

THE PEDAGOGIST OF THE SPECIALIZED LEARNING SUPPORT TEAM (SLST) IN THE ADVISORY OF TEACHERS

***O PEDAGOGO DA EQUIPE ESPECIALIZADA DE APOIO À APRENDIZAGEM
(EEAA) NO ASSESSORAMENTO DE PROFESSORES***

***EL PEDAGÓGICO DEL EQUIPO ESPECIALIZADO DE APOYO AL APRENDIZAJE
(EEAA) EN LA ASESORÍA DE LOS PROFESORES***

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ABSTRACT: This study is the result of a survey of the State of Knowledge, which aimed to analyze articles, theses and dissertations about the work of the pedagogist of the Specialized Learning Support Team (SLST), a professional from the State Department of Education of the Federal District (SEEDF). It is a qualitative research based on a mapping and bibliographic survey of scientific sources, delimited by the categories: pedagogist, pedagogy, pedagogist's work, Specialized Team, Multidisciplinary Team and continuing education, in a time frame from 2010 to 2018. With the analysis, it was possible to notice that there are few studies that deal with the SLST pedagogist, which leads us to reflect on the need to understand this work in public schools in the Federal District more deeply, the contradictions that involve the practice at school and the laws that guide professional performance, in addition to their contributions to teachers and students, with regard to improving the quality of teaching and promoting school success.

KEYWORDS: State of knowledge. Pedagogist. Specialized team to support learning. Public school.

RESUMO: Este estudo é resultado de uma pesquisa do Estado do Conhecimento, que teve como objetivo analisar artigos, teses e dissertações acerca do trabalho do pedagogo da Equipe Especializada de Apoio à Aprendizagem (EEAA), um profissional da Secretaria de Estado de Educação do Distrito Federal (SEEDF). Trata-se de uma pesquisa de cunho qualitativo feita a partir de um mapeamento e levantamento bibliográfico de fontes científicas, delimitado pelas categorias: pedagogo, pedagogia, trabalho do pedagogo, Equipe Especializada, Equipe Multidisciplinar e formação continuada, em um recorte temporal de 2010 a 2018. Com a análise, foi possível perceber que existem poucos estudos que abordam sobre o pedagogo da EEAA, o que nos leva a refletir sobre a necessidade de compreender de forma mais aprofundada esse trabalho nas escolas públicas do Distrito Federal, as contradições que

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envolvem a prática na escola e as legislações que norteiam a atuação profissional, além das suas contribuições para os professores e estudantes, no que se refere à melhoria da qualidade do ensino e promoção do sucesso escolar.

PALAVRAS-CHAVE: *Estado do conhecimento. Pedagogo. Equipe especializada de apoio à aprendizagem. Escola pública.*

RESUMEN: *Este estudio es el resultado de una encuesta del Estado del Conocimiento, que tuvo como objetivo analizar artículos, tesis y disertaciones sobre el trabajo del pedagogo del Equipo Especializado de Apoyo al Aprendizaje (EEAA), un profesional del Departamento Estatal de Educación del Distrito Federal (SEEDF). Se trata de una investigación cualitativa basada en un mapeo y levantamiento bibliográfico de fuentes científicas, delimitado por las categorías: pedagogo, pedagogía, trabajo del pedagogo, Equipo Especializado, Equipo Multidisciplinario y Educación Continua, en un marco temporal de 2010 a 2018. Con el análisis se pudo notar que existen pocos estudios que abordan el pedagogo de la EEAA, lo que nos lleva a reflexionar sobre la necesidad de entender más profundamente este trabajo en las escuelas públicas del Distrito Federal, las contradicciones que envuelven la práctica en la escuela y las leyes que orientan el desempeño profesional, además de sus aportes a docentes y alumnos, en lo que respecta a mejorar la calidad de la enseñanza y promover el éxito escolar.*

PALABRAS CLAVE: *Estado del conocimiento. Pedagogo. Equipo especializado para apoyar el aprendizaje. Escuela pública.*

Introduction

This paper is the result of studies produced for an academic research at the Master's level (FREITAS, 2019), in the Graduate Program in Education at the University of Brasilia (PPGE/UnB), with the purpose of analyzing the work of the Pedagogue of the Secretariat of State of Education of the Federal District (SEEDF). This Secretariat is a public agency composed of several services that act as advisors to teachers and students in schools; one of them is the Specialized Service of Learning Support (SSLS), where the Specialized Learning Support Teams (SLST) are located.

The descriptions of these services are described in the document: Pedagogical Guidance of the SSLS (DISTRITO FEDERAL, 2010), which states that the SLST is a multidisciplinary technical-pedagogical support, whose purpose is to "promote improvement in the quality of the teaching and learning process, through institutional, preventive and interventional actions" (p. 9). These teams include pedagogues from the teaching career and psychologists.

The SLST pedagogue plays a specific role in schools, as he or she advises teachers by suggesting appropriate strategies for students with learning difficulties or diagnosed functional disorders. The pedagogue also works with the guidance of parents and family members of

students in relation to aspects that may interfere directly or indirectly in the school performance of these students (FEDERAL DISTRICT, 2010).

Thus, the objective of this study was to conduct a bibliographic survey in scientific sources, for the materialization of the state of knowledge of the pedagogue, in order to understand what is the context of the performance of the non-teaching pedagogue, specifically, the work of the pedagogue of SLST in SEEDF.

We believe that understanding how research themes are addressed in academia is of great importance to the context of current investigations. Therefore, understanding how researchers talk about the objects, their discussions about methodologies, data treatment and conclusions, can help in the understanding of other studies, in order to verify the context of research on certain objects.

In this context, we have the state of knowledge, which is a kind of bibliographic review in the form of mapping "in the challenge of knowing what has already been constituted and produced to then seek what has not yet been done" (MULLER, 2015, p. 167). Thus, we consider that, in order to understand the work of the pedagogue of the Specialized Team in SEEDF, it was necessary to make an analysis and discussion about the look that scholars in Brazil have on the highlighted theme.

Prigol (2013, p. 3) points out that the state of knowledge allows "a collection of knowledge produced on the subject, enabling a view of what other researchers have published. In this research, it is about identifying and unveiling the axes that permeate and delimit the pedagogist's work in schools. To obtain this data collection, we selected the academic productions with themes related to the object of study in question.

By means of a categorization, we researched the scientific productions in order to understand the vision of the work of the pedagogue of the Specialized Learning Support Team (SLST), in the light of other studies. To do this, we initially accessed the Plataforma Sucupira, which we consider to be the reference base of the National Post-Graduation System.

From this platform, we selected journals of *Qualis* A and B, which are evaluated and classified by the Commission for the Improvement of Higher Level Personnel - CAPES, in addition to searching in publications - Annals - of congresses in Brazil (we selected a specific period for each congress chosen), such as: Educere (National Meeting on Education - publications from 2011 and 2017), Enfope (International Meeting on Teacher Training - publications from 2010), Endipe (National Meeting on Didactics and Teaching Practices - publications from 2010), Conedu (National Congress on Education - publications from 2017)

and Enforsup (International Meeting on Teacher Training for Basic and Higher Education - publications from 2017).

Thus, it became possible to verify the existence of articles related to the theme in question. We emphasize that the time frame chosen was 2010-2018, given that in 2010 there was a major theoretical landmark for the SLST and pedagogists of SEEDF: the publication of the Pedagogical Guidance (DISTRITO FEDERAL, 2010), a document that guides and directs the work of pedagogues of the Secretariat of Education of the DF. As for the research on dissertations and theses, we resorted to the Scientific Electronic Library Online - Scielo, Capes, the Brazilian Digital Library of Theses and Dissertations - BDTD, and the Repository of the University of Brasilia - UnB. It is important to point out that the research was catalogued based on previously delimited categories, which we considered pertinent to the mapping.

The research categories listed

Initially, keywords were defined to search the articles, theses, and dissertations, such as: pedagogue, pedagogy, pedagogue's work, specialized team, multidisciplinary team, continuing education. Based on these terms, works with similar themes were selected.

In regard to the category pedagogue's work, it became necessary to make a general analysis, considering that, according to the initial survey, Specialized Teams to Support Learning (with this specific nomenclature) were not found in other states of Brazil, which also justifies the small number of articles found using the words Specialized Team and Multidisciplinary Team.

About the pedagogue, it was possible to notice that the texts discuss their identity, profile and performance in schools, their difficulties in the pedagogical relationship, due to the imposition of the bureaucratic service demanded by the school context. Thus, during the analysis of the category continuing education for the pedagogue, it was possible to find a unique variety that can contribute to understanding the formation of autonomy and identity of this professional in the Specialized Team. Pedagogy as initial training is also a line that was highlighted in the scientific environment, with the intention of improving preliminary studies to broaden and define who is the pedagogue currently in the school.

Search for articles about the pedagogist's work

In order to organize the articles, we present below those found based on the keywords/categories chosen, making reference to the *Qualis* classification, name of the journal and number of articles found. The journals were selected through the Plataforma Sucupira, based on the criterion - area: Education, and the search started by *Qualis* A1, with the journals: *Educar em Revista* (UFPR), *Ciência e Educação* (Unesp), *Educação & Sociedade*, *Educação & Pesquisa* (USP), *Educação & Realidade* (UFRGS), *Revista Brasileira de Educação*. However, in this initial search in A1 journals, only one article was found in the journal *Educar em Revista* of UFPR: *Pedagogos construindo suas identidades: entre adstrições e escolhas* (POOLI; FERREIRA, 2017), which discusses the configurations of identities to pedagogues, the precarization of their work and the commitment to the demands that involve students and teachers in schools.

Regarding the research in journals selected by *Qualis* A2, we found the text: *Competences of the pedagogue: a teaching perspective* (MOROSINI; CABRERA; FELICETTI, 2011), taken from the Electronic Journal of the Pontifical Catholic University of Rio Grande do Sul - PUCRS, which focuses on the identification of competencies and indicators required to the formation of the pedagogue so that he/she can perform their work amidst the various educational demands.

For the search in *Qualis* B, we selected some journals from the criterion area of concentration: Education/Humanities. Thus, we found 1 B1 article in the Journal *Pedagogia em Foco - A formação do Pedagogo no Brasil: fundamentos legais* (GEBRAN; ARANTES; STÁBILE, 2013), in which the authors portray the historical course of the Pedagogy course in Brazil and analyze documents in order to verify what is the function of the pedagogue and what is his/her real performance in the school.

Other articles highlighted in this research (*Qualis* B): *Revista Vivências - Revista Eletrônica de Extensão da URI/B2 - O pedagogo no contexto contemporâneo: desafios e responsabilidades* (FELDEN *et al.*, 2013); *Educação: teoria e prática/B2* Journal: *Educação: teoria e prática/B2 - Atendimento educacional especializado ao superdotado em escola pública americana e contribuições para o contexto brasileiro* (RONDINI; PEREIRA, 2016); *Trabalho & Educação* Journal/B2 - *O perfil profissional do pedagogo e sua atuação na educação básica: uma construção* (MEDINA; DALBEN, 2010); *Temas em Educação* Journal/B3 - *Cotidianidade, limites e possibilidades na ação do pedagogo* (SCHVARZ, 2016). Initially, from the readings of these titles, it may seem to us a diverse range of approaches; however,

after reading and studying these texts, we realize that the pedagogue's work is highlighted in all, each one in a particular way.

With regard to publications in congresses, some events that took place in Brazil were selected, obeying the pre-established time frame, such as: XII Educere (2017), X Educere (2011), Enfope (2010), Endipe (2006).

Thus, in relation to conference publications, the research began in the annals of the XIII Educere, where the text was found: A produção científica em teses e dissertações sobre o trabalho do pedagogo na escola da educação básica (ROSA; FONTANA, 2017). In the X Educere, we found: A formação do pedagogo e sua atuação no contexto escolar (SAHEB; ROHDEN, 2011).

In Enfope, we highlight the study: *O pedagogo e suas inúmeras funções nos diversos espaços de trabalho* (OLIVEIRA; FERRO; REIS, 2010), a text characterized by presenting reflections about the attributions of the pedagogue in the organization of work, with the perspective of a process of permanent formation of interlocution of knowledge and research work. In the research of Endipe (2016), no articles related to the pedagogue's work were found in the annals for the year 2016.

Regarding the journals, it is important to note that the Secretary of State for Education of the DF (SEEDF) has the journal *ComCenso: Estudos Educacionais do Distrito Federal* (Qualis B3), which publishes articles on education, which allowed us to view 2 articles referring to the Specialized Learning Support Team of the DF, since the constitution of these teams is a particularity of the Secretary of Education of the DF. Thus, we justify the importance of including this journal in this State of Knowledge research.

According to SEEDF, the *ComCenso* journal is a multi-thematic publication aimed at providing the academic communities, and especially the people directly involved in school practices in public schools, with information and knowledge on topics related to the administration and organizational structure of education in Brazil and the Federal District, through the support of the School Census data.

Thus, from this research, which totaled 12 articles, it was possible to verify that 2 works (Chart 1) stood out from the others, for portraying in a specific way the SEEDF pedagogue, who works in the Specialized Learning Support Service.

Chart 1 – Articles about the pedagogue at SEEDF

Title	Author / year	Journal or Congress
Human development and competence-based approach: School Psychology contributions to the work of the educator at the Specialized Learning Support Service (<i>Serviço Especializado de Apoio à Aprendizagem - SEAA</i>)	Geane de Jesus Silva (2018)	<i>ComCenso SEEDF/QualisB3</i>
Integrative actions between family, school and student: building school success in the Specialized Learning Support Service	Francisca Bonfim de Matos Rodrigues Silva, Gabrielle Tereza Araújo de Jesus Monteiro (2017)	<i>ComCenso SEEDF/QualisB3</i>

Source: Authors' elaboration from literature survey (2019)

It is important to highlight the small number of articles in periodicals that portray the pedagogist and the Specialized Learning Support Team. This fact is justified because it is a specific function of the Secretariat of Education of the Federal District.

The articles highlighted in Chart 1 are based on Psychology, on the historical-cultural constitution of the subject, and on the development of competencies. However, they also analyze the field of education, reflecting on the process of identity construction and the basis of education (Pedagogy), as well as continuing education. They also reflect on the work of the SLST pedagogue with the students' families in an interventive process with the purpose of promoting educational success. Analyzing the article by Monteiro and Silva (2017), we verified that when the pedagogue develops a work with the families, it provides new learning and, consequently, respect for differences and limitations.

Silva (2018, p. 231), perceives a dilemma in the performance of the Pedagogue: "[...] to deal with the demands in the school context without seeing himself acting only as a reinforcement teacher or mere supporting actor of his peers"; this excerpt demonstrates an impasse, even if there is another representation of this sense: a small segment occupying a space that much of the class would like to assume. Moreover, the author also highlights that, as professionals responsible for the continuing education of teachers to meet the demands of the school, they sometimes 'deviate' their functions, "reinforcing more a clinical performance than an institutional performance" (SILVA, 2018, p. 231), going against the legislation of the Pedagogical Orientation (FEDERAL DISTRICT, 2010), which guides the pedagogue's work. The clinical performance is configured as a performance that is more focused on highlighting diagnostic possibilities of the students, placing the learning difficulties related to biological issues. This author also highlights that

[...] the importance of thinking about formative practices that enable the professional to: (a)develop resources that help him to articulate academic

knowledge and knowledge of experience in the face of complex situations, not being limited to such knowledge, but 'mobilizing and updating them'; (b) exercise reflective practice through the 'analytical relationship with action'; and (c) put into play resources that enable him to mobilize competencies, especially those cited in the pedagogue's performance profile by the Pedagogical Guidance (SILVA, 2018, p. 235).

The other articles found refer to the pedagogue in general, as a teacher and non-teacher, without portraying the Multidisciplinary Support Teams. The articles have, in their majority, the objective of analyzing the field of work and specificities, as well as the pedagogue's identity process. They bring as theoretical references authors who dialogue with the identity, referring to it as something changeable and in constant construction, interconnected to practice/theory in a dialectic movement, besides initial and continued formation.

They highlight the educator as a professional who performs multiple functions, including some that belong to other professionals in the school. Poolie and Ferreira (2017, p. 35) emphasize that: "[...] in practice, it goes from a unitary pedagogue to a pedagogue who does everything". The studies found in this State of Knowledge research showed that there is excessive bureaucratic work of the pedagogue, to the detriment of pedagogical service.

Rosa and Fontana (2017) highlight the scientific productions about the pedagogue's work through research in the CAPES database and digital libraries of the Public Universities of the State of Paraná. They comment, in their study, that the pedagogue's work is a political act for socializing knowledge, besides emphasizing the importance of theoretical training that incites reflective and critical thinking about pedagogical practice.

In general, the studies showed Pedagogy as the basis for the formation of the pedagogue, also pointing out the function of this professional in educational legislation, as well as the importance of continued education for the quality of their performance.

After the literature review of articles selected from the keyword (category) 'pedagogue's work', it was possible to infer that this theme is little investigated, demonstrating the demand for appreciation and improvement of the quality of training and working conditions. In this sense, we highlight the relevance of this research on the pedagogue of the SLST, since it is a little-studied theme that needs further investigation to understand the reality of the public schools of the Federal District, as well as their pedagogical organization, of which the pedagogue is a part.

With the readings, we also observed that the research techniques most used in the articles were: interviews, observations, documentary research, and literature review. Authors

such as Zygmunt Bauman, Vygotsky, Saviani, Perrenoud, González Rey stood out as theoretical references.

It is important to emphasize that these articles, in their majority, propose a critical view of the pedagogue's work, with the objective of renewing their pedagogical work, proposing a work with an individual look for each student, offering didactic support to the teachers.

Theses and Dissertations: the research in the main Brazilian academic databases

As far as research on theses and dissertations is concerned, the same categories already mentioned were used: pedagogue, Pedagogy, pedagogue's work, Specialized Team, Multidisciplinary Team and continuing education. In this way, we resorted to data from the CAPES Bank, the Brazilian Digital Library of Theses and Dissertations (BDTD), and the repository of the University of Brasilia, in order to analyze the work of the pedagogue of SEEDF in relation to existing academic productions.

After the initial search, the texts were read with the intention of performing a first refinement to reach the productions that were closer to the object of study in question: the work of the pedagogue of SEEDF. After the readings, we obtained a total of 26 studies, 4 theses and 22 dissertations. With the analysis of this material, we observed that there were some categories that stood out in the studies; we defined as 'Theoretical Categories', based on the themes that were most repeated in the studies: Pedagogy, legislation, pedagogical practice, work, Specialized Learning Support Service.

The category Pedagogy highlighted the reality of the training courses, the course projects, the identity of the pedagogue, the training for teaching, the teaching pedagogue and the pedagogue who works outside the classroom, the reflection on the scientificity of Pedagogy and the relation of the pedagogue's work with the production of knowledge.

About the educational legislations, it was possible to observe that the authors highlighted the Law of Directives and Bases of Education (LDB), dealing with the functions of the pedagogue and teacher, the National Curricular Directives of the Pedagogy course and the implication in the work of the pedagogue, analyses of Academic Projects of the Pedagogy courses.

In the pedagogical practice category, the dissertations and theses emphasized that the pedagogue who is in the classroom is able to exercise a specifically teaching function; however, those who are in other functions, such as pedagogical coordinator, supervisor, school support (SLST Pedagogue), are imbued with bureaucratic functions to the detriment of their

pedagogical service; the science for praxis is also emphasized: the relationship between Pedagogy and the work developed. Another point to be highlighted and that we observed from the reading of the studies is that sometimes the pedagogue's work falls to pedagogical coordination, and his role in the mediation of schools and teaching policies and practices is almost forgotten.

The practice was considered important when analyzed from the perspective of the Specialized Teams, since we observed the Specialized Learning Support Service changing its way of working to "encompass the participation of the whole school, evaluating not only the student, but also the school practice, acting in a preventive way, which means to teach and evaluate continuously; to act in time for learning to happen" (GONTIJO, 2013, p. 25).

A categoria trabalho destacou o profissional pedagogo como um agente de intervenção na superação das dificuldades de aprendizagem; aquele que contribui para diminuir a marginalização e o fracasso escolar por meio da assessoria aos professores.

As for the SLSS - Specialized Learning Support Service, the dissertation texts (those that portrayed this specific theme) brought the emergence of the SLSS, the performance and history of the Specialized Learning Support Teams, describing how these services were created. They showed the figure of the person with a degree in Pedagogy, who begins his teaching career and builds his identity based on his experiences, becoming an SLST pedagogue; his functions are described according to the current legislations. In this category is inserted the role of the Teams, reported as a service that began from a clinical aspect, with the goal of diagnosing students, as Gontijo (2013, p. 22) says in his research:

[...] the conceptions of human development disseminated in the areas of education and psychology in the 1970s and 1980s were based on theoretical assumptions that advocated the view that students who presented difficulties would be affected by some disease established at an organic and individual level. The work done at the time by the current Specialized Service for Learning Support (SSLS) of the State Department of Education of the Federal District (SEDF), formerly the Psychopedagogical Service (ATPP), confirmed a biologizing and student-centered view.

Thus, with the readings, it was possible to understand the changes from individualized care to institutional care, because before it was thought that the problem of learning was centered only on the student and on biological issues; it was not related to the school as a whole: the teacher's didactics, political pedagogical project, among other factors. Of the 26 papers, we consider it important to highlight the contributions of the researches by Rosa (2017), Gontijo (2013), and Fiorin (2012).

Rosa (2017) addressed the pedagogue in the light of national public policies on education and the policies of the Municipal Secretariat of Education of Curitiba; he highlighted Pedagogy as the basis of training and knowledge for professional practice.

In addition, she pointed out that the pedagogue usually takes on tasks that are not described in the legislation, remaining with a large volume of work, with increasingly broader functions. The author understands that there is a need for continued education, because "the context of the pedagogue's performance in schools justifies the defense of the need for continuous quality training, which enables them to meet the socio-educational demands" (ROSA, 2017, p. 145). Thus, we question whether, for the SLST pedagogist, there is also a need for continuing education to meet the demands of their work.

Gontijo (2013) proposed to investigate the process of assessment/intervention by the SLSS and its repercussions on the performance of students with learning disabilities. He brings in his study the history of the service of Learning Support Teams, the work of the pedagogue in public schools in the Federal District, which previously focused on defining learning difficulties as a 'pathology' of the student. It mentions the evolution of this service with the Pedagogical Orientation of SLSS (DISTRITO FEDERAL, 2010), making the work as an institutional support, being that it "aims at overcoming the difficulties found in the teaching and learning process, through the multiple variables that can interfere in the students' academic performance" (DISTRITO FEDERAL, 2010, p. 39). The importance of continuing education was also highlighted, when the author says that "the situation of training, discussion and articulation of theory and practice in the SEAA is incipient, the service does not undergo evaluation and the situation is further aggravated by the fact that these aspects are almost always left in the background" (GONTIJO, 2013, p. 241).

Fiorin (2012) based, in his research, the investigation about the pedagogue's work in school, more specifically the study about egresses of the Pedagogy course between 2005 and 2010, and verified how they understand and describe their work today. He discusses, in his referential, the work as a category and its relation to education, Pedagogy as a science, and the pedagogue's work based on pedagogical projects.

The conclusion of the study by Fiorin (2012) made some considerations, such as: the great influence of capitalism in the school and in the work, the contradictions existing in the Pedagogy course; the relation of the Pedagogues' work with the changes in the pedagogical projects of the University and the comprehension that the pedagogues have about their work. We verified that this dissertation is very close to the pedagogical work in SEEDF, from a critical point of view, in the midst of the contradictions of our society.

Final considerations

The State of Knowledge allowed us to identify the work of the pedagogue who works in support services in schools, especially those who are part of the Specialized Learning Support Teams (SLST). For this analysis, a survey of academic productions was conducted in order to verify the studies that portrayed the pedagogue of the SLST in the time frame from 2010 to 2018.

In conducting this survey, it was realized that there are few studies that address, in a specific way, the work of the educator of the SLST; these Teams are part of SEEDF, which makes them a characteristic and specific work of public schools in the Federal District.

Thus, it was verified that by using the categories pedagogue, pedagogy, pedagogue's work, specialized team, multidisciplinary team, continuing education, in the research of production data (articles, theses, dissertations, annals of scientific events), several studies were found that discuss the pedagogue's work in general; most of them highlighting the school pedagogue.

As for the work of the SLST pedagogue, we found few studies on this professional. The researches brought elements of the document Pedagogical Orientation of the SLSS, exposing the concept of the Specialized Team and its history in SEEDF, the pedagogue's performance according to the legislation of the public schools of the DF, the role played in the orientation to the families, the pedagogical support to the teacher, the intervention with the students with learning difficulties, the continued formation to the teachers, among other functions.

In regards to the studies that approached the pedagogue in general, themes were evidenced that discussed the professional identity, the theoretical basis of training, the educational legal bases, the scientificity of Pedagogy, and issues related to the bureaucratic functions performed by these professionals, which sometimes happen to the detriment of the pedagogical service.

Finally, the research allowed us to point out that the non-teaching pedagogue (or school pedagogue) has different activities in schools and that the SLST is a school institutional service specific to the Federal District. According to the studies analyzed, their pedagogical work is sometimes left in the background to meet bureaucratic demands, weakening the pedagogical support that should be promoted to the school, in order to help improve the quality of education and promote academic success.

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