



The pedagogical coordinator as articulator of teacher training and its own professional identity

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ABSTRACT. This research will verify how the actions of the pedagogical coordinators from the municipal educational system of Salvador concerning the management of continued formation of teachers, more specifically; those who work in the Youth and Adults Education (YAE) are developed. Thus, this study also intends to identify what actions have been developed by the pedagogical coordinators to foster teachers continued formation and if they recognize the school as a privileged space for the continued formation of teachers occur. In this way, we conducted a qualitative approach research and used the field research as technical procedure, adopting the semi-structured interview as data collection instrument. The obtained results show the necessity of strengthening the role of the pedagogical coordinator as an articulator for continued formation of teachers and the constructor of its own professional identity.

Keywords: pedagogical coordination; continued formation; youth and adult education.

O coordenador pedagógico como articulador da formação de professores e de sua identidade profissional

RESUMO. Esta pesquisa verificará como se desenvolvem as ações dos coordenadores pedagógicos da rede municipal de ensino de Salvador, na gestão da formação continuada de professores, mais especificamente dos que atuam na Educação de Jovens e Adultos (EJA). Assim, este estudo observará se os coordenadores pedagógicos da rede municipal de ensino de Salvador têm desenvolvido ações que favoreçam a formação continuada dos professores da EJA, tendo a escola como o locus desta formação. Desta forma, elegemos para realização desta pesquisa uma abordagem qualitativa e tomamos a pesquisa de campo como procedimento técnico, adotando a entrevista semiestruturada como instrumento de coleta de dados. Os resultados obtidos apontam para a necessidade do fortalecimento do papel do coordenador pedagógico, enquanto articulador da formação continuada de professores e como construtor da própria identidade profissional.

Palavras-chave: coordenação pedagógica; formação continuada; educação de jovens e adultos.

El coordinador pedagógico como articulador de la formación de profesores y de su identidad profesional

RESUMEN. La investigación pretende verificar cómo se desarrollan las acciones de los coordinadores pedagógicos de la red municipal de enseñanza de Salvador, en la gestión de la formación continuada de profesores, más específicamente de los que actúan en la Educación de Jóvenes y Adultos (EJA). Así, este estudio desea identificar cuáles acciones han sido desarrolladas por coordinadores pedagógicos para fomentar la formación continuada de los profesores y si estos coordinadores reconocen la escuela como espacio privilegiado para que la formación continuada de los profesores ocurra. De esta forma, elegimos para realización de esta investigación un abordaje cualitativo y tomamos la investigación de campo como procedimiento metodológico, adoptando la entrevista como instrumento de recolección de datos. Los resultados obtenidos apuntan a la necesidad del fortalecimiento del rol del coordinador pedagógico, como articulador de la formación continuada de docentes y constructor de la propia identidad profesional.

Palabras-clave: coordinación pedagógica; formación continuada; educación de jóvenes y adultos.

Introduction

More than a right foreseen by the Law of Directives and Bases of National Education and instituted by the National Policy of Training of Professionals of the Magisterium of Basic Education - PARFOR, the continuous formation of teachers is now a necessity, since, these professionals face, in their classrooms, new challenges arising from the demands and complexity of contemporary society, which requires the training of subjects capable of learning to learn continuously, to deal with the rapid changes that occur in this society. According to the authors Gatti and Barreto (2009) and Gatti and Nunes (2008), in a study developed with the support of the United Nations Educational, Scientific and Cultural Organization (UNESCO), problems were identified in the courses Pedagogy and undergraduates, as being responsible for initial teacher education in Brazil, and these courses present curricula that often do not provide an initiation in practices, since most of the stages involve observation activities, not allowing the student an effective practice in schools. Moreover, according to the same authors mentioned above, initial training courses do not always provide the fundamental tools for a critical and conscious pedagogical process, with the assimilation of psycho-social pedagogical knowledge, as well as the domain of the specific area of formation. In this context, Gatti and Barreto (2009) also point out that continuing education has come to be seen as compensatory training designed to fill gaps in initial training, which has led to increased interest in continuing teacher education programs.

However, they still confirm that, in spite of the attention that the continuing education of teachers has received from politicians, researchers and teachers in recent years, and the high number of teachers who have sought to attend training courses in Brazil, we observe, through the information obtained in national and international assessments, such as the Basic Education Assessment System (BEAS) and the International Student Assessment Program from OCDE (ISAP), from 2000 to 2015, that the results achieved by the students, regarding their school performance, have not been satisfactory. As a result, as well as the initial training courses, the courses of continuing teacher training began to be questioned and criticized. Therefore, there has been a deepening of discussions about continuing education and how it has contributed to the professional development of teachers and to

improving the quality of educational processes in the country. Freitas (2005) points out:

The emphasis on continuing teacher education is therefore the result of both the pressure and struggle of area professionals and social movements in general, as well as the economic rationality that calls for the efficiency of public education, given the ongoing changes in global scenario (Freitas, 2005, p. 35).

Many authors, such as Nóvoa (1991), Estrela (1997), Gatti (1997) and Veiga (1998), emphasize that the continuous training processes that have been developed in Brazil since the 1980s have not produced the expected effects. Among the factors identified as causing this failure are: the difficulty of mass training, the brevity of the courses and the difficulty to provide the necessary tools and support to achieve the expected changes.

Other reasons for the failure of continuing teacher training, according to the authors mentioned above, is the limited, if not absent, participation of teachers in the definition of the training proposals and the poor formulation of projects that have the school and its pedagogical make as center of formations.

Thus, according to Veiga (1998), in the 1990s, continuing education is considered as a crucial point for the construction of a new teacher profile. With this, the Ministry of Education (MEC), through the Office of Elementary Education, instituted the Guidelines for Teacher Education (Brazil, 1999), aiming to implement changes in the practices of continuing teacher education in Brazil. This document proposes that:

Continuing education should provide updates, deepening of educational issues and it is based on a reflection on educational practice, promoting a constant process of self-assessment that guides the continuous construction of professional skills. However, a reflexive process requires predisposition to a critical questioning of educational intervention and an analysis of practice from the perspective of its assumptions (Brazil, 1999, p. 70).

We can affirm, from the above quotation, that the changes contained in the Referential, for Teacher Education (Brazil, 1999), were based on the critical-reflexive conception for the establishment of a public policy of teacher training. This conception is based on Tardif's theory of teacher knowledge (2002) and Zeichner's theory of reflective practice teacher (1993, 1995). In this way, we can observe, in this period, a reconceptualizing movement of the continuous formation, in which the training proposals are centered in the potential of self-growth

of the teacher. In this new paradigm, which adopts the critical-reflexive conception, the protagonism of the teacher starts to be valued and to occupy the center of attentions and the projects of continuous formation, seeking, with this, to overcome the logic of the formative processes that ignore the teachers trajectories in their professional lives.

This new way of understanding continued formation originated a training model, called by Gatti and Barreto (2009) as reflection workshops; by Imbernón (2009) as collaborative work; and, by Nóvoa (2009) as communities of practice. Rego and Mello (2002) state that this model has a high formative value and has produced interesting effects, since it allows greater adherence to the reality of the teacher and greater attention to its repertoire of practices in diverse school cultures, thus favoring the legitimation, resignification or overcoming of these repertoires.

In the reflection-on-practice model, teachers come together to study, analyze the curriculum, reflect on and propose changes in the content worked, to elaborate and carry out research and internal evaluations. In this form of continuous training it is assumed that there are questions, regarding the teachers, about their pedagogical practice, so that the interaction in the work places is privileged.

We know that it is within the school that the curriculum of student training is developed and, consequently, the difficulties of teaching and learning are manifested. It is justified, therefore, that the continuous formation of the teachers happens in the schools, having the figure of the pedagogical coordinator as the main articulator of the formative actions.

In this context, the present article discusses the perspective of the pedagogical coordinator as manager of the teacher training and of the construction of the professional identity. The problem of this research is to identify the extent that the actions developed by the pedagogical coordinators of the municipal education network in Salvador have contributed to the continued formation of the teachers of the YAE, also collaborating to build the professional identity of the coordinators.

As a general objective of the research, we intend to verify if the pedagogical coordinators of the municipal education network of Salvador have developed actions that favor the continuous formation of the teachers of the YAE, having the

school as the locus of this formation. We define as specific objectives, to identify if the pedagogical coordinators include the formative actions of the teachers body in their action plans and if the pedagogical coordinators recognize that the school is the privileged space for this formation to take place. We wish to favor the discussion about the role of the pedagogical coordinator as the main articulator of the continuing formation of teachers within the school space.

Thus, this article is divided into five parts, being the first one related to the introduction to the topic that will be addressed; the second part consists of the presentation of the methodological procedures adopted in this research and characterization of the subjects; the third part, of a theoretical nature, presents the main authors who study the role of the pedagogical coordinator in contemporary society and the main challenges that these professionals face. In the fourth part, we present the results of the study carried out in the municipal education network of Salvador, seeking to analyze, in the light of the authors presented, what has been the role of these professionals in the continued formation of teachers, more specifically in the modality of Education of Youths and Adults. In the fifth and last part, we present the final considerations of the study carried out with the references used.

Methodological procedures

Considering the importance of continuing education for teachers, especially for those who work in the YAE, due to the challenges and obstacles presented in this teaching modality, also taking into account that the school should be the place for this continuing education to take place and, that the pedagogical coordinator should be the main articulator of the formative actions, we carried out this research with pedagogical coordinators of the municipal education network of Salvador, who work in schools offering Youth and Adult Education, in order to identify which are the actions that these professionals have carried out so that the formations of the teachers take place in the schools of the network of education.

Thus, we opted for the qualitative approach, understood in the terms defined by Deslauriers and Kérisit (2008), as the modality that allows the researcher to be at the same time the subject and the object of his research, producing in-depth and illustrative information, whether they are small or large, making it possible to construct new

information. Also, according to Flick (2009), qualitative research is relevant to relations studies, since the pluralization of the spheres of life and accelerated social change lead researchers to face new social contexts and perspectives, forcing them to use inductive strategies.

We chose field research, as a technical procedure, because it is characterized by investigations in which the researcher collects the information necessary for his research, directly from the subjects involved. According to Gonsalves (2001), the field research requires that the researcher have a more direct encounter with the researched population, that is, the researcher must go to the place where the phenomenon occurs in order to gather a set of information to be documented. Franco (1985) also points out that in field research it is necessary to observe facts and phenomena, just as they do in reality, and then proceed to analyze and interpret these data, based on a consistent theoretical basis, in order to understand and explain the problem researched.

We conducted a semi-structured interview, with eight questions, as an instrument for data collection, considering that, according to Padua (1997), it is the most usual procedure in fieldwork. Still, speaking about the interview, the author states: phenomena, just as they occur in the real, to proceed with the analysis and interpretation of these data, based on a consistent theoretical basis, aiming to understand and explain the problem researched.

Through it, the researcher seeks to obtain reports contained in the speech of the actors. It does not mean an unpretentious and neutral conversation, since it is inserted as a means of collecting the facts reported by the actors, as subject-objects of research that experience a certain reality that is being focused (Pádua, 1997, p. 64-65).

Thus, we conducted the semi-structured interviews with sixteen pedagogical coordinators of Salvador Teaching Municipal Network, who work in the YAE, aiming to identify how these professionals have managed the continuous training actions of the teachers, during the collective meeting times, contributing to the strengthening and pedagogical interventions that are performed by these professionals in the interaction with their students.

The questions with the coordinators were about: the amount of time they have in the teaching profession; how long they work in youth and adult education; the initial training they have to act as pedagogical coordinators and the actions they develop to promote the continuing education of the

YAE teachers. Also, during the interviews and visits to the schools, we sought to identify the main activities carried out daily by the pedagogical coordinators of the Municipal Education Network of Salvador.

We have observed that of the sixteen pedagogical coordinators interviewed, 75% work in the YAE I segment and 25% in the YAE II segment. Among the sixteen pedagogical coordinators interviewed, 94% have postgraduate courses in the *latu sensu* modality and 6% have a postgraduate course in the *stricto sensu* modality. All coordinators have a degree in Pedagogy. In the same way, 62.5% work in the teaching profession between 11 and 20 years; 25% have 21 to 25 years of service; 12.5% of coordinators have between 5 and 10 years of teaching experience. Of these coordinators, 50% have been in the YAE for more than five years; 25% between 10 and 15 years and 25% for more than 16 years.

The ethical procedures were necessary to meet the standards of the Research Ethics Committee that involves being human about their preservation in having the possibility of experiencing risks to the participants: fear, resentment, uncomfortable, embarrassment and nervousness. In this sense, even with the Free and Informed Consent Term authorizing the use of the data, we resolved to ethically preserve the participants and the locus of the research. The interviewees will be identified with the nomenclature 'Interviewed and with numeral from 1 to 11'.

Continuing education, identity and role of the pedagogical coordinator

Brazilian education has great challenges to face in terms of improving the quality of teaching offered in public schools and, consequently, in terms of guaranteeing students' access, permanence and success, especially in the education of young people and adults.

In order for the subjects' learning to take place, it is necessary for teachers to have skills and knowledge that promote learning situations, developing skills that are fundamental to the world of work and social life, marked by rapid and constant scientific and technological transformations of the 21st century. For this reason, teacher training has been highly prominent in educational discussions and reforms in recent years, as Almeida (2005, p.3, emphasis added) points out:

Teacher training has become 'one of the cornerstones essential to any attempt to renew the education system', which helps us to understand the importance this thematic has been acquiring in

recent decades, amidst the global efforts to improve quality of teaching.

According to Gatti (2008), since the mid-1990s, we have observed in Brazil the exponential expansion of the offer of continuing education programs or courses for teachers, also driven by the National Education Guidelines and Bases Law (NEGBL, Law No. 9.394 / 96) (Brazil, 1996), which in several of its articles deals with the importance of continuing education. However, Gatti and Barreto (2009) also point out that although the theoretical production on continuing education highlights that there are advances to consider, these advances are still slight, in comparison with expectations of raising the level of performance of students in educational systems.

For Fusari (1997), for a long time, continuing education focused its activities outside the teachers' workplace. However, for the author, the school should be the space for this formation to take place, because within the school [...] the continuous formation, exactly unlike the initial one, is infinite as a possibility for the personal-professional growth of the educator (Fusari, 1997, p. 159).

In this perspective, Nóvoa (1991) states that:

Continuing education should be linked to the professional performance of teachers, taking schools as places of reference. It is an objective that only gains credibility if training programs are structured around problems and projects of action and not around academic content (Nóvoa, 1991, p. 30).

In this way, we understand that it is in the school that knowledge, scientific and pedagogical knowledge must be mobilized, favoring the exchange of experiences and fostering the collective reflection of teachers on their own practice, which should favor the collective production of knowledge that will help to overcome the current challenges of globalized society.

For Domingues (2014) it is the function of the pedagogical coordinator, to be the articulator of the continuous formation of the teachers in the school. The author considers the continuous training activity, developed by the coordinator, as a multi-determined know-how, resulting from personal training, institutional organization and public policies. Still, according to Domingues (2014) it is important to note that:

The way the pedagogical coordinator acts in the conduct of the training project may lead to more or less involvement of the participants. If the coordinator is only a controller and not an

articulator, it will tend to create a climate unfavorable to debate and reflection, where professionals will say what they think the coordinator wants to hear, but they will still do what they believe (Domingues, 2014, p. 121).

Thus, as the author points out, the initial formations of the pedagogical coordinator, along with her experience of other formative experiences, will be of great importance and can determine how the continued formation of teachers will be conducted. They will also influence the role that will be assigned to the teacher by the coordinator during continuing education, as well as influencing the coordinator's action, which may be more prescriptive or a product of collective discussions, and curriculum analysis and of the school's relationship with society.

Since it is preferable at school that training should be carried out, prioritizing teachers' reflection on the issues that arise in their daily lives, we believe that this can contribute to the permanent construction of the knowledge and development of these professionals, thus providing the changes expected in the reality of each school. According to Libano (2003), this is a task that involves the pedagogical sector of the school, more specifically the pedagogical coordinator.

Similarly, for Franco (2008: 121), the work of the pedagogical coordinator must be directed "essentially to the organization, understanding and transformation of teacher praxis, for collectively organized and ethically justifiable purposes." The author also points out that it is up to the pedagogical coordinator to organize spaces, times and processes, considering that educational and pedagogical practices can only be transformed, based on the understanding of the theoretical presuppositions that organize them and the conditions historically given. In this way, we understand that the practices are subject to constant reflection and transformation, so that they can fulfill their role in the emancipation of the subjects.

Thus, favoring the exchange of experiences among teachers may lead to changes in the relationships they construct with teaching, since the continued formation, within the school space, will give these professionals the possibility to learn in practice, as they reflect on what is being done and exchange experiences with their peers.

For Arroyo (2006), the continuous training of the teacher of the YAE needs to be focused on the teacher's research, reflection and theoretical production. According to the author, it will be possible to build a pedagogical theory that will be strengthened by the processes of formation of young

people and adults. In this same line of reasoning, Freitas and Moura (2010, p.103) emphasize the importance of thinking about the formation of EJA teachers taking as references the "specificities that the subjects of this modality require and the theoretical-methodological requirements that teaching in this modality requires and demands."

However, for the pedagogical coordinator to assume his / her role in teacher training, recognizing reflection on practice as a path of transformation, it is important to observe what Imbernón (2009, p. 28) says:

He ceases to be the prosecutor of educational practices and the manager responsible for bureaucratic and administrative activities and places himself as co-responsible for the classroom, the work done by the teacher and the quality of student learning. It is part of the teaching staff and its main function is to divide between teacher training and articulation of the political-pedagogical project. He will have to recognize that its primary function is to be a formator and articulator so as not to be swallowed up by the demands of daily life.

We realize, then, that the pedagogical coordinator is responsible for the complex task of assisting the teacher in the development of pedagogical work, in order to contribute to the improvement of the quality of teaching. Therefore, we believe that it is necessary for the pedagogical coordinator to seek ways of managing situations of continuous formation, through reflection and research, taking into account the needs of teachers involved in these training actions, aiming at this, the adequacy and improvement of the quality of learning situations offered to students.

Also, we must emphasize that the pedagogical coordinator, in this process, should be attentive to his own needs of continuous formation and exchange of experiences with other coordinators, so that he can reflect collectively on his practices, improving them and strengthening his identity, as manager pedagogical and articulator of the actions of the teachers' continuing education.

The pedagogical coordinator function is relatively new, it arises in the middle of the decade of 80, period in which the population went to the streets to demand changes and the country went through changes in the political scene. With the end of the military dictatorship, some Brazilian states started to use the term 'pedagogical coordinator' to designate the professional who would assume the role previously played by the 'pedagogical supervisor'. According to Vasconcellos (2007), this

change happens because the performance of the pedagogical supervisor, in the teachers' memory, was linked to the supervisory, controlling and repressive action of this professional. In this context, the supervisor's role remains under the legal protection of Law No. 5,692 / 71 (Brazil, 1971), however, the nomenclature 'pedagogical supervisor' is now avoided and begins to fall into disuse, being replaced by the name of 'pedagogical coordinator'.

In 1996, with the promulgation of the Law on the Guidelines and Bases of National Education (LDBEN n° 9394/96) (Brazil, 1996), it is defined that to act as a pedagogical coordinator it is necessary for the professional to have initial training at a higher level, in the course of Pedagogy or Post-Graduation. With this, states and municipalities that had not yet adopted the figure of the coordinator, started to institute this function in their education systems.

In the State of Bahia, the role of the pedagogical coordinator arises in 1997, with the decree-law no. 7,023 / 97 (Bahia, 1997), which determines the role of the supervisor and the educational supervisor in the position of pedagogical coordinator. In its article 7 the decree-law determines:

The current positions of Educational Advisor and School Supervisor, within the structure of the 1st and 2nd level Teaching Department of the State, maintaining the corresponding quantitative and classification level, are transformed into positions of Pedagogical Coordinator, whose specifications will cover the attributions of the nomenclatures now transformed, passing the same to be performed by the occupants of the aforementioned position, according to the needs of the educational institutions in which they are filled.

In Salvador, the Municipal Secretary of Education and Culture (SMEC) established in 2002 the role of pedagogical coordinator. At the time, this role could be exercised by both the specialist pedagogue and a teacher chosen by the school community, who possessed an adequate profile to assume the management of teaching in the school units. However, for legal reasons, these teachers could not continue to perform the function, since they had been approved in a public competition for the role of teachers. Thus, in 2004, the Municipal Education Department of Salvador held the first civil service examination for the position of pedagogical coordinator.

In a study carried out between March 2010 and March 2011, Placco, Almeida and Souza (2011)

identified that in all regions of Brazil, both in the municipal scope and at the state level, the figure of the pedagogical coordinator was legally established. When analyzing the legislation of the five Brazilian regions, regarding the functions of the pedagogical coordinator, the authors identified that:

Activities such as evaluation of the results of the school students, diagnosis of the situation of teaching and learning, supervision and organization of the daily pedagogical actions (frequency of students and teachers, progress of the planning of classes - contents taught, planning of evaluations, organization of class councils, organization of evaluations made by the teaching systems - municipal, state or national -, material needed for classes and pedagogic meetings, attendance of parents, etc.), as well as the continuous training of teachers (Placco et al., 2011, p. 240).

For these authors, the existing legislation in the states and in the municipalities, on the attributions of pedagogical coordinators can, on the one hand, favor the performance of these professionals, since, they establish and guide the work that should be developed by them. However, on the other hand, it may be "... difficult for the accumulation of tasks attributed to the PC, which does not allow clarity to prioritize activities in the daily life of the school, especially those in the training axis" (Placco et al., 2011, p.240).

Thus, in our view, if, on the one hand, existing legislation offers elements for pedagogical coordinators to construct their professional identity, on the other hand, such legislation may also constitute a difficulty for the construction of coordinators' identity due to the diversity of the functions assigned to them.

In addition to this difficulty, the coordinator is also faced with inadequate initial training, which does not prepare him for the full exercise of his duties, making it difficult to construct his professional identity.

Presentation and analysis of results

The Law nº 8.722 / 2014 (Salvador, 2014), which provides for the career plan and remuneration of the education workers of the municipality of Salvador, guarantees to the teacher, in its article 30, a third of its workload for extraclass activity, specifying that these complementary activities (CA), which are intended for participation in continuing training activities and others programmed by the Municipal Education Office (MEO). The document Pedagogical coordinator: tracing paths to his educational practice (Municipal Office of Education

and Culture [MOEC], 2008, p. 30), in turn, explains that the "[...] formative responsibility of the Pedagogical Coordinator is based on the continued formation of the School's professionals". The aforementioned document also emphasizes that the training actions developed by the pedagogical coordinators must be open to the knowledge acquired in everyday life and that this knowledge must be reflected and incorporated into the pedagogical development of the teachers. The aforementioned document further states that:

The training of teachers and other professionals of the School can be carried out in the moments of the Complementary Activities (CA). These are constituted in a space established in the school and guaranteed in the work regime of the municipal servants who carry out teaching activities, which aims at the planning and replanning of the pedagogical activities, as well as the reflection on action developed (SMEC, 2008, p. 30)

Thus, we note that, both in the law and in official documents prepared by the Municipal Education Department of Salvador, there is concern about the creation of spaces / times for the continued formation of teachers to take place in schools, within the hours of CA. With this, the complementary activity schedules would be collective moments for the reflection on the practice developed in the units of education and search of solutions to the problems that arise in each school.

These moments of collective reflection on the practice of finding solutions to the problems faced by schools and continuing in-service training are of fundamental importance, since various changes are happening in the different educational scenarios, in the educational models and in the human relations that develop in schools.

In this way, we understand that continuing in-service training is vital for teachers in contemporary society. However, during visits to schools and through semi-structured interviews conducted with pedagogical coordinators, who work in schools of the municipal network in the YAE modality, it was possible to observe that the practice that happens in schools is different from that provided in the legal documents and that is indicated by the main theorists, who approach the questions of the management of the formation of teachers. This is made clear in the speech of one of the coordinators interviewed, who stated:

In fact, there is no time to hold meetings with all teachers, even more at YAE. The CA are always individual. It is at this moment that we seek to do

the pedagogical work with the teacher, looking at his planning, requesting activities that need to be reproduced for the students and trying to know how the students are doing. Work is not always easy, because we find many teachers resistant to our action (Interviewed 3).

When questioned about the planning of actions aimed at the continued formation of teachers, only one coordinator carried out such planning, although also informed that not always can execute it. 94% of the coordinators interviewed stated that they did not plan for the continued formation of teachers. According to these coordinators, at night there is no time for training with teachers. These coordinators also mentioned that it is very difficult to engage teachers to participate in school-based training. As one of the coordinators interviewed stated:

Here at school we even tried to do some teacher training activities, even because many really need training. But, it is very difficult for the teacher to be interested in training in school. For them it does not have much value. Most teachers think it is a waste of time. With YAE I teachers it's even easier, but YAE II teachers think they just need to master their subject and that's it (Interviewed 11).

For Vasconcellos (2007), the teacher can reject the figure of the pedagogical coordinator and the actions proposed by him, since he often associates with the figure of the pedagogical supervisor, a function created in the context of the military dictatorship and instituted by Law 5.692 / 71 (Brazil, 1971), which had the role of supervising teachers, acting in a predominantly technical and controlling way. However, as Souza points out (2010), first, the pedagogical coordinator needs to understand the reality of how it presents itself, recognizing its complexity; and secondly, you will need to analyze it in order to manage it with your group of teachers. In this way, sharing the analysis of problems, such as the resistance of the teachers to participate in the moments of continuous formation in the school, the coordinator and the group of teachers will be able to seek together ways of overcoming the difficulties and to define joint actions that favor the accomplishment of the formations in the school space.

Despite the difficulties encountered in schools, 38% of the interviewed coordinators pointed out that although they are unable to carry out the ongoing training of teachers in their schools, they seek to promote, with the help of external partners, seminars, workshops and lectures that meet the interests of teachers and students, at times such as

the week of pedagogical journey and student week.

By conducting the interviews, we asked the pedagogical coordinators what their main activities were, in their day to day life at school. All the coordinators (100%) informed that they carry out the pedagogical accompaniment of the teachers, in individual schedules of CA; supervise the work done in the classroom; accompany the student's income, performing individualized attendance, when necessary; elaborate calendars of school activities such as: tests, projects and festive activities; prepare reports on students' performance through the monitoring of class diaries; conduct the mediation between the direction of the school and the teachers and students, disseminating reports and notices; and, plan, promote and participate in parties and activities on commemorative dates.

During interviews and visits to schools, we sought to identify the main activities developed by the pedagogical coordinators in their daily lives in the schools of the municipal network. Visits occurred during the months of August to October 2017, with the acceptance of school leaders, teachers and students.

We observe that many pedagogical coordinators carry out activities that are not within their competence, such as: monitoring students' entry and exit; delivery of class diaries to teachers; control of student discipline in school corridors, and reprogramming of activities, handouts and assessments. As can be seen in Figure 1.

When we analyze the main activities cited by the pedagogical coordinators interviewed, we realize that these professionals are not sure what their role in the school space is. Thus, they often act in deviation from their functions, leaving in the background their function of coordinating the pedagogical activities and of effecting the continued formation in service of the teachers.

This situation recalls what Lima and Santos (2007, p. 79, emphasis added) say about the role of the pedagogical coordinator:

'Bom-bril' (a thousand and one utilities), 'fireman' (the one responsible for putting out the fire of teacher and student conflicts), the 'school savior' (the professional who has to answer for the daily practice and student achievement). In addition to these metaphors, others appear to define it as a professional who assumes a management function in the school, which serves parents, students, teachers and also takes responsibility for most of the 'emergencies' that occur there, that is, how a character solves everything 'and that it must respond unidirectionally to the academic life of the school.

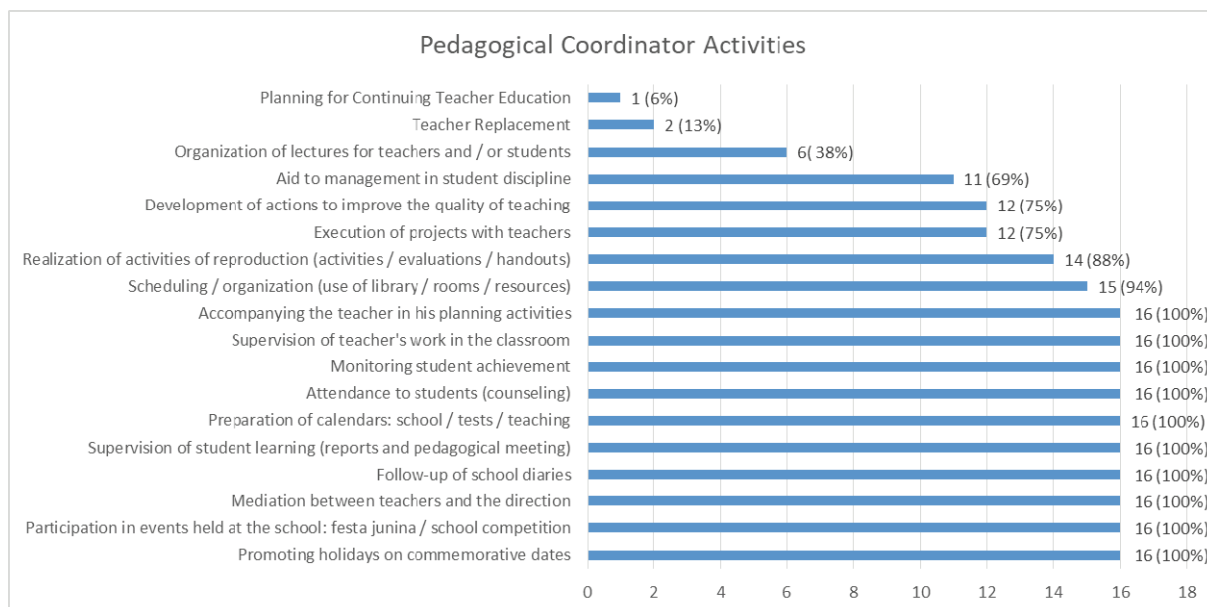


Figure 1. Main activities mentioned by pedagogical coordinators.

Source: Elaboration of the authors.

It is importante to explain, for example, that even knowing that it is not their duty to replace absent teachers, they do that even so "[...] to not leave students without classes" (Interviewed 1, 2017). Also, 88% of the coordinators reported that they are obliged to assist in the reproduction of activities, assessments and handouts for students, due to the lack of technical staff in the teaching units. The lack of technical personnel in the teaching units has also led pedagogical coordinators to be responsible for scheduling spaces and resources available in schools, such as: tablets, multimedia projectors, library, computer lab, among others. During school visits, we could observe that often the coordinators were asked to release resources, materials or spaces that would be used by teachers and their classes. In this way, the pedagogical coordinators, in the daily school life, are forced to attend to diverse requests and demands, having therefore to manage, often, tasks that do not fit them. As pointed out by Bartman (1998) cited by Lima and Santos (2007, p. 82),

[...] the coordinator does not know who he or she is and what role to play in school. Do not know what goals to pursue. He is not clear who his group of teachers is and what his needs are. He is not aware of his guiding and directing role.

With the interviews and observations made, we verified that the pedagogical coordinators of the municipal education network, who work in the YAE, also face the challenge of building their own professional identity and delimiting their space.

Therefore, it is necessary that these professionals consolidate the pedagogical work they develop in schools and strengthen the leadership role in the ongoing training of teachers and active protagonist, together with teachers, in achieving quality education in schools. In this context, we realize that continuing education itself is also a challenge for these professionals. When asked how to manage their own training, only 25% of the coordinators reported that they seek to participate in courses or other training activities. And, 75% of the coordinators said they usually read books and magazines specialized in education and pedagogical matters. Likewise, 100% of the coordinators also report that they do not usually meet with other coordinators to exchange experiences or discuss their practice in their schools. According to Clementi (2005, p. 64):

Many pedagogical coordinators manifest personal initiatives of theoretical deepening, involvement with their practices in schools, concern with the problems they face and, even though showing commitment and involvement, they often assume an attitude of conformity to the dissatisfaction they feel, instead of trying to reverse them.

We have noted from interviews that despite the coordinators' personal effort to manage their own continuing education, such an effort often does not bring the knowledge necessary for the performance of their duties or coping with the problems that the school presents to them. We have also noted the isolation of these professionals, since they are not given opportunities to exchange experiences with

their peers, allowing them to share their doubts, concerns and successes.

Final considerations

The demands and constant transformations of today's society increasingly demand that teachers, especially those of the YAE, pay attention to the necessity and importance of continuing education. Pedagogical coordinators also need to be aware of the relevance of their role as articulators of continuing teacher education, privileging the school as the ideal space for this training to take place.

However, when conducting this research with pedagogical coordinators who work in the YAE, in schools of the municipal school network, we find that these professionals do not develop consistent and effective formative actions with the teachers of the YAE and that do not seek to promote collective moments of reflection on the practice with these teachers. Most of the time, these professionals are more involved in routine activities than in continuing teacher training, often losing themselves in bureaucratic activities or are not compatible with their role.

We affirm that the accomplishment of a critical and reflexive work of formation in the school requires of the pedagogical coordinator the consciousness of factors that will determine the success or failure of its formative action. He will need to be aware of the complexity and diversity of pedagogical situations in his school. It will be up to the pedagogical coordinator to seek strategies to involve the school community in the discussions and search for solutions to the existing problems in the reality that surrounds them, building an environment of positive social relations, with the participation of the various actors that make up the school community, being attentive to the contributions that these actors present for the pedagogical improvement of the teaching unit.

Based on the results presented, we have observed that the pedagogical work must be focused on the demands that emerge from the new social and educational requirements, helping to mobilize the necessary material and human resources so that the students can find the pedagogical paths that strengthen learning, making the school a place where pedagogical action takes place.

In order to do so, we believe that it is of fundamental importance that pedagogical coordinators do not lose sight of the fact that educational situations, especially in the EJA, are complex and permeated by conflicts, values and conceptions, thus demanding a work in which the

objectives and purposes are well defined and clear to all actors involved in the educational process.

We have concluded by stating that pedagogical coordinators face the challenge of building their own professional identity; strengthening the role of leader and articulator of continuing education in the school environment; of mobilizing teachers' knowledge to construct a pedagogical practice that is truly emancipatory and enables the formation of critical subjects capable of living in society with autonomy.

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Received on July 4, 2017.

Accepted on December 7, 2017.

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The authors were responsible for designing, delineating, analyzing and interpreting the data, writing the manuscript, critically reviewing the content and approving the final version to be published.