

O COORDENADOR PEDAGÓGICO COMO ARTICULADOR DA FORMAÇÃO CONTINUADA DA EDUCAÇÃO BÁSICA

THE PEDAGOGICAL COORDINATOR AS AN ARTICULATOR OF CONTINUING EDUCATION IN BASIC EDUCATION

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RESUMO: Este artigo tem por finalidade discutir o trabalho do coordenador pedagógico como articulador na formação continuada de professores da Educação básica. Este estudo tem por objetivo analisar a atuação do coordenador pedagógico como articulador no processo de formação continuada. O coordenador ele assume um papel de articulador nas práticas pedagógicas e educativas e também de formação para equipe docente afim de facilitar o processo de aprendizagem e interação entre professor e aluno mediando esse trabalho por meio do suporte pedagógico. Atualmente as instituições organizacionais buscam professores criativos, críticos e transformadores que sejam capazes de tomar decisões rápidas, para o enfrentamento da realidade do mundo atual. Nessa perspectiva o coordenador pedagógico é um mediador na formação docente, pois ele apresenta condições para o desenvolvimento e melhorias para a educação. Para a análise de dados foi utilizado uma metodologia de pesquisa de cunho qualitativo, por meio do questionário contendo perguntas abertas e distribuídas para os coordenadores via aplicativo de celular. A pesquisa busca compreender o papel do coordenador pedagógico enquanto agente articulador da formação continuada, analisar como discutem essas formações e as propostas obtidas para as melhorias para o professor em sala de aula. Com base nos dados foi possível observar que lacuna do coordenador como formador, pois é possível notar também que o mesmo delega muitas funções dentro do espaço escolar e que muitas vezes as formações acabam sendo por terceiros ou por órgãos responsáveis, nos quais acabam propondo temas que estejam em destaque na área da educação que acaba não suprimindo a necessidade daquele momento que seja a realidade docente ou escolar.

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Palavras-chave: Coordenador. Formação. Docente.

ABSTRACT: This article aims to discuss the work of the pedagogical coordinator as an articulator in the continuing education of teachers in Basic Education. This study aims to analyze the role of the pedagogical coordinator as an articulator in the continuing education process. The coordinator assumes the role of articulator in the pedagogical and educational practices and also of training for the teaching staff in order to facilitate the learning process and interaction between teacher and student, mediating this work through pedagogical support. Currently, organizational institutions seek creative, critical and transformative teachers who are capable of making quick decisions to face the reality of today's world. From this perspective, the pedagogical coordinator is a mediator in teacher training, as he presents conditions for the

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development and improvement of education. For data analysis, a qualitative research methodology was used, through the questionnaire containing open questions and distributed to the coordinators via mobile application. The research seeks to understand the role of the pedagogical coordinator as an articulating agent of continuing education, to analyze how these formations are discussed and the proposals obtained for improvements for the teacher in the classroom. Based on the data, it was possible to observe that the coordinator's gap as a trainer, as it is also possible to note that he delegates many functions within the school space and that training often ends up being by third parties or responsible bodies, in which they end up proposing themes that are highlighted in the area of education that ends up not meeting the need for that moment, which is the teaching or school reality

Keywords: Coordinator, Training, Teacher.

1 INTRODUCTION

The present study aims to discuss the work of the pedagogical coordinator as an articulator in the continuing education of basic education teachers. In education, there is much discussion about the need for continuing education, in the face of a contemporary reality that is increasingly demanded of education professionals.

According to Lück (2012), organizational institutions are currently looking for creative, critical and transformative teachers who are capable of making quick decisions to face the reality of today's world. In this perspective, the pedagogical coordinator is an articulator for teacher training, as he presents conditions for the development and improvements of education. The coordinator's job is to go beyond theoretical classroom knowledge, he needs to have a broad vision to follow the pedagogical work and stimulate teachers, always looking for advancement for the school and quality education.

For Placco, Almeida (2015) the coordinator does numerous activities, from meeting the demands of parents, students and teachers, so there is not much time left to direct himself to certain functions such as continuing education for the teachers. A deficiency is observed among the training courses in which it is noted that the teachers present in training have not chosen the course in which they will assist in their training, and that they are there, because in fact they need to attend, and that that proposal would not propose solutions and answers for their practice. Therefore, the coordinator is responsible for planning the activities that he will develop in the school environment, because in addition to being an articulator, he is responsible for proposing pedagogical projects, workshops, related evaluations that facilitate the learning process.

In view of the proposal for this continuing education, the work is justified by the questions in search of analysis and answers to understand how this teacher training happens

through the pedagogical coordinator. The study is based on research and discussions on the subject, it will contribute to the academic public in the area of education and training, it is relevant to analyze and understand how the coordinator develops to contribute to the training for the reflection and awareness of teachers, characterizing the improvement for teaching-learning.

Its general objective is to analyze the performance of the pedagogical coordinator as an articulator in the process of continuing education of teachers. This work seeks answers in the line of school management and continuing education in order to investigate and understand the role of the pedagogical coordinator as an articulating agent of continuing education, to analyze how these trainings are discussed and the proposals obtained for improvements for the teacher in the classroom.

The study is organized into five sections. Which will address teacher training, discussing how training happens, the importance of continuing education, the role of the pedagogical coordinator, the function, responsibilities and articulation in the organization of the teacher training process, and school-centered training as an improvement in the quality of education.

2 THEORETICAL FRAMEWORK

2.1 Teacher training

Teacher training is an old discussion, in which it is composed of several questions, because the human being is the continuous construction of knowledge and learning, it is a process that happens throughout his life. The emphasis on continuing education arises after the First World War, only in the 30s when the proposals of the New School emerge is the demand to expand education through reforms, so there is training, training to improve education. In view of these transformations, from the 90s onwards, together with the Law of Bases and Guidelines (LDB), it is required that higher education be mandatory to teach in the classroom.

For educators, this continuing education is an obligation, because with the knowledge in development they are able to create, change, criticize, innovate the structures present in the work, thus aiming at professional and collective development, together with the school. Teacher training is a continuous journey whose actuality is increasingly demanded of education professionals with a demand for transformative, critical educators who meet the needs and demands of social changes and the world of work.

The quality of teacher training is related to the preparation of professionals who will work with the formation of future citizens, education is a political act and through it a society is formed, a democratization for a better country, because it is the one that attributes the values, beliefs, ideas, to have a basis for exercising citizenship. According to Freire (1995, p.97) quoted by Domingues and Belletati (2019, p.138): "The starting point for this comprehensive practice is to know, to be convinced that education is a political practice. [...]" Based on this practice, the education professional needs to have the mastery and skills to contribute to the formation of the subject.

Education is a process of construction of the individual, that is, the beliefs, values, ideas, the bases for the formation in exercise of citizenship, the education professional builds knowledge and forms new generations, who discuss curiosities and skills.

[...] educator, I work in the various dimensions of the human being. We are curious, knowledge makers, beings who intervene in the world, political beings. I need to know what kind of world I want to build. That is, my passage through the world is not indifferent and neutral, but interfering, historical and ethical. That is why I need to make my choice (FREIRE, 1997, p.28, apud LIMA 2007, p. 68).

We perceive, therefore, that the teacher does not perform a neutral work, but a pedagogical work that requires a political dimension, to form more critical human beings, capable of understanding the world and becoming subjects participating in the processes of social transformations.

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The Teacher maintains direct contact with teaching, composed of two poles: the teacher and the student, in which he seeks to learn and investigate specific knowledge and knowledge to be mediated. "teaching is working with human beings, about human beings, for human beings, that is, interaction with human beings is the heart of the teaching profession" (TARDIF, LESSARD, 2005, p. 141) apud Lima (2007, p. 68).

2.2 Role of the pedagogical coordinator

The coordinator assumes an articulating role in pedagogical and educational practices and also in continuing education for the teaching team that is working and he who develops and organizes the needs of each teacher and school so that they solve problems and difficulties encountered in the classroom. It is responsible for proposing pedagogical projects, workshops, evaluations in order to propose a democratic and participatory management and facilitate the learning process and interaction between teacher and student, mediating this work through pedagogical support.

He is able to observe the critical and positive points to promote growth and instigate the desire and dedication for teacher training for this motivation the coordinator also needs to be committed to the knowledge and reality of each teacher and pass on confidence, motivation. According to Girardelo; Sartori (2017) the profile of the coordinator is to be motivating, dynamic, responsible, empathetic and know how to listen.

The coordinator's work is training, whether pedagogical, teaching, because his service is linked to these organizations for the development of activities, difficulties that occur in the school environment. Being a formative subject is a difficult task, because there are no recipes, ways that suit the reality of each situation and when it comes to pedagogical changes, projects, new methods, conflicts arise in a way that can even destabilize.

For (MOREIRA, (2016, p. 8) "The school has a defined social role, that is, it is responsible for the construction and transmission of culture", that is, the school has the social function in the construction of knowledge, transmission, culture and the coordinator has the job of being a representative of the objectives and teacher training and having conceptions and values about the pedagogical political project (PPP).

The coordinator has a fundamental role in the continuing education of the teacher. On issues such as pedagogical options to be used, difficulties encountered to develop their work, the coordinator needs to stimulate the training process so that they can, together with the teacher, formulate alternatives to overcome problems and dualities, to readjust to favor the school context in which they work.

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The coordinator's work is essential, as he seeks to understand that school reality and propose solutions and pedagogical actions. It is not an easy task, as each reality will require a different attitude that can interfere with values, habits that are a characteristic of the school. One of the biggest challenges is the change in pedagogical practices, as it causes a strangeness on the part of everyone involved in the school.

According to (GARRIDO, 2015, p.10):

Changing pedagogical practices is not limited to a technical task of implementing new models to replace customary programs, teaching methods and forms of evaluation. Changing practices means recognizing the limits and deficiencies in one's own work.

Changes in school or pedagogical practices are to recognize the limits and deficiencies that exist within the school. This can generate conflicts and instability and a large part of it occurs by teachers because they do not feel comfortable with changes and novelties that happen in the field of education.

2.3 Coordinator as teacher trainer

It is necessary to deconstruct the idea that the teacher is only a mere transmitter of knowledge with practices of memorization and decoding of contents. Teachers need to be constantly updated on their practices and methodologies used in the classroom, also have an active participation in the pedagogical projects proposed by the school as a form of teamwork with professional colleagues and others who make up the school and commitment to students.

Education counts as a process of accelerated development of information, that is, students arrive in the classroom full of previous knowledge and educators need to transform this daily knowledge into school content. In this nineteenth century, education needs to be open to new challenges, concepts, methods that break conservative paradigms.

The school is the privileged space for the socialization of systematized knowledge, built by men. However, it should not be reduced to the simple transmission of information or finished truths, the dissemination of knowledge, data or technological innovations. All this can be done more quickly and efficiently by the newspaper, radio, television, cinema, computer and internet (LEITE, 2011, p 39).

And in the school that the student becomes a subject of knowledge, this knowledge is built in pedagogical practices directed in the classroom, the methods and information used will guide him to be a critical and reflective subject. With technological advancement, we are bombarded with information all the time, whether through the internet, television, knowledge, it needs to be criticized, it is the school that provides this socialization of knowledge.

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The coordinator has a fundamental role in continuing education, as he is the one who organizes and reflects the difficulties that teachers encounter in the development of their work. By proposing this training, he provides the stimulus to decision-making and alternatives that can be inserted or improved in the scope of school work. This activity can also manage uncomfortable situations, as many of the training courses can imply pedagogical practices and the implementation of new methods and changing practices is to recognize the deficiencies and this causes great strangeness among teachers and some still have great resistance. Authors make analyses and observe that when teachers create proposals and challenges they are professionally qualifying and that the teacher shares their anguish, fears and experiences with their coordinators so that they can share the needs of the school routine.

2.3.1 Week of formation

It is possible to observe dissatisfaction and discouragement in relation to the training week, because several times what was proposed did not meet the needs and expectations of the

teachers. "Professionals classify it as a rigid and mandatory activity, where tasks are only completed in a limited time and little is discussed about the real problems of the school" (RODRIGUES, 2017, p. 12).

He observes that in view of the many training offered by the secretary of education, it does not match the needs and reality of the teacher. As (GARRIDO, 2015, p. 12) reports "our first meeting also started badly. They had not chosen the course that was starting. In fact, they had been summoned to attend" many of the teachers are only forced to go to meetings and training without even having ideas about what theme and discussions will be discussed. The structure of this training will be before the school management, because through it it is necessary to offer elements to teachers that improve and praise proposals and are coherent with practice. For (FUSARI *et al.* 2015, p. 23) "Each educator is responsible for their personal and professional development process; it is up to him to direct, discern and decide which paths to take", because there is no training if the teacher is not willing to improve himself. It is relevant to note that it is necessary to discuss these trainings and which will be mandatory and optional and to propose times and dates democratically.

According to (FUSARI *et al.* 2015 p.19) reports that "the ideal is that continuing education occurs in an articulated process outside and inside the school" this training has many positive points, as leaving the place provides a distant view, with the exchange of experience, materials and participation in congresses provides opportunities for cultural and personal enrichment.

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Thus, for (PRADA; FRENCH; FREITAS, 2010, p. 371) "the school institution is the main space where teacher training projects and activities take place and need to take place", that is, it is the main space for the projects, the activities that contribute to the training, but also that it does not have to be the only space, the advantage of what happens in the institution is that the school provides resources that facilitate the understanding of the teacher's own reality so that analyze and transform the problem-situation that happens in the school routine. It is necessary to analyze these continuing educations, as many carry the denomination of training which means to train, that is, to train someone incapable, it is necessary to observe that the training is not to fill a gap left in the initial training, or to increase titles and credits. In this way, teachers are only consumers of lectures, short courses and not authors of their educational and professional process. The training should propose autonomy, knowledge, experiences to develop in practices so that educators are able to reflect and build new ideas and conceptions about their students.

2.3.2 Pedagogical meetings

It is necessary to invest in this space and time where teachers propose activities and teaching proposals that articulate and facilitate the work of the coordinator, as it is a moment of sharing where experiences, anguish, difficulties, solutions are exchanged in which the professionals involved grow with this debate and who can fully exercise the activities for the development of the school.

Studies show that Brazilian schools are full of problems from infrastructure, to teaching material, poorly paid teachers and terrible conditions in various ways. With this reality, teachers feel devalued and do not feel motivated to do a good job, but with a participatory management that leads to the union of the school community, it can create an active environment and cope with the difficulties found in the institutions. Authors and research point out that what most affects dissatisfaction with teaching work are the working conditions, specific situations experienced, many years of work, students who are difficult to deal with, lack of new challenges, devaluation by the school and society.

3 METHODOLOGY

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For the development of the study, it will use the qualitative method, which is characterized by the qualification of collected data, through observations and analysis, which obtains the result for observations and responses. In this research, we observed the coordinator as an articulator of training for teachers with somewhat vague and bewildered information, where it is necessary for him to understand his real function in relation to coordination, as it was noticeable that some of these coordinators do not even have training for school management and coordination.

The research was carried out with coordinators of the municipal public network. All these schools are located in the city of Santa Cruz do Capibaribe. It was carried out of a qualitative nature and its main focus is to obtain accurate information and also to propose a reflection to school coordinators on what it is like to work within the school environment with teachers and their entire team, as they need great support.

For data collection, interviews were conducted with the questionnaire containing open questions and distributed to the professionals via cell phone application, where they answered and gave feedback. Through these data, it was possible to observe the interest and knowledge of educators in relation to the theme, which is very relevant to society today.

This theme arose by observing in fact that the training does not replace what it really proposes and that it ends up being failures, and it is not possible to actually take advantage of the knowledge that should be passed on, because the subject is not allied to the practice or need of the school reality, so it does not draw the attention of professionals, making them have no interests and do not actually commit to these formations.

3.1 TYPOLOGY OF RESEARCH

We can define this article as being qualitative in nature, of a descriptive nature, because, according to Gil (2002, p.42) "[...] primary objective is the description of the characteristics of a given population or phenomenon or, alternatively, the establishment of relationships between variables".

The research is of a qualitative nature, because "The universe of human production that can be summarized in the world of relationships, representations and intentionality and is the object of qualitative research can hardly be translated into numbers and quantitative indicators" (MINAYO, 2016, p. 20-21).

The instrument used was a semi-structured questionnaire, as it is a set of open questions that allows the interviewee to report on their practice. According to Minayo (2016, p. 60) a, "[...] social interaction, is subject to the same dynamics of the existing relationships in society itself". Through it, he wants to analyze the pedagogical coordinator as an articulator in the continuing education of basic education teachers. The interviewees correspond to the profile of coordinators working in the area for a broad discussion on how they deal with continuing education in the school.

The research was carried out in Santa Cruz do Capibaribe – PE with eight coordinators who work in Basic Education. The region known as Local Productive Arrangement (APL), as it brings together a concentration of clothing producers, is also known as "The city of Sulanca" the city is composed of a clothing center O Moda Center. The research was carried out with coordinators of the public and private network of Santa Cruz do Capibaribe.

Table 1 – Profile of the subjects

NAME	EDUCATION	EXPERIENCE TIME	SPECIALIZATION
P ₁	PEDAGOGY / GEOGRAPHY	10 YEARS	PSYCHOPEDAGOGY / GEOGRAPHY TEACHING /

			MANAGEMENT AND COORDINATION
P ₂	PEDAGOGY	9 YEARS	INSTITUTIONAL AND CLINICAL PSYCHOPEDAGOGY
P ₃	PEDAGOGY	30 YEARS	INSTITUTIONAL AND CLINICAL PSYCHOPEDAGOGY
P ₄	PEDAGOGY	15 YEARS	INSTITUTIONAL AND CLINICAL PSYCHOPEDAGOGY
P ₅	PEDAGOGY	20 YEARS	INSTITUTIONAL AND CLINICAL PSYCHOPEDAGOGY
P ₆	GEOGRAPHY	4 YEARS	EDUCATION WITH AN EMPHASIS ON ELEMENTARY AND SECONDARY EDUCATION
P ₇	PEDAGOGY	23 YEARS OLD	SCHOOL ADMINISTRATION
P ₈	PEDAGOGY	12 YEARS	SCHOOL MANAGEMENT AND PEDAGOGICAL COORDINATION

Fonte: Author (2022).

The application of the instruments for data collection was the questionnaire with five questions directed to the research and about the personal data to fill in the table of the subjects.

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3.2 – Role of the coordinator

In item 1, the participants were asked: "What role does the coordinator play in its conception?" To this question, we obtained the following answers:

P₁: Mediate, guide, coordinate... Develop pedagogical and intervention projects, plan goals and actions to be developed in the school environment, involving teachers and students.

P₂: The School Coordinator is that bridge that directs, supports and contributes to the construction of teaching and learning.

P₃: Adapt the teacher's didactics to the reality of the school. To be a mediator between those involved with school education and teaching-learning.

P₄: Assist and give the necessary support to the teacher within the needs and possibilities.

P₅: Assist in pedagogical practices, helping teachers in the actions carried out in order to provide students with quality learning, articulating with the whole school so that the pedagogical practice is really put into practice.

P₆: It is the support of the faculty and students, who seek and develop activities in alignment with the guiding guidelines of education!

P₇: Among the many attributions entrusted to him, his function is to collaborate so that pedagogically the school walks and is in tune, that is, that the teaching teams or teaching segments are coordinated by him.

P8: It is to mediate educational conceptions and teaching practices that covers the process of teaching, learning, evaluation of learning and student development.

We realize that the understanding of the role of the coordinator is allied to his function, to understand reality, to assist, to provide pedagogical support, to plan actions and to build alternatives to contribute to teaching-learning, "the work of the pedagogical coordinator has as its main line the construction of quality education, with the objective of developing student learning and contributing to the process of participatory democratic school management" (MOREIRA, 2016, p.7). In other words, the coordinator has several functions in the school that enable improvement in the educational sphere.

3.3 - Stimuli and motivation

In item 2, the participants were asked: "Since the coordinator's job is to go beyond theoretical knowledge in the classroom, it is necessary to monitor the pedagogical work and stimulate the teachers, seeking advancement for the school and quality education. How do you collaborate with stimuli and motivation?" To this question, we obtained the following answers:

Q1: It is necessary to work on welcoming and trusting. The teacher needs to feel comfortable to develop the work and the coordinator can be this link of empathy.

P2: Through training, opening dialogue, dynamics with teaching and learning tips, explanatory videos with suggestions for activities, suggestions for didactic projects and organization of schedules carried out collectively.

P3: Make the teacher realize that when the student learns and the school grows, he is the winner. That the pillar of education is the teacher. It is valid when we see professionals who have passed through our classrooms.

P4: I collaborate in a friendly way, helping, going in search of new knowledge and diversified strategies so that the teacher feels confident and safe in his or her teaching and learning practice.

P5: Promoting continuing education, following pedagogical actions and always making a link between all those involved in the educational process.

Q6: This part is essential! Well, it is from it that we work on the emotional. All this through alignment meetings and daily support!

P7: I understand that motivation is something intrinsic (of an intimate forum) something particular to the human being, considering that I seek to do as a coordinator is to keep the work environment working in a harmonious, respectful and collaborative atmosphere, adopting a posture of balance and safety and priorities such as providing a healthy living environment.

P8: Never forget that I am a teacher and I am only a coordinator and that I need to be an example of what I need to request or expect from teachers, maintain an open and frank dialogue between colleagues and family in which everyone feels that they have a voice and space while maintaining an ethical posture, it is also recognizing the value that each person and professional has for the good progress and success of the school.

The collaboration between the coordinator and the teacher is based on this restlessness between guiding in order to awaken to a reciprocal commitment, and experimenting with new strategies, possibilities and paths.

The coordinator, like every educator, lives this eternal tension between the need to direct, guide, decide, limit, and the need to open, enable, let run, listen, accept, modify. However, directing, guiding, more than the restrictive sense, has the objective of provoking, awakening to the journey, to the crossing, to abandon the coziness of what is already known, of what has already been lived". (VASCONCELLOS, 2011 p.3).

It is, however, a healthy restlessness, that is, a friendly movement, in which the coordinator and the teacher actively participate, in an exchange of experiences, suggestions, possibilities to awaken stimuli and motivations.

3.4 - Continuing education

In item 3, the participants were asked: "The coordinator has several activities, from meeting the demands of parents, students and teachers, so there is not much time left to direct continuing education to teachers. How does your work environment invest in continuing education?" To this question, we obtained the following answers:

P1: Monthly training is held by teaching area and also pedagogical meetings are held to align, discuss, redirect the path and educational practices.

P2: With payment of class activity on Saturdays.

P3: In a light way so that the teacher wants to participate, passing on the importance of the moment for his daily life, the need to update his didactics, because the student receives more information every day.

P4: Holding meetings frequently promoting interaction between coordination, management and teachers.

P5: The work, although intense, flows very positively. Because the work is done on top of a calendar, where these continuing training courses are already scheduled.

P6: Only through pedagogical meetings and alignment!

Q7: Continuing education is part of the annual academic calendar of the education departments and their managements, so that the education professional ends up being contemplated by it among the topics that are addressed.

Q8: The training is adopted by the school by the editorial group that starts from commercial and marketing principles, which are not always those that the teachers effectively need, to experience the day to day on the "school floor". But as a coordinator, I try to listen to the suggestions and needs of teachers, planning and dialoguing.

To carry out the exercise of coordination requires constant preparation, as is also the case with teaching, thus following the evolution of society. The entire school team must work on monitoring and improving for students, this means working in partnership with both parties, where the main focus is the benefit of the student. "The exercise of the teaching activity requires preparation. Preparation that is not exhausted in training courses, but to which the

course can have a specific contribution as systematic knowledge of the reality of teaching-learning (PIMENTA, 2006 p.105). That is, teachers and coordinators need to always be in contribution of knowledge and training, so that they can exercise their roles in a way that contributes to the knowledge of all those involved, it is very important that these trainings take place in a meaningful way that uses practical application of the classroom so that they materialize what they have learned.

3.5 - *The discouragement of teachers*

In item 4, the participants were asked: "Is it possible to observe dissatisfaction, discouragement in relation to the training week, what proposals do you seek to propose for the training?" To this question, we obtained the following answers:

P1: Usually the teacher's work demand causes a certain discouragement. But the involvement and welcome among the team makes the moment lighter and more relaxed. The proposals brought are always dynamic and fun, with a pedagogical nature.

P2: Current topics, didactic proposals and tips with practical activities.

P3: Offering a day of training in a relaxed and dynamic way. Avoiding financial expenses on the part of teachers.

P4: Yes, discouragement is visible. Since the day-to-day task is arduous, it is tiring in this noble function. And the training usually takes place on weekends. However, I try to encourage the participation of teachers, showing the importance of a professional who is trained and goes in search of new knowledge.

P5: I always try to feel the teacher and the students. Therefore: the work is always organized based on the anxieties and needs presented by our school community.

P6: Work on the emotional and make training dynamic and attractive!

P7: In a 15-day journey of continuing pedagogical training in January, it generates physical and mental fatigue, however it is the longest period that the school has for this experience, which is alignment of evaluation, restart, planning, so I try to put into practice all the attributions that extend to providing pedagogical assistance.

P8: Yes, it is possible to notice the discouragement, but the reality is that I try to do my best within the reality I have, considering the premise that it is necessary to study a lot to evolve and change convictions to transform what we want.

It is clear the observation of the coordinators about the teacher's discouragement, but even in the face of this task of proposing the training week, they report that they try to make a team welcome, dynamics, lectures with current themes, and bear the expenses of continuing education, encourage continuing education and work on the emotional and anguish. For any proposal for continuing education, teachers must be assured that "educators must be valued, respected and listened to – they must expose two experiences, ideas and expectations" (FUSARI, 2015 p. 22). The dialogue between coordinator and teacher so that practices and situations are proposed that are analyzed to reflect on the situations to propose the overcoming of the difficulties faced by the teacher.

3.6 – The coordinator and training

In item 5, the participants were asked: "Should the work of teacher training be the work of the coordinator?" To this question, we obtained the following answers:

P1: The coordinator can also play this role, since he knows the needs of the teacher and his classes. But it is always good to have guests, to expand our knowledge, getting to know new practices".

P2: It is not only his contribution, but that of the competent bodies as well."

P3: The coordinator is part of it, but it has to be carried out as a team, principals and teachers also have to put their proposals and work together with the coordinator".

Q4: Partly, yes. Because the coordinator is seen by these professionals as a link, a bridge that helps in the teaching and learning process. In addition, the coordinator has the obligation to prepare and train his team to serve his clientele according to the needs presented in the educational institution.

Q5: I understand that it is. Since we are in charge of caring. We are also closer to reality. Emphasizing that: the supports brought in the person of guests, also flows in a very positive way. Since, it is someone else exchanging experiences.

Q6: No. Training is continuous and needs to be of collective and individual interest!

Q7: In part, the true search for teacher training and professional and human improvement needs to be a latent and living desire in each one, to come from within and materialize in the constant search, considering our human incompleteness.

P8: Yes, the coordinator together with the school team is an intermediary agent, but first of all to have the competence and balance point he needs to guide with empathy so that he encourages and prepares his group to always do the best possible.

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We can note that there is still a doubt about the process of continuing education of teachers, because they believe that yes, it is the role of the coordinator, but with the help of guests and support from the secretary of education from other bodies to add and assist the coordinator so that the training takes place. In other words, "thinking about practice is not only thinking about pedagogical action in the classroom, nor even didactic collaboration with colleagues. It is to think about the profession, the career, the work and power relations in school organizations, the part of autonomy and responsibility conferred on teachers, individually and collectively (ALMEIDA, 2006 p. 85).

Analyze the answers to understand how this teacher training takes place through the pedagogical coordinator. The study is based on research and discussions on the subject, it will contribute to the academic public in the area of education and training, it is relevant to analyze and understand how the coordinator develops to contribute to the training for the reflection and awareness of teachers, characterizing the improvement for teaching-learning.

FINAL CONSIDERATIONS

It is concluded that the realization of this work was noticeable the importance of addressing this subject, identifying through field research the lack of training, preparation and support for the coordinators and their teachers. Within schools, it is notable that this is still a subject that is very little discussed and does not play a very relevant role.

In view of these needs, the desire to research on the subject arose, and thus, a survey of information on the given subject was made. It is known that for a good professional it is important to always be searching, analyzing and learning, in order to grow as a person and as a body of the school.

It is possible to analyze in view of the data collected that there is an educational failure still in this matter. A very relevant concern is the way the work is being developed in the school environment. The great expectation regarding this work is that schools have access to and use it as a beginning of study for their journey on this subject, so it is expected to help the entire school team through this information addressed and collected cautiously.

In the questionnaires, it is notorious that there is still a gap between the coordinator and the trainer, as it is also possible to note that he delegates many functions within the school space and that many times the training ends up being by third parties or by responsible bodies, in which they end up proposing themes that are highlighted in the area of education, which ends up not meeting the need of that moment, which is the teaching or school reality. We believe it is essential to promote courses and lectures for coordinators that correspond to this deficiency, which is to act as the trainer for the teaching team.

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