

## THE INSTITUTIONAL PSYCHOPEDAGOGIST RELATIONSHIP AND THE SCHOOL COORDINATION: A LITERATURE REVIEW

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**ABSTRACT:** The field of action of the psychopedagogue can happen in the clinical sphere and in the institutional sphere, when the clinical psychopedagogue acts, he does not walk directly with other professionals within his clinical space, his interventions only fit his performance with his learner. When we turn our attention to the performance within a school institution, the psychopedagogue needs to walk hand in hand with different professionals who work in this space so that students in this space can be understood and receive the necessary assistance that is guaranteed by law. The present work seeks to understand the importance of how the relationship between the instructional psychopedagogue and the pedagogical coordinator influence student learning. The methodological steps chosen to carry out this work are qualitative, arising from the literature review, aiming to understand the importance of this relationship from the perspective of theorists. Finally, we emphasize the importance of continuing research in this area so that we can deepen the role of the coordinator working together with the psychopedagogue within school spaces, since the perspective of the psychopedagogue is not restricted to his relationship with teachers and family of the learner. Expanding the perspective of relationships is extremely important for the psychopedagogical class to be heard and accepted within institutionalized spaces.

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### 1 INTRODUCTION

Neves (1992) shows us that the act of learning and teaching is studied by the psychopedagogue. When talking about teaching and learning, one automatically refers to school. In the face of the social changes experienced with the advancement of technologies, social and economic changes, among others, the school needs to learn to teach according to this new reality and there is nothing better than the institutional psychopedagogue to guide this team.

However, entering a space that already has a formed organizational culture and long-time teachers in the profession can be a great challenge for the psychopedagogue. For your

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work to evolve and be carried out, the support of other members of the school team is essential.

This work is justified by the need for a volume of literature that addresses this relationship more deeply. It is possible to find a vast collection on institutional psychopedagogy and the teacher, but when talking about coordination, we see a small number of literature. Aiming to contribute to the research material within the area of education, assisting psychopedagogues and coordinators who are interested in studying the theme in depth.

In view of this, the article will address the importance of the realization between the institutional psychopedagogue and the school coordination for the learning process.

With the general objective:

- Understand the relationship between the institutional psychopedagogue and pedagogical coordination through literature review.

To this end, the specific objectives of the following study give:

- Identify the attributions of the institutional psychopedagogue;
- Point out the role of the pedagogical coordinator in the learning process;
- Analyze the importance of a good relationship between the institutional psychopedagogue and the pedagogical coordinator.

## **2 THEORETICAL FRAMEWORK**

To carry out the literature review of this article, it is divided into two categories of theoretical discussion in order to meet the objectives of the study.

### **2.1 THE ATTRIBUTIONS OF THE INSTITUTIONAL PSYCHOPEDAGOGUE**

With the passage of time, the needs for transformation in the school become increasingly necessary. With new educational, social, economic and cultural demands, the profiles of students and also their guardians have been changing and the school body needs to be prepared for this change. Cassemiro (2018, p.6) affirms this need when he says that:

The school is a sample of society, and in the day-to-day life of the school students have behaviors that resemble the practices that are outside the walls of the schools. Because of this, many challenges are faced daily by the faculty and management, because the school is a representation of society, it is very common to find conflicts

and when it comes to managing these conflicts brought by students, teachers, managers and even other members of the school.

It is understood that the teacher as a mediator of knowledge, does not have all the knowledge and needs to be going through new training that aims to prepare him for the new educational contexts, for this, it is necessary the presence of qualified professionals for these demands to guide the school professionals.

Within this context of transformation, we noticed behavioral and cognitive changes in some students, including learning difficulties. Part of these difficulties are not "diagnosed or their causes are not apparent, which has become a great challenge for the school and especially for the teacher. (CASSIMIRO, 2018, p.6).

Within this scenario arises the presence of the institutional psychopedagogue who "focuses on perceiving, analyzing, diagnosing environments with the objective of preventing non-learning." (SILVA, 2010, p. 74). Silva reports that psychopedagogy was born from this need for a better understanding of human learning processes, to assist them in awakening the student's pleasure and the teacher's process of teaching and learning.

When analyzing the institution's scenario, the psychopedagogue seeks to "[...] to deal with "problems" that are interfering with the individual's learning" (CASSEMIRO, 2019, p. 8). Its performance is not tied to the student and teacher, but to everyone who makes up the school body (parents, students, management, among others).

In the school context, the institutional psychopedagogue "develops his work by assisting teachers, in everything related to the pedagogical process and learning, participates in the elaboration of the school's Pedagogical Political Project." As well, "[...] the psychopedagogical evaluation, which is about exploring the whole, starting from the elaboration of a pedagogical political project that serves the student in his diversity". Institutional psychopedagogy has a very important role in proposing changes so that certain children can learn in their own way, when the school neglects this change can harm the learner, "[...] because children and adolescents who are not understood in their initial difficulties may block learning and possibly need clinical care" (VERCELLI, 2012, p. 73).

In this way, the psychopedagogue needs to be in harmony with the school team, being listened to and respected in the face of these changes that need to occur for the well-being of the student. One of the professionals of the school body that is extremely important for the proper functioning of this team is the pedagogical coordinator and for this it is necessary to understand the function of coordination and its influence on student learning.

Within the school, the role of the psychopedagogue is to observe and analyze the organization of the pedagogical work, working in a preventive way, to avoid school failure.

The institutional psychopedagogue has as its main objective to focus on the way human beings learn, and thus, outline strategies for some intervention, school, if any student has difficulty in acquiring knowledge. He is a professional who adds to the multidisciplinary team and directly helps teachers, observing the way they teach and guiding them on the methodology, in order to contribute in a positive way, thus resulting in meaningful learning. As we know, the school must be a space that ensures learning, and for this there is the institutional psychopedagogue, it is worth noting that a school without such a professional is exclusionary,

Psychopedagogy can be preventive and/or therapeutic, according to Porto (2006 p.107) "Psychopedagogy is a new area of study, aimed at the care of subjects who have learning problems." (...) that is, "it is up to Psychopedagogy to rescue a more globalizing view of the learning process and the problems of these processes". It is necessary to know and reflect on the resources that psychopedagogy uses to detect learning problems and respective interventions in the school institution.

## 2.2 THE ROLE OF THE PEDAGOGICAL COORDINATOR IN LEARNING

Through Libaneo (2004) it is understood that the pedagogical coordinator is one of the professionals who accompanies, advises, trains, guides the pedagogical and curricular activities of a school institution.

The pedagogical coordinator is the one who is responsible for the feasibility, integration and articulation of the pedagogical work, being directly related to teachers, students and parents. Together with the faculty, the coordinator's main attribution is pedagogical didactic assistance, reflecting on teaching practices, assisting and building new learning situations, capable of helping students throughout their training.

From the formulation of the institution's Pedagogical Political Project to the day-to-day life with students within the school corridors, the pedagogical coordinator corroborates the learning process. Vasconcelos (2007) shows that:

The pedagogical coordination is the articulator of the institution's political pedagogical project in the pedagogical field, organizing reflection, participation and the means for its realization in such a way that the school can fulfill its task of providing that all students learn and develop as full human beings, based on the assumption that everyone has the right and is capable of learning (2007, p.87).

On a daily basis, the coordination needs to find a way to face school failure and provide the proper support to its students and teachers, the coordinator "is part of the group of teachers and has the specificity of his work characterized by the coordination of didactic and curricular activities and the promotion and stimulation of collective opportunities for study." (RANGEL, 2002, p. 57). It is known that the initial training of the pedagogue is not enough to meet the educational demands that evolve during the course of the students. Staying in a room without experiencing the day-to-day life of the school limits their performance and understanding of the reality around them.

Its main function is divided between the continuing education of teachers and the articulation of the school's Pedagogical Political Project. This does not mean that they should abandon other activities, but it is necessary to prioritize their role as trainer and articulator. In the context of this new professional perspective, the centrality attributed to coordinators and the demands presented to them have consequences for the organization and management of the school, evidencing the restructuring of work and the consequent change in its nature and definition (MONTEIRO; AMADO, 2012, p.5, apud SILVA; SANTOS, S/P, S/N).

The coordinator does not have all the knowledge and needs to be in constant maintenance and close to people who come to add to his role. His posture cannot assume an authoritarian role before other educators, but through his listening and daily observations, Alarcão (2002) reflects on this posture of listening

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for a good teaching and learning process: "its objective is the quality of teaching, but the criteria and appreciation of quality are not imposed from top to bottom in a perspective of prescription uncritically accepted by teachers [...]" (p. 50).

The new central point of the coordination's performance, teaching and learning, is that for this process to happen, there are other processes around. The school needs to be a learning space not only for "the students, but mainly for the teachers and the entire management team. There is no way to think about teaching if teachers do not assume themselves as learners" (SILVA, 2010, p. 68).

In order for the coordination to fulfill its role in the training of teachers and their team, the presence of the institutional psychopedagogue, Bossa (2011) shows that thinking about the school in the light of Psychopedagogy implies focusing especially on teacher training becomes essential for the school to move forward by embracing the different forms of learning and breaking with exclusion and school dropout.

With a good pedagogical coordinator there will be harmony between the school

community, such as: students, teachers, from the doorman to the school board and parents. Not to mention, that it is a fundamental piece for the school to be unique.

Libâneo (2001) reinforces that the coordinator supervises, monitors, advises, supports, evaluates the curricular pedagogical activities, his priority attribution is to provide pedagogical-didactic assistance to teachers in their respective disciplines, with regard to interactive work with students, in addition, it is up to the coordinator to relate professionally with parents and the community, especially with regard to the curricular and didactic pedagogical functioning of the school and community and interpretation of each one's reality.

The pedagogical coordinator, most of the time, has already taken over a classroom, as a teacher. Therefore, it is easier to intervene directly in the pedagogical issues of the students, as he can better guide the teachers, according to their past experiences, their theoretical and practical knowledge and their observations. He needs to collaborate and avoid being seen as someone who is supervising the teacher's work, because being seen as an inspector can compromise the teacher's work and thus hinder the teaching process of the same, which will result in unmotivated teachers and students with learning difficulties.

The pedagogical coordinator helps the student throughout his school trajectory, contributing to him being a critical and thinking being, from the moment he participates in the elaboration of the PPP (Pedagogical Political Project), offering means for the school to have a competent work. It is essential that he knows what his duties are, has a good training and has ethics, so that he will avoid conflicts with other professionals who are inserted in the same area.

The main objective in observing the teaching practice is to contribute so that the focus of the work is towards the student's learning. Listen to teachers, know what their anxieties and difficulties are and thus offer means that help them.

### **2.3 THE IMPORTANCE OF A GOOD RELATIONSHIP BETWEEN THE PSYCHOPEDAGOGUE AND THE PEDAGOGICAL COORDINATOR**

The role of the institutional psychopedagogue is of paramount importance for the development of students, since it is through their preventive look that a good quality of teaching can be guaranteed, as well as in student learning.

The institutional psychopedagogue works directly with the pedagogical coordination where together they have the role of outlining the best strategies so that teaching/learning happens in a meaningful way and can minimize the school gap. The relationship between these two professionals needs to happen in a friendly way, both need to see each other as facilitators and fundamental pieces in the process, and can never be seen as rivalries.

The pedagogical coordination has the main function of signaling to the institutional psychopedagogue the children who need a more cautious look, it is through this look that paths begin to be traced, such as: family care, and when necessary requests for evaluations from specific professionals.

In this case, the psychopedagogue starts to work together with other professionals, contributing in various aspects such as methodology, evaluation, relationships, among others. The psychopedagogue can also work with parents in the search for improvements in the relationships between parents and children in the face of the challenges of a world in constant change. (CORTES, 2012, p. 3816)

When the work of these two professionals takes place in partnership, it favors the desire to learn, which is often challenging for children or adolescents who are not assisted in their integrity.

According to Fernández (1990), the child or adolescent who arrives for clinical care complaining of failure in learning probably did not receive the due attention to the problem presented and was hardly given the opportunity to express his feelings. This child or young person loses interest in school, because they do not see the point in learning.

It is important that the school and the pedagogical coordination are open to accept the interventions made by the psychopedagogue, as it will be of no use if the strategies created to solve the learning issues are not respected. We know that unfortunately, even in the face of the school's request for the psychopedagogue to act with a certain situation, the institution often does not follow the guidelines, because it defends the years of experience in the market and that its methodology has always been significant.

However, it is worth noting that education needs to happen in a meaningful way for everyone, including those who have difficulties with learning. The objectives of the activities need to happen in a way that involves the real difficulty of the student, because if the student cannot learn in the way it is being provided to him, then it is summarized that this method is not being accessible to him. And it is in this context that the performance of the psychopedagogue comes in, it is he who will sit down with the coordination to pass on

the best ways to help the student, which is why it is so necessary that the school and the coordination are fully interconnected with the institutional psychopedagogue.

It is necessary to emphasize that the work of the psychopedagogue is not limited to the cognitive aspects of the student, on the contrary, the work of the same is expanded to the entire pedagogical body of the school, it is through this advice that the professional is able to integrate the team so that everyone can carry out continuous cooperation, where the main focus is the real development of all students. Receiving the support of the pedagogical coordination makes a total difference, since assuming that the psychopedagogue does not carry out the work alone, we can say that a poorly established partnership will not present significant results.

The work in the school institution has two natures: The first concerns a psychopedagogy aimed at the group of students who have difficulties at school. Its objective is to reintegrate and readapt the student to the classroom situation, enabling respect for needs and rhythms. Its goal is to develop cognitive functions integrated with the affective, unlocking and channeling the student gradually to learn concepts according to the objectives of formal learning. The second type of work refers to advice with pedagogues, advisors and teachers. It aims to work on issues pertinent to teacher-student bonding relationships and redefine pedagogical procedures, integrating the affective and cognitive, through the learning of concepts and different areas of knowledge (SANTOS, 2016, p.02).

Understanding this importance, it only reaffirms that the presence of this professional in communion with the pedagogical coordination provides a differential related to quality in teaching, with the main focus on inclusion. Therefore, it is important that the psychopedagogue is an integral part of the school team so that he can be aware of all the processes that involve the student's learning.

[...] The role of this professional in the school environment is quite specific, in which the psychopedagogue is able to intervene psychopedagogically aiming at the solution of learning problems, the realization of diagnosis and psychopedagogical intervention, to use methods and techniques for prevention, evaluation and intervention carried out in learning. The school community must be aware of its attributions, especially parents and teachers, as they are intrinsically linked in the student's teaching-learning process. The school's discussion spaces, such as class council meetings, parents' meetings and PPP meetings, are excellent opportunities to discuss the role and performance of this essential professional in the school (BATISTA, 2017, p.05).

The learning processes are not only limited to the activities developed in the classroom, but in all the environments shared by the students, that is, in the park, in the library or in any space of the school, as it is possible to observe and evaluate the student in their general context when they are free developing activities that involve creativity and



freedom, Therefore, the daily integration of the institutional psychopedagogue will facilitate the observation of students and not only be based on what is passed on by the teacher or by the coordination, so the participation of this professional cannot be seen as an evaluator of the teaching work, nor as an evaluator of school development, his presence needs to be seen in a natural way by the whole team, so that students also have the same perception related to it.

Based on this information, it is clear that there needs to be a partnership between the pedagogical coordination and the psychopedagogue, as it is the coordination that will bridge the gap between the psychopedagogue and the teachers. Bearing in mind that the coordination needs to have a good relationship with its faculty, as well as being always up to date with educational and inclusive standards so that when receiving guidance from the psychopedagogue, it is aware of what will be passed on to its team, including to family members who seek information about it.

It is through the eyes of the pedagogical coordination during the school period that it will perceive which themes are necessary for continued training of the large team with the school psychopedagogy sector. It is worth mentioning that these trainings are not only for teachers, but for everyone who actively participates in the daily life of students and this includes pedagogical coordination. Its presence will provide subsidies to help teachers during the year by reminding them of important points addressed in training, since we know that knowledge is useless when it is not put into practice.

The coordinator's formative function needs to program the actions that enable the formation of the group for the continued qualification of these subjects, consequently, leading to changes within the classroom and in the dynamics of the school, producing a very productive impact and reaching the present needs (CLEMENTI, 2003, p.12).

To be successful in the quality of teaching, it is necessary for the pedagogical coordinator to occupy a flexible position in front of his collaborators, including with the psychopedagogical sector. As well as, teachers need to have open minds and be willing to new experiences and ways of thinking. In other words, if we want a quality education that is offered to all typical or atypical students, they need to be able to new experiences and understand that we often need to put our archaic knowledge in our pocket and try new educational perspectives, considering that over the years the atypical public makes up a large part of the school students.

When we believe in the individual, in his human potential and in his ability to rebuild his future, we include him, and our attitude becomes the movement that will start his process of emancipation. In fact, school inclusion begins with the teacher (CUNHA, 2011, p. 101).

Therefore, it is up to the entire team to be intertwined with the only objective, which is the integral development of the student, respecting their cognitive and social limits

### 3 METHODOLOGY

For the development of the study, a literature review on the chosen theme will be used.

#### 3.1 TYPOLOGY OF RESEARCH

As it is a research that seeks to understand the changing context of the human being and specifically of society and its demands, the qualitative approach is being used, which, according to Minanyo (2001, p. 21), "[...] works with the universe of meanings, motives, aspirations, beliefs, values and attitudes".

Using the literature review as an approach, Biolchinni et al. (2005) states that this research approach has several stages that must be planned and with well-defined objectives.

Among the characteristics of this methodology, it is worth highlighting: definition of a review strategy in the planning phase; critical evaluation of studies; documentation of activities and results; ability to synthesize the selected studies; comprehensive and exhaustive search on a given subject; reproducible and clear qualification criteria for the selection of studies. (IRITANI et al, 2015, p.

The data collected through the literature review will take place in three processes, according to Biolchinni et al. (2005): the planning, execution and analysis of the results. The planning will decide which type of article will meet the research needs. In the execution, the search will be carried out in the science-based database and after the identification of such materials, the final phase of analysis of the results will arrive.

### 4 FINAL CONSIDERATIONS

Based on our studies, it can be concluded that the presence of the institutional psychopedagogue in the school has contributed significantly to the learning processes, through their orientations and interventions, as well as the partnership between the

pedagogical coordination and the psychopedagogue in the school environment and in the academic life of the students is of utmost importance, since we understand that it is not a question of who has more knowledge about it. And yes, about what together they can do to favor a quality education for all students inserted in the school.

Therefore, we reinforce the importance of a good relationship between the institutional psychopedagogue and the school coordination, when a team works in harmony it does an excellent job. Referring to learning, psychopedagogy has a primary function: to intervene in factors that cause difficulties in the way the student learns. Therefore, using methods that will facilitate the learning process, making it lighter, more pleasurable and full of overcoming.

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