the Magna Carta of 1988, resulting in the implementation of LDB No. 9394/96. Based on a broad debate surrounding the construction of these laws, democratic management was established as a tool for society's participation in the educational sphere. Vieira (2011) outlines the profile of the school manager, to act in democratic management, as "[...] an organizational leader, with the skills and abilities to mobilize a team that is active in defining the school's guidelines in order to guarantee the necessary conditions for the development of its pedagogical project" (VIEIRA, 2011, p. 63).

One of the major changes that took place during this period was the implementation of democratic management, which had a direct impact on the practice of managers, opening up the school space to the active participation of the community and to dialogue. Margarida describes this cycle as a "gain" in her training and adds that dialog, which she

considered to be the "main working tool", helped her to break away from the "old ways of working". *"authoritarian practices and made the need to take into account the interests of the students emerge in the classroom, because a school is made up of educators and students who help each other and learn from each other."* (TEACHER MARGARIDA, interview on October 14, 2020).

In agreement with the moment described, Vieira (2011) justifies that these events resulted from the transformation of the public administration model in the 1990s, which was bureaucratic and became managerial. For the author, this phase was marked by competitive capitalism, based on the principles of flexibility and decentralization, in addition to others such as efficiency and control of results. According to Vieira (2011), the whole scenario surrounding the Brazilian administrative reform was a reference for the training of school managers, who were prepared to respond to the new managerial policy.

Complying with what the new administrative model demanded, Margarida also explains that in her role as pedagogical coordinator she sought to *"actively participate in all moments of interaction with the students' families, listening carefully to their stories in order to better collaborate with the students' formative process"*. The teacher adds that her practice, based on dialog, "represented a considerable gain" (TEACHER MARGARIDA, interview on October 14, 2020) in her training.

Still on the subject of the changes introduced at the school, Margarida mentions the *"management autonomy over school activities"* and asserts *"ongoing teacher training"* has come to be seen as *"priority in the country's education policy"*. Regarding the work with content, the teacher points out that interdisciplinarity and transdisciplinarity have brought *"a new dimension for learning and the reorganization of the curriculum was a matter for further dialogue between the coordinators and the educators"* (TEACHER MARGARIDA, interview on October 14, 2020).

This account by Teacher Margarida reminds us of the educational changes over time that have had an impact on continuing education. For Imbernón (2010), the years leading up to the new century were characterized as a "creative and very important era in

continuing education, whose contributions and reflections we are still assimilating" (IMBERNÓN, 2010, p. 22). For the author, teacher training is now being analyzed as a strategy for "proposing the need to establish new relational and participatory models in training practice" and is no longer only focused on "the mastery of scientific or academic disciplines" (IMBERNÓN, 2010, p. 23), corroborating the above account.

The third aspect analyzed was the practices developed by the pedagogical coordinators to carry out teacher training processes at school. According to research by the Victor Civita Foundation, carried out by Placco, Almeida and Souza (2011), the pedagogical coordinator is assigned functions related to teacher training, offering conditions for teachers to mature their knowledge in their specific area, transforming it into teaching and thus promoting teacher development.

The hallmark of Rosa's work with the teacher training process was improvisation and informality, stemming from the absence of policies aimed at teacher training. These characteristics are confirmed by the teacher's words when describing the moments dedicated to "recycling" and "training": "*It wasn't as formalized as it is today*"; "*So, it was very personal as well*"; "*[...] the history of training remained within the scope of the faculty*" (TEACHER ROSA, interview on October 2, 2020).

The time dedicated to training was the same time as the teachers' meetings and planning. As already explained, there was no specific period aimed at targeted study with teachers. This time was intertwined with school routines, as Rosa says: "*[...] each teacher had their own time off and then we'd make small groups and see who was on their time off, at the same time, and we'd talk.*"

The activities carried out were not centered on the teachers' demands, whether they were focused on indiscipline or content. Many of the training sessions took place during specific periods, such as the beginning of the school semester, and always involved reading and discussing texts chosen by the pedagogical coordinator. In this sense, Rosa says:

So there was the planning week, at the beginning of the semester, where I always took Rubem Alves' texts. I really liked them. I'd take any text like that, a poem, and

then we'd talk about it". And she adds: "So, a training meeting really only at the beginning of each semester where we would give the guidelines, take a text, a person to speak and that was it (TEACHER ROSA, interview on October 2, 2020).

Even though she didn't direct the implementation of teacher training processes, Rosa's speech shows her concern for carrying out practices that support teachers, which she referred to as a "question of empathy". We observed some points that marked the pedagogical coordinator Rosa's stance, such as the exercise of listening, when she says:

[...] what was pedagogical was listening. I listened to the teachers a lot. I talked to them. They had waiting time and I respected their waiting time. I listened to what they had to say, I listened to their life stories, I talked to them, I let them talk (TEACHER ROSA, interview on October 2, 2020).

Another aspect that the teacher mentions in her narrative is the sense of collectivity involved in the pedagogical coordinator's work. Rosa describes this movement as follows: *"We walked together. There's something about walking together. This collective was highly respected. It was what I would call today common ground and unity. It was a communion" (TEACHER ROSA, interview on October 2, 2020).*

In addition to empathy and collective work, Rosa mentions dialog as a preponderant factor in her actions as a pedagogical coordinator. In the situations she recounts, she highlights the use of conversation as a strategy for solving problems and also as a way of valuing teachers. In this respect, she says: *"When I had a problem in the classroom, I treated it with great care, as if it were me in the classroom, a question of empathy and the dialog of these functions. I did a lot of dialogic work [...]".* He also portrays the importance of dialog when talking about the pedagogical nature of the coordination position: *"And in the collective, I've learned more to perfect the art of talking to my peers, of listening to my peers, of knowing the students' side and the teachers' side, that's what's pedagogical about it"* (TEACHER ROSA, interview on October 2, 2020). The report points out that teaching is characterized as a process imbued with collectivity, an aspect present in Rosa's speech and confirmed by Passos and André (2016, p. 09) when they enunciate

collaborative work "[...] as a path or response to escape the individualistic culture in the direction of collective commitments to teaching and student learning".

Margarida experienced a different period, but with pedagogical practices and actions very close to those that Rosa carried out as pedagogical coordinator. As already explained, Margarida took on the role of pedagogical coordinator after democratic management, in the 2000s. In this historical context, we see many changes in education that have served to rethink continuing teacher training and the role of the pedagogical coordinator in this process.

Dialogue was chosen as essential in Margarida's work as a pedagogical coordinator. In her narrative, the teacher points out the intrinsic relationship between dialogue and the acquisition of knowledge, as well as being a tool for humanizing and transforming society. She says:

I worked with teachers and students who shared a common interest. So I based my work on the idea that, in dialogue with others, the subject transforms their knowledge and is transformed by it all the time, because it is on this terrain that knowledge gains practical meaning and can effectively be put at the service of humanity. Dialogue humanizes knowledge which, once humanized, becomes an instrument of struggle and social transformation (TEACHER MARGARIDA, interview on 14 October 2020).

When she talks about her practice as a pedagogical coordinator, Margarida emphasizes the importance of interacting not only with teachers, but also with “*with the students' families, listening attentively to their stories in order to better collaborate with the students' formative process*”. O exercício da escuta ativa serviu-lhe como ferramenta de maior aproximação com os docentes, além de proporcionar conhecimento. Nesse sentido, Margarida fala:

With the teachers, I also tried to create moments of listening in order to relearn education through the eyes and speech of those in the classroom. We attended courses together and built a web of knowledge that justified a relationship that extended beyond the professional field. I learned much more than I taught, we became learning partners, and this strengthened my certainty that there is no better or lesser job in a school institution, there are different roles that complement each other in the incessant quest to make education a better path for those whose lives have been marked by social inequality (TEACHER MARGARIDA, interview on October 14, 2020).

It can be seen that Margarida's practice was based on the needs that arose in the school environment and was solved on a one-off basis. The construction of knowledge did not come from specific training for the job, a reality experienced in the pedagogical work of the school, a context that still recurs today. From this perspective, Marli André (2012) states that: "We are unaware of the existence, in Brazil, of systematic courses for the professional training of the trainer, either in universities or in other instances, except for occasional actions by Secretariats of Education, which promote their own continuing education programs" (MARLI ANDRÉ, 2012, p. 216).

After interpreting the narratives of the two pedagogical coordinators from Ceará, we understand how important the practice of this professional is, both in sharing difficulties and problems that arise in the day-to-day running of the school, as well as in solidifying the training process, seeking to improve student learning.

The actions carried out by the pedagogical coordinators showed that their work was based on empiricism, i.e. anchored in their own practice based on daily demands, thus building their knowledge from their experiences, since there is no specific training to fill the role, and the pedagogical coordinator has to train themselves. Thus, developing teacher training becomes a complex task, because it has to be developed in an equally complex context.

5. Final considerations

Delving into the training trajectories of coordinators from Ceará who worked in different historical periods and getting to know how their practices focused on teacher training developed made us understand that training processes are one of the pillars of teaching practice and that the pedagogical coordinator plays a leading role in supporting and monitoring the pedagogical actions developed by the teacher.

The narratives, full of subjectivity and inserted in a social, political, cultural, historical and educational context, pointed to a praxis that overcomes the difficulties encountered along the path of pedagogical practice, facilitating the search for knowledge and favoring reflection on practice. The pedagogical coordinators showed that they were agents in their formative paths, exercising the function of coordination.

Based on the stories told and their analysis, we can point to aspects that converge in the pedagogical coordinators' practice, even though they worked at different times. The following actions were found to be in agreement: constant dialogue not only with teachers, but with everyone in the school community, which is capable of transforming knowledge and practices into more humanized ones aimed at solving and reflecting on problem situations; the second coinciding aspect was the exercise of listening, which the pedagogical coordinators also characterized as a learning moment; and the final convergence was collectivity, demonstrating the importance of working together for teachers' professional development.

The study revealed that the pedagogical coordinator's work, despite remaining focused on activities that can be summarized as immediate solutions to the problems and bureaucracies of everyday school life, also takes the form of actions aimed at teacher training. This model of action is carried out more by the choice of the pedagogical coordinator, rather than consisting of systematized interventions that show the work of this professional as an articulator and mediator of the pedagogical practice developed by the teachers. This highlights the countless challenges faced by these professionals in consolidating their work aimed at developing an autonomous, critical and reflective educational praxis.

This article does not allow for generalizations, since it was only carried out with two CPs from Ceará, but it is relevant in the sense of recognizing the importance of the work of this professional as responsible for teacher training and, consequently, for making pedagogical practice effective, reverberating in student learning. It is also relevant in the sense of reflecting on the lack of policies that support the work carried out by the

pedagogical coordinator and their training, making it necessary to study this issue in order to think critically about the work and contributions of this professional to teacher training.

The reports enabled the pedagogical coordinators to reminisce and visit their memories of a past time, situating themselves in a historical and social moment, contributing to an understanding of the coordinator's functions in the school and the importance of their role as one of the subjects of teacher training and the valuable theoretical and practical contribution to this process of professional teacher development.

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Responsible publisher: Lia Fialho

Ad hoc expert: Márcia Cristiane Ferreira Mendes e Scarlett O'hara Costa Carvalho

How to cite this article (ABNT):

CASTRO, Iris Martins de Souza; STASCXAK, Francinalda Machado. COSTA, Maria Aparecida Alves da. Trajetórias de coordenadoras pedagógicas em face da formação continuada de professores na escola. **Rev. Pemo**, Fortaleza, v. 5, e11226, 2023.

Available at: <https://revistas.uece.br/index.php/revpemo/article/view/11236>

Received on August 07, 2023.

Accepted on September 08, 2023.

Published on September 20th.