

Education coordinator: discovering the pathway to education

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Abstract

This article was based on an analogy between the path to education, according to an education coordinator and the rainbow myth. It aimed to describe the path taken by the coordinator in the process of discovery of education, based on his/her practice, as well as to defend ideas that there are pathways to access education. Thus, a bibliographic survey on education, on the role of the education coordinator and the symbolism of the rainbow was performed. This work includes debates on the meaning of education and the pathway to education. Then, through a comparative analysis, the seven areas of learning in education for the future, from Sociologist Edgar Morin, and the seven colors of the rainbow were related. Finally, the pot of gold was associated with the knowledge acquired by each individual throughout life.

Keywords: Education. Education Coordinator. Rainbow.

Coordenador pedagógico: descobrindo o caminho da educação

Resumo

O presente artigo valeu-se de uma analogia feita entre o caminho da educação, na visão de um coordenador pedagógico e o imaginário do arco-íris. O objetivo foi descrever o percurso que o coordenador traça no processo de descobrimento da educação, mediante a sua prática, além de defender a ideias de que há caminhos para alcançá-la. Para tanto, foi necessário fazer um levantamento bibliográfico sobre o que é educação, o papel do coordenador pedagógico e a simbologia do arco-íris. Têm-se neste trabalho, discussões sobre o que é educação e qual o caminho até chegar a ela. Em seguida, por meio de uma análise comparativa relacionou-se os sete saberes necessários para a educação do futuro do sociólogo Edgar Morin e as sete cores do arco-íris. Por fim, o pote de ouro foi associado ao conhecimento adquirido pelo indivíduo ao longo de sua trajetória.

Palavras-chave: Educação. Coordenador Pedagógico. Arco-íris.



1 Introduction

This article aims to describe the paths necessary to achieve the education of the future and shows that there is not only one path, but several, and that all lead to the same direction - knowledge, besides comparing the possible paths with the imaginary of the rainbow. This work also approaches aspects and difficulties present in the educational trajectory, whose pedagogical coordinator is one of the fundamental elements in the school environment, since, through his practice, he exercises the steps towards the discovery of education.

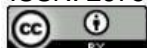
It is up to the individual to make the pilgrimage toward this education. For Morin:

The education of the future should be education first and universal, centered on the human condition. We are in a planetary age; a common adventure drives human beings, wherever they are. They must recognize themselves in their common humanity and at the same time acknowledge the cultural diversity inherent in all that is human..

In short, in this excerpt Morin makes it clear that the education of the future requires a universal connection centered on human needs and fragility. For this, it is necessary the participation of all human beings participating directly and indirectly in the educational system, from students, teachers, managers, tutors, cleaners, parents, creators of didactic and paradidactic content, among others, recognizing each other and articulating on the same target; the knowing, learning, discovering of the transformations present in the educational environment.

2 Methodology

After reading some books and texts whose subject revolved around the word Education and the force that it exerts on the individual and society, some questions arose regarding the paths, or a traced path that would lead the individual to discover education.





A lot is said about the paths that lead to education, but it is necessary to know more about these paths. Given this concern, an analogy was made between education and its path to discovery, because, like a rainbow, the path to education has colors, that is, joys and achievements. However, both the process of education and the rainbow are mysterious and may hold uncertainties.

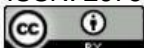
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From all the descriptions, analyses and comparisons, it was necessary to see how education is being viewed by those who care to discover it. To answer this question, the article brought brief quotes from the discussions made by Jacques Delors and Edgar Morin. With this article, it is hoped that the discussions about the education that is being outlined and renewed will not be exhausted. Schools, government, society, and teachers need to read more, talk, think, and create the education of the future.

To write this article, an exploratory research was done on the proposed theme: "Pedagogical Coordinator: Discovering the path of education". In which, the path to education was discussed, through an analogy with the imaginary of the rainbow, which, by itself, refers to the idea of the unknown and the longed-for pot of gold. The research method was bibliographic.

Among the materials collected are the books: Education, a treasure to be discovered - Jacques Delors; The seven knowledge necessary for education in the future - Edgar Morin (digitalized book); What is Education - Carlos Rodrigues Brandão, At the end of the rainbow and poems to be read at school, both by Roseana Murray, besides bringing the concept of education - by Daniel Barbosa de Oliveira and the concept and meaning of the rainbow's colors, as well as the work The power of colors in the balance of environments - Marie Louise Lacy.

There is an unknown at every step, and in the trail of this unknown there are uncertainties. According to Delores (2012, p. 75). "It is incumbent upon Education to provide, in some form, the maps of a complex and constantly moving world and, at the same time, the compass that enables one to navigate it." The article illustrated in a transparent and most understandable way, that education is not only the pot of gold at





the end of the rainbow, it is also the content of the seven colors, the meaning given to the colors, the step by step, i.e.; the paths, and finally, the so desired pot of gold.

3 The path of education

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The path is like this.
It only exists because there are pilgrims.
There is the demarcated route, but each one travels it in
his or her own way.
And the path is never the same for everyone.
Cunha¹

Much is said about the paths of education, but it is necessary to know these paths, because, just like the rainbow, the paths have colors, and on each path to education, the pilgrims, these; teachers, students, educators, and pedagogical coordinators, experience the difficulties and charms that belong to it. Education is not only the pot of gold, it is the seven colors, the seven meanings, the step by step, it is the arc, it is the iris.

According to Delores (2012, p. 79):

Education has as its mission, on the one hand, to transmit knowledge about the diversity of the human species and, on the other hand, to make people aware of the similarities and interdependence that exist between all human beings on the planet.

Delores talks about the mission of education, and stresses the need for every human being on the planet to have access to the transmission of knowledge. Thus, "education exists everywhere and it is part of it to exist between opposites". (BRANDÃO, p. 106,). This opposite, for example, will be articulated in this work by an analogy between two apparently distinct elements, but if well described and analyzed, they will lead to a greater understanding of this path discovered by the figure of the pedagogical coordinator.

¹ <http://www.caminhodesantiago.net/o-livro.html>





The pedagogical coordinator is a pilgrim on the way to the discovery of education; he/she is an essential character for the functioning of the gears of the educational scenario, since he/she can occupy several environments in the field of education. And, it is in the vision of this pilgrim that the analogy between the path taken to discover education and the children's imaginary referring to the rainbow will be made.

It is also known that the Educational Coordinator has several attributions in the school environment, among them are;

To have an order, methods, actions that strengthen the relations between culture and school; to organize the teachers' reflection elements, having also the planning, teaching plans and practice; to arrange the pedagogical routines and finally, to promote the interconnection between people (AUGUSTO, 2006).

However, despite the systematic actions concerning the profession, a sensitive, committed and dreaming coordinator sees education as a bridge to the pot of gold at the end of the rainbow, described in this work as synonymous with ki the individual.

3.1 Seven colors, seven knowledges: articulations of the coordinator

The rainbow has a very strong influence on the children's imagination and accompanies the human being for the rest of his or her life, just as experiences and practice accompany the coordinator's attitudes and articulations. The seven colors that make up the beautiful spectacle formed in the sky and enjoyed by generations produces a mystical flavor of mystery, this mystery articulates countless reactions in the senses, emotions, yearnings, and achievements. It is responsible for giving light and colors to the imagination. In front of Saramago's poem we can observe the description of the formation of the colors of this phenomenon.

PHYSICS

I gather this sunlight around me,
In my prism I disperse and recompose it:





Seven-colored rumbling, white silence.

Like arrows shot from its bow,
From violet to red we travel
The whole space that opens in the sigh
Ends in a hoarse, convulsive cry.

Then the whole rumor reconverts,
Colors return to the prism that defines,
To the sunlight of you and the silence.
Saramago²

The physics of this poem can be related to the reality that a pedagogical coordinator experiences daily in the school environment, trying, through his necessary interferences, to bring light to the practices of the teachers that he coordinates and light to the improvement of the students; both improvement in the studies and in the posture of respect towards everyone. It is not easy for a committed coordinator, the one who wears the shirt, to walk on the path of the seven colors.

Therefore, just as there is a balance among the seven colors of the rainbow, there are "The seven knowledges necessary for the education of the future" (MORIN, 2000). In the book whose title was highlighted above, the author lists the knowledge that professionals involved in education should be aware of, so that the education of the future is not lost in the various situations that are sometimes discouraging.

3.2 And the final, what is Education?

The path of education is broad and there are several possibilities to succeed in walking it. However, if there is a walk, or even a pilgrimage to education. Here is the question: And what is education? How can it be achieved?

Brandão (2013, p. 64-65) cites that according to some philosophers, education is a process that the individual goes through since childhood, where "innate biopsychic potentialities" are developed. Thus, according to him, even though it is possible to have

² Saramago. *In Os Poemas Possíveis*. 1966.





forms of self-education, the best way to learn and teach is through interpersonal experiences.

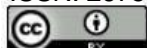
Thus, it is understood that education is a path through which the human being follows towards knowledge, which is the pot of gold at the end of the rainbow. To reach it, the individual can even take a few steps alone, but needs company to consolidate his knowledge, since, as in the rainbow, where the exact point where it appeared is not known for sure, learning requires some pillars to support knowledge.

And, it is impossible to talk about pillars and not bring the vision of Delores (2012), according to him education is a treasure to be discovered and its set of missions should be organized around four fundamental learning:

Learning to know, that is, to acquire the tools of understanding; learning to do, in order to be able to act on one's surroundings; learning to live together, in order to participate and cooperate with others in all human activities; and finally learning to be, an essential concept that integrates the three previous ones (DELORES, 2012, p. 73).

When listing these learning experiences, it is valid to point out that when the individual is developing them, he is walking the path towards education and exercising self-knowledge, that is, perceiving his limits. As Delores himself says, learning to be is the basis for other knowledge, because it is part of an existential concept that will be articulated throughout life. For this reason, education is always in motion and undergoing transformations. Because talking about education (action) is to color the steps with changes, always aiming at the future.

Changes are always evident and essential for improvements, it is fundamental that all pilgrims who walk with education as their target; be aware and open to the possible impacts encountered on the path, because, until reaching that pot of gold, much has to be faced, conquered, and discovered. It is not a simple and easy role, but it is up to each individual, including the pedagogical coordinator, first of all to analyze themselves and, afterwards, to try to help students and teachers with the seven knowledge necessary to handle the education of the future.





Finally, it is understood that education is a treasure that must be discovered; it reveals the apex of human maturation. Since, "the human being is at the same time physical, biological, psychic, cultural, social, and historical" (MORIN, 2000, p.15). It is the role of education to show the various forms of knowledge.

Knowledge, in the form of a word, of an idea, of a theory, is the fruit of a translation/reconstruction through language and thought and, therefore, is subject to error. This knowledge, at the same time translation and reconstruction, entails interpretation, which introduces the risk of error in the subjectivity of the knower, his vision of the world and his principles of knowledge (MORIN, 2000, p. 20).

Still according to the author, in order to know, it is necessary to know that there are obstacles along the way, and the knower needs to be aware of the illusions and joys that the path itself will show. A path that is possible to make mistakes, but that, however, is full of surprises, just like the seven colors of a beautiful rainbow. For, it is the subjectivity of each person that unveils the infinite windows to the vision of the world.

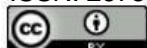
It is up to each knower the arduous path of unveiling, aiming, and the desire for achievements, and it is also up to them to better understand the knowledge that is valid to put it into practice. It is not relevant to know without practicing what is known; the coordinator moves the gears of a school, he or she moves, articulates, develops, and makes education work.

3.3 Education, the pot of gold?

The pot of gold is enchanted
and to see it you must
jump forward three times,
jump back three times,
Murray³

Yes, education is the pot of gold, and the reward for going all the way to it, for going through all the colors, all the knowledge, all the challenges, and mainly for discovering it, is the knowledge acquired during the pilgrimage. In the process of discovering something so precious, it is worth taking three leaps back and reviewing the

³ MURRAY, Roseana. No fim do arco-íris. p. 8-9, 1998.





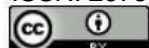
past as an apprenticeship, to only then take the three leaps forward, towards changes, however:

Associating "education" with "change" is nothing new. It has been a custom since at least the first decades of the 20th century. But only a little later, when politicians and scientists began to call "change" "development" (social, socioeconomic, national, regional, community development, etc.), was it remembered that education should be associated with it as well (BRANDÃO, 2013, p. 85).

But, even though change is correlated with the most diverse aspects, the main transformation is the one that happens from the learner inward. As Brandão (2013) shows. The human being must know his interpretive extension, and this should be taught from childhood, knowledge cannot be limited, since the desire to know is abstract, but the knowledge absorbed, stored and often processed by memory, this is concrete. However, "Finally, the exercise of thought to which the child is initiated, first by parents, and then by teachers, must involve advances and resources between the concrete and the abstract" (DELORES, p. 75, 2012).

According to Morin (2000, p. 21), the human being is in its completeness, formed by dreams, desires, ideas, images, needs, and fantasies, with this, only 2% link the person to the outside world, while the other 98% make up the imaginary. Thus, this imaginary must be nurtured even when the individual is a child, the adult can never prevent the creativity of a child or even induce him to create something that is being analyzed from his point of view, for example, the child painting the sun pink or lilac, and someone telling him that the sun is yellow.

The human being is different, the paths are different, the steps are wide, and many times it is difficult to face obstacles, but the treasure to be discovered is only one for everyone; education. It is the pot of gold at the end of the rainbow, and that gold that enchants, enlightening the eyes and the life of those who manage to acquire it; it is knowledge. Without it, the person becomes fragile, vulnerable. For, knowledge is the greatest asset one can have.





At the end of the rainbow the figure of the pedagogical coordinator can carry the scientific and emotional intelligence that somatized after each step taken, this character of unparalleled importance in the school has played a protagonist role in the act of discovering the paths of education. And, his representation has deconstructed the excuses given for education to remain colorless..

4 Final considerations

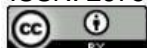
This article was dedicated to discovering the path to education, which is not only one, but many. To this end, it was necessary to appropriate the symbolic image of the rainbow to represent the paths that educators and all the other characters that are part of the stage of education, including the pedagogical coordinator, may tread in search of the pot of gold present at the end of the rainbow. This pot of gold is described in this work as the knowledge that is acquired by those who, with effort and dedication, manage to overcome difficulties and reach it.

The article highlighted that the pedagogical coordinator becomes a pilgrim on the way to the discoveries proposed by the arduous but satisfactory trajectory of teaching, learning, and in this case, also of guiding and coordinating.

Therefore, the paths of education lead to a single objective, which is knowledge, and in this process the pedagogical coordinator has an extremely important role. He is the one who should be mediating everything that happens in the school environment. In addition to seeking strategies in order to develop actions that improve the teacher-student-parent relationship. The uniqueness of his practice contributes to the improvement of learning to be, which, as Delors presents, is the most important of the four pillars.

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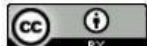
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