

## **A COORDENAÇÃO PEDAGÓGICA: UMA PROPOSTA INTERDISCIPLINAR PARA A EDUCAÇÃO DE JOVENS E ADULTOS BASEADA NA EDUCAÇÃO PARA O TRABALHO**

**COORDINACIÓN PEDAGÓGICA: UNA PROPUESTA INTERDISCIPLINARIA PARA LA EDUCACIÓN JUVENIL Y ADULTA BASADA EN LA EDUCACIÓN LABORAL**

**PEDAGOGICAL COORDINATION: AN INTERDISCIPLINARY PROPOSAL FOR YOUTH AND ADULT EDUCATION BASED ON LABOR EDUCATION**

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**RESUMO:** Este artigo faz uma reflexão sobre o potencial transformador que a Coordenação Pedagógica (CP) tem na Educação. Essa reflexão é resultado de um trabalho de pesquisa realizado em uma Escola Pública de Ensino Médio, da Modalidade Jovens e Adultos (EJA), e tem como objetivo investigar as questões discutidas durante a CP e a sua articulação com o processo de ensino-aprendizagem. Tal reflexão fundamenta-se na Interdisciplinaridade e na Educação pelo Trabalho, que pode ser colocada em prática durante a Semana de Educação para a Vida. Entende-se assim que, a CP, ao abordar questões do cotidiano do aluno, remete à uma educação mais cidadã e inclusiva, levando ao debate de questões que abordem a sua realidade.

**PALAVRAS-CHAVE:** Coordenação pedagógica. Educação de jovens e adultos. Educação pelo trabalho. Interdisciplinaridade. Semana de educação para a vida.

**RESUMEN:** Este artículo reflexiona sobre el potencial transformador que la Coordinación Pedagógica (PC) tiene en Educación. Esta reflexión es el resultado de un trabajo de investigación realizado en una escuela secundaria pública, de la Modalidad de Jóvenes y Adultos (EJA), y tiene como objetivo investigar los temas discutidos durante el PC y su articulación con el proceso de enseñanza-aprendizaje. Dicha reflexión se basa en la interdisciplinariedad y la educación a través del trabajo, que se puede poner en práctica durante la Semana de la Educación para la Vida. Por lo tanto, se entiende que, al abordar cuestiones de la vida cotidiana del estudiante, se refiere a una educación más ciudadana e inclusiva, lo que lleva al debate de cuestiones que abordan su realidad.

**PALABRAS CLAVE:** Coordinación pedagógica. Educación de jóvenes y adultos. Educación a través del trabajo. Interdisciplinariedad. Semana de la educación para la vida.

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**ABSTRACT:** *This paper reflects on the transformative potential that the Pedagogical Coordination (CP) has in Education. This reflection is the result of a research work carried out in a Public High School, of the Youth and Adults Modality (EJA, Portuguese initials), and aims to investigate the issues discussed during the CP and its articulation with the teaching-learning process. Such reflection is based on Interdisciplinarity and Education through Work, which can be put into practice during the Education for Life Week. Thus, it is understood that, when addressing issues of the student's daily life, it refers to a more citizen and inclusive education, leading to the debate of issues that address their reality.*

**KEYWORDS:** *Pedagogical coordination. Youth and adult education. Education through work. Interdisciplinarity. Education for life week.*

## Introduction

### The historical evolution of pedagogical coordination in Brazil

According to Gallon *et al.*, in school environments it is common to observe a large gap between school knowledge and those of students' daily lives, which suggests a small relationship between the content developed at school and the student context, contributing to the student thinking the school as uninteresting. However, according to the authors, works with interdisciplinary biases promote connections between situations presented by the student and the contents of the different disciplines involved.

This contextualization, through interdisciplinarity, ends up producing new meanings. In this perspective, the development of interdisciplinary work can be carried out during the pedagogical coordination (CP), which plays a decisive role in both the pedagogical and bureaucratic issues of the school. Thus, the CP would be responsible for three aspects of teaching: training, articulation and incentives.

Thus, for Fernandes (2011), CP can be seen as an innovative form of teaching participation in management, capable of expanding the possibilities of collective work and pedagogical articulation. This participation can be so significant as to make school democratization possible, even changing the rigid school administration structures, helping with educational reforms. Thus, for the author, in general, CP historically claims the role of pedagogical articulator, managing the reforms necessary for the implementation of innovative measures.

That is, the CP plays an extremely important role within the school, its activity being of fundamental importance, not only in the execution of the school routine, but also in the elaboration of activities that aim at improving the quality of teaching, helping in the process of school democratization - this democratization, not only of a political-pedagogical nature, but also of

knowledge, thus becoming a space/time for planning and organizing educational activities that are part of the school routine. Therefore, it coordinates, accompanies, advises, supports and evaluates the pedagogical-curricular activities. Its priority assignment is to provide pedagogical-didactic assistance to teachers in their respective disciplines with regard to interactive work with students. There are places where coordination is restricted to the discipline in which the coordinator is an expert; in others, the coordination covers all disciplines. Another assignment of the pedagogical coordinator is the relationship with parents and the community, especially with regard to the pedagogical-curricular and didactic functioning of the school, the communication of student assessments and their interpretation (LIBÂNEO; OLIVEIRA; TOSCHI, 2014, p. 466).<sup>3</sup>

Moehlecke (2017), when doing a survey on the definition of the term and role of CP throughout education in Brazil, verified the existence of a wide variety of expressions and nomenclatures used to designate different functions created for action with the management of schools. According to the author, LDB/96 itself uses the terms inspection, supervision and educational guidance to refer to the education professional who works in the functions of guidance and CP, expressions that also gain local contours in the laws of states and municipalities.

Moehlecke (2017) also makes a historical assessment of terms related to CP, as well as their evolution over time for their assignments, according to the educational thinking in force at the time in Brazil (table 1). Thus, this function goes back to the educational experiences of the 1920s, with the first national legal records in the 1930s.

**Table 1 - Evolution of the role of the pedagogical coordinator in Brazil**

Period	Legal Framework	Function	Characteristics
1930s	Decree-Law no. 19,890/31 and no. 21.241/32 (Francisco Campos reform)	School Inspector - acted in the control and inspection of the norms prescribed by superior central agencies in the secondary schools and in the pedagogical practices of their teachers. The role of the school inspector would be	Conception of a neutral school, based on the hierarchy of functions and tasks, with a unique, centralized and homogenizing curriculum of skills and habits that deprived the teacher of his

<sup>3</sup> Ou seja, a CP exerce um papel de extrema importância dentro da escola, sendo a sua atividade de fundamental relevância, não só na execução da rotina escolar, mas também na elaboração de atividades que visem à melhoria da qualidade do ensino, auxiliando no processo de democratização escolar – democratização esta, não só de cunho político-pedagógico, mas também de saberes, tornando-se assim um espaço/tempo de planejamento e de organização das atividades educativas que fazem parte da rotina escolar. Portanto, coordena, acompanha, assessora, apoia e avalia as atividades pedagógico-curriculares. Sua atribuição prioritária é prestar assistência pedagógico-didática aos professores em suas respectivas disciplinas no que diz respeito ao trabalho interativo com os alunos. Há lugares onde a coordenação se restringe à disciplina em que o coordenador é especialista; em outros, a coordenação atende a todas as disciplinas. Outra atribuição do coordenador pedagógico é o relacionamento com os pais e com a comunidade, especialmente no que se refere ao funcionamento pedagógico-curricular e didático da escola, à comunicação das avaliações dos alunos e à interpretação feita delas (LIBÂNEO; OLIVEIRA; TOSCHI, 2014, p. 466).

		exercised by teachers chosen from those considered successful and with extensive educational experience.	reflective and creative capacity, within a dichotomy of pedagogical practice.
1970s	1st Statute of the Teaching, 1974, with its attributions defined in Decree-Laws no. 5,586/75 and no. 7,510/76.	Pedagogical Supervisor - strongly associated with the fragmentation of school work, within a rigid hierarchy of power within the school.	Increase in the technicist conception of education, intensifying the division of pedagogical work. The separation between conception / planning and execution, between the functions of school managers and the work of teachers in the classroom is further emphasized. Education specialists were responsible for defining methodologies and didactic handouts, without discussion or consultation with teachers, in addition to monitoring their application in the classroom.
1980s	Federal Constitution of 1988 and Law of Guidelines and Base of Education of 1996.	Pedagogical Coordinator - A new professional profile begins to occupy this space, with different functions within a proposal for democratic management of intra and extra-school relations, as recommended, despite its regulatory limitations. At that moment, the pedagogical coordinator gains the role of articulator and educator, focused on teaching-learning work with teachers and management processes, within a proposal of construction by the school, in a collective and participatory way, of its political and pedagogical, involving teachers, students, parents, employees, community.	Expectations regarding their performance involve overcoming the old division of school work and the dichotomy between thinking/planning and doing/executing. Although some educational experiences in the 1960s have strained this management model, even if in a timely manner, such as vocational gyms and experimental schools, it was only in the context of redemocratization in the country, in the 1980s, that the role of pedagogical coordinator gained greater scope with more horizontal and decentralized power relations.

Source: Moehleck (2017)

### The role of the pedagogical coordinator

From table 1, it can be seen that, historically, the identity of the pedagogical coordinator is divided into two moments: before and after the Law of Guidelines and Bases - LDB (Law no. 9394/96). This change is mainly due to the democratic principle mentioned in article 3, item VII, which guarantees the democratic management of public education, in the form of the law and legislation of education systems.

With regard to the role of the pedagogical coordinator, its origin is linked to school supervision, following the educational action since the school was institutionalized, even in the colonial period. Thus, it was only after the 1920s, through some educational reforms at a national level, that the supervisory function was consolidated as a professional category, assuming a less administrative and more technical dimension of systematic monitoring of teaching work (ALVES, 2013; LIMA, 2016).

In this sense, Alves (2013) points out that, before the LDB, the coordinator's role was authoritarian, controlling, acting more to inspect the school than to contribute to the construction of challenging pedagogical knowledge; already after the law, the function is democratic and places great emphasis on the collective, having to think critically and reflexively, which consequently ends up reaching the students' teaching-learning process.

Thus, during the historical course of the function, the school supervisor exercised a function, sometimes of control, sometimes of pedagogical articulation, until the presence of the pedagogical coordinator was defined, delimiting his space of performance in the school environment (LIMA, 2016).

Currently, considering the principle of democratic management, following Ordinance no. 27, of February 2, 2012, chapter II, article 16c, the pedagogical coordinator of public schools must be chosen (elected by the teachers of the school unit), and not indicated indirectly (LIMA, 2016).

Despite being a democratic practice, the choice of the coordinator ends up creating a certain challenge in the school, since the coordinator is a teacher who "is" coordinating, without necessarily having specific training or education for that, so that, in most of the time, the function's identity does not fit into its attributions, since it ends up assuming roles that are not pertinent to pedagogical practice, such as, for example, in helping the school's administrative functions, generating a certain ambiguity in its identity, as well as in the uncertainty of their role and spaces of performance.

Therefore, performs roles that vary between the education systems, mainly according to their conceptions of educational management. In practice, the coordinator's functions have oscillated between school articulation and academic coordination, in a collaborative and supervisory and control and technical-administrative way. However, they can also be a key figure to guarantee the relative autonomy of the school and the teaching production, in order to effectively build and execute its political pedagogical project in a participatory way (LIMA, 2016; MOEHLECKE 2017).

## **Theoretical foundation - interdisciplinary activities and education through work**

According to Hartmann and Zimmermann (2007), interdisciplinarity is characterized by pedagogical activities organized from the interaction between teachers, which would happen through dialogue, in search of connections between the subjects' knowledge objects. Thus, doing interdisciplinarity at school would not be limited only to promoting the conditions for the student to establish relationships between information to build integrated knowledge, but it also consists of establishing and maintaining the dialogue between teachers of different disciplines with the aim of establishing an integrated work between them.

Therefore, the integration of disciplinary knowledge and the development of competences would be the most important. Interdisciplinarity then gains importance as teachers begin to develop pedagogical work in an integrated manner, leading students to communicate, argue, face problems of different natures and to develop criticisms or proposals for action around comprehensive issues of today, using school knowledge as a tool.

Thus, it would be possible for the teacher of a discipline to develop themes with a perspective between areas without the need to make an interdisciplinary agreement with other colleagues, in addition to having the function of bringing together teachers from different disciplines in order to reduce the distance between the two cultures present in schools - in this case, scientific and humanistic. As a consequence, the rapprochement between these cultures would promote greater interaction, not only between teachers and teachers, but also between teachers and students, which can help in understanding the other's point of view.

And a way to achieve interdisciplinarity in school would be through thematic workshops, which would become, according to da Silva *et al.*, (2008) a real work process, providing the articulation between manual and intellectual work, without necessarily tied to the job market.

For the authors, based on Vigotski (2003), work would be the very basis of the educational process, that is, the very raw material of education, and not only seen as a theme, method or means of teaching, thus introducing not only work at school, but also school at work, since education through work is a common process among beings and requires coordination of efforts and regulation of their own reactions to the best collective coexistence. Soon,

To understand the psychological significance of this fact, it is necessary to remember that education through work promotes entirely new teaching methods. The previous method, called achromatic, of simple transmission of knowledge from the teacher to the student, as well as the erothematic method, that is, the method of joint knowledge discovery by the teacher and the student through questions, as well as the heuristic method, that is, the search for

knowledge by the students themselves, all of them together do not encompass the pedagogical essence of education through work (VIGOTSKI, 2003, p. 189).<sup>4</sup>

## **Methodology**

This article then reflects on the transformative potential that CP has in Education. This reflection is the result of a research work carried out in a Public High School, of Youth and Adults (EJA, Portuguese initials), in an administrative region (satellite city) of Brasília (Federal District), and aims to investigate the issues discussed during CP and its articulation with the teaching-learning process.

Thus, this work aims to report the results obtained in didactic experiences through workshops held during the Education for Life Week, having as a structuring axis education for work, in the perspective of interdisciplinarity.

Such reflection is based on Education through Work, which is based on Vigotski's theory of historical-cultural psychology, and on the interdisciplinary process of knowledge construction.

For this, the pedagogical work of a school was monitored for one (1) year, observing how the pedagogical practices with a focus on education through work generated fruits, mainly during the execution of pedagogical activities provided for in the school calendar, on the thematic days about Education for Life, when interdisciplinary activities were carried out through workshops.

It also examined how interdisciplinary work in high school is organized, identifying the factors that make possible the integration between disciplines in the areas of natural sciences and humanities.

## **Results and discussion**

### **CP in the Federal District**

It can be said that in the Federal District the space for CP has undergone several transformations, as shown below (QUADRO NEGRO, 2014):

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<sup>4</sup> Para compreender o significado psicológico desse fato é preciso lembrar que a educação pelo trabalho promove métodos didáticos de ensino totalmente novos. O método anterior, denominado acromático, de simples transmissão de conhecimento do professor para o aluno, assim como o método erodemático, isto é, o método de descoberta conjunta do conhecimento pelo professor e pelo aluno por meio de perguntas, bem como o método heurístico, ou seja, a busca dos conhecimentos pelos próprios alunos, todos eles em conjunto não abrangem a essência pedagógica da educação pelo trabalho (VIGOTSKI, 2003, p. 189).

- until 1995 - the coordinator was not released from the class regency, that is, worked in the classroom and also coordinated the pedagogical actions. However, in the same year, the Department of Education of the DF promoted the formation of teachers to act as pedagogical coordinators, aiming to implement the Candanga School;
- 1995 - Formation begins with the Vira Brasília Education course. Teachers take courses to work at CP. At that time, the position of coordinator was unofficial, because there were two classes, there was no regency release. School board and council elections;
- 1996 - teachers with a workload of 40 hours per week at the same school were able to work with 20 hours in courses and 20 hours as a pedagogical coordinator;
- 1997 - teachers started to be released from 40h to act only as coordinator. As an option, some schools joined the Candanga School, the first phase (only literacy classes), age-related, with extended hours, there was no coordination time. Coordinators could be allowed 20 hours to act as coordinators and 20 hours in class. New schools enter the first phase of the Candanga School, continuing formation courses. Others start the second phase, which covers the 3rd, 4th and 5th grades (currently 4th, 5th and 6th grade). School principal and board elections. Coordinators are released 40 hours to act in coordination;
- 1998 - institution of the extended day;
- 1999 - change of government delays the implementation of the extended day;
- 2000 - universalization of the extended day;
- 2008 - with the enactment of the National Law on the Teaching Floor (Law 11,738/08), one third of the teacher's workload was devoted to pedagogical coordination. In DF, the pedagogical coordination journey is longer and the coordinator has the task of optimizing this planning and formation time.

Currently, according to Ordinance no. 561 of 2017, which provides for the criteria relating to the performance of the employees who are members of the Public Teaching Career in the Federal District in teaching activities and educational guidance, in its article 5, it is said that teachers can have the following hours and respective hours of pedagogical coordination:

I - forty hours a week, on an extended day, in the day shift, with three hours in pedagogical coordination, daily, totaling twenty-five hours in class conducting and fifteen hours in CP;

II - forty hours a week, in the regime of twenty plus twenty hours, four hours in pedagogical coordination, per shift, on two days of the week, totaling twelve hours in class conducting and eight hours in CP; and



III - twenty hours a week, in the morning, afternoon or night shifts, four hours in CP on two days of the week, totaling twelve hours in class conducting and eight hours in pedagogical coordination.

In the same ordinance, in chapter II, the development of CP activities is defined, in chapter III the attributions and requirements for the exercise of the local pedagogical coordinator and in chapter IV the number of local pedagogical coordinators per school unit.

Thus, teachers are organized to fulfill their workday in three days of weekly coordination: one day of collective coordination, one day of coordination by area of knowledge and one day of individual coordination, this being the day that each one can perform outside the school environment, in other areas of continuing education. The only day of the week that everyone is at school is Wednesday, when collective pedagogical coordination takes place.

Briefly, with regard to the organization of CP in schools in DF (final years), which is the object of this work (for EJA), the distribution of days is summarized in Table 2.

**Table 2** - Organization of pedagogical coordination in schools in DF (final years)

Day of the week	Knowledge area	Subjects
Monday	Individual	Free for the teacher to carry out his activities
Tuesday	Natural Sciences	Mathematics, Biology, Physics and Chemistry
Wednesday	Collective	All subjects
Thursday	Languages and Codes	Portuguese, Foreign Language, Physical Education and Art
Friday	Human Sciences	History, Geography and Sociology
Monday	Individual	Free for the teacher to carry out his activities

Source: devised by the author.

Therefore, in the public-school system in the Federal District, CP has been consolidated since the 1990s. The pedagogical coordinator is the one who has the function of organizing this space / time so that it is configured as an effective space for continuing teacher education, and must promote study meetings and debate on issues necessary for a new school organization. Despite this didactic importance, the coordinators have initial formation in different areas of knowledge, with no formation required or training offered to perform the function (LIMA, 2016).

Currently, the pedagogical coordinator aims to plan, guide, monitor and supervise the didactic-pedagogical activities, promoting actions that contribute to the implementation of the curriculum in force in schools. The planning and implementation of the CP are the responsibility of the members of the board of directors of each educational institution, in

collaboration with the coordinators themselves and the team of teachers (QUADRO NEGRO, 2014).

In addition, the coordinator has an important role in the school: to articulate the knowledge between all the subjects involved in the school axis and to favor the collective and its relations from the school and the family to the relations between the student and the teacher. According to the SEEDF Internal Regulations, art. 21 (DISTRITO FEDERAL, 2009), the pedagogical coordinator has the following functions:

I - participate in the preparation, implementation, monitoring and evaluation of the Educational Institution's Pedagogical Proposal;

II - guide and coordinate teaching participation in the preparation, execution, implementation and evaluation phases of the Educational Institution's Pedagogical Proposal;

III - articulate pedagogical actions between teachers, management teams and the Regional Teaching Directorate, ensuring the flow of information;

IV - disseminate and encourage the participation of teachers in all pedagogical actions promoted by the educational institution, by the Regional Board of Education and by the Secretariat for Basic Education, including those for continuing education;

V - stimulate, guide and monitor the teaching work in the implementation of the Curricular Guidelines of the State Department of Education of the Federal District, through research, individual and team studies and local pedagogical workshops;

VI - disseminate, encourage and provide for the use of technological resources, within the scope of the educational institution, with specific methodological guidelines;

VII - guide newly appointed and newly hired teachers on the development of the Pedagogical Proposal;

VIII - propose evaluative reflection by the team, aiming to resize the pedagogical actions; and

IX - propose educational actions aimed at advancing studies and recovering the teaching and learning process.

### **Education week for life**

Education for Life Week is a Law no. 11,988, dated July 27, 2009, sanctioned by the Presidency of the Republic, Casa Civil, sub-section of Legal Affairs. It was decreed by the National Congress to be held in public elementary and high schools throughout the country. It

should be held at a period determined by the Education Secretariats, in the School Calendar, and be open to parents, students and the community in general.

The objective of this Law is to provide knowledge related to matters not included in the mandatory curriculum, such as: Ecology and Environment, Traffic Education, Sexuality, Prevention against Communicable Diseases, Consumer Law, Child and Adolescent Statute, etc. Such subjects will be taught through seminars, lectures, visiting exhibitions, slide shows, films or any other unconventional way. It is also necessary that the guests to deliver the contents must demonstrate a proven level of knowledge on the subjects covered.

Created by Law no. 11,988/2009, the Education for Life Week established that in all elementary and high schools in the public network in the country - at periods to be determined by the respective State Education Departments - they must teach for one week, activities related to knowledge related to subjects not included in the mandatory curriculum, for the discussion of topics concerning the students' reality, as stated in article 2 of the law:

The school activity mentioned in art. 1 of this Law will have a duration of 1 (one) week and aim to provide knowledge related to matters not included in the mandatory curriculum, such as: ecology and environment, traffic education, sexuality, prevention against communicable diseases, consumer law, Statute of Child and Adolescent, etc. (BRASIL, 2009, p. 1).<sup>5</sup>

In this sense, during the school year, in the pedagogical meetings, themes were raised that addressed issues of the student's daily life and that could be offered by teachers during the Week. In addition to the pedagogical coordinator, the school director, the educational supervisor and eighteen other teachers, from the respective disciplines, participated in the pedagogical meetings, to suggest the themes: Physics (3), Chemistry (3), Biology (2), Mathematics (4), Physical Education (1), Philosophy (1), History (1), Geography (1), Sociology (1), English (1), Arts (1) and Portuguese (4).

During the pedagogical coordinations, in addition to the discussion of everyday issues at the school, it was promoted by the pedagogical coordinator and the school principal, the debate on issues that could be raised for the Education for Life Week, and how these themes could be offered in an interdisciplinary way, that is, with the involvement of more than one discipline, in the form of a thematic workshop, during the week. This is because the Week has

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<sup>5</sup> A atividade escolar aludida no art. 1o desta Lei terá duração de 1 (uma) semana e objetivará ministrar conhecimentos relativos a matérias não constantes do currículo obrigatório, tais como: ecologia e meio ambiente, educação para o trânsito, sexualidade, prevenção contra doenças transmissíveis, direito do consumidor, Estatuto da Criança e do Adolescente, etc. (BRASIL, 2009, p. 1).

already proved to be a great opportunity to develop interdisciplinary activities at EJA (RAZUCK; RAZUCK, 2012).

At first, some activities directly related to the world of work were proposed, that is, workshops applicable to students' social daily lives. Thus, the following workshops were developed, with the participation of the respective teachers from different disciplines: Mathematical Games (Mathematics), History of Black People in Society (Philosophy and Sociology), Chemical Weapons (Biology and Chemistry), Reading and Poem Production (Portuguese), Production of Models (Arts), Sexually Transmitted Diseases (Biology) and Music Translation into Portuguese (English and Portuguese).

For Principal H., the importance of pedagogical coordination is not only in the administrative aspect of the school, since the coordination also has the function of informing and discussing with teachers matters related to the dynamics of the school, but also to promote the pedagogical aspect and interactive between teachers:

*It is during the coordination that we can pass the internal affairs of the school to the teachers, but it also serves as a channel of communication between the school management and the teachers, and with the teachers among themselves. This is because there are teachers who are only at school during coordination, since sometimes they teach at different times and there is no time to talk during class breaks (Director H).<sup>6</sup>*

For coordinator F., coordination serves not only to monitor the progress of disciplines, but also to promote interdisciplinarity, either through simulations, which involve questions from all disciplines, or through thematic days or weeks, such as Education for Life Week itself, since they can favor the discussion of subjects that go beyond the content spent in the classroom:

*Certainly, pedagogical coordination greatly facilitates the school's curricular progress, as it is possible to understand how teachers view their subjects, and how one subject can contribute to the learning of the other. And thematic days have a fundamental role, as they give the freedom for the teacher to develop contents that go beyond what is in the curriculum of his subject (Coordinator F).<sup>7</sup>*

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<sup>6</sup> É durante a coordenação que podemos passar para os professores os assuntos internos da escola, mas também serve como um canal de comunicação entre a direção da escola e os professores, e com os professores entre si, Isto porque tem professor que só se encontra na escola durante a coordenação, já que as vezes dão aula em horários diferentes e não dá tempo de conversar durante os intervalos de aula (Diretor H).

<sup>7</sup> Com certeza a coordenação pedagógica facilita muito o andamento curricular da escola, pois dá para entender como os professores visualizam as suas disciplinas, e de que maneira uma disciplina pode contribuir no aprendizado da outra. E os dias temáticos têm um papel fundamental, pois dão a liberdade para o professor desenvolver conteúdos que vão além do que está na programação curricular da matéria dele (Coordenador F).

For student S., 47, the Week serves to learn more about the subjects, in addition to being a way to get closer to teachers:

*Ah, participating in the workshops even helped me more to understand Mathematics and Sociology, which are very difficult, have a lot of information, and go far beyond my daily life. Now I can even understand how these disciplines are part of my life. It was even possible to see that the teacher is also human, it gave another vision of him, because they are much lighter during the week than in the classroom. And there is always a party, snacks, we get much more involved with the school (Aluna S).<sup>8</sup>*

## Final considerations

It can be observed, in this work, that the importance of the coordinator and the CP have been growing in a way directly proportional to the growing school demand. The pedagogical coordinator is increasingly involved with teachers from all disciplines in order to favor the teaching-learning process. In other words, it ends up acting as a mediator, adopting a dialogical and reflective profile, leading the whole school to think about its daily practice, always valuing collective actions, linked to the school's pedagogical project, related to the social function of the school.

And one way to develop and improve the school's pedagogical project, whose main objective is to meet the perspectives and demands of the school community in the struggle for quality education, would be through thematic days. This is because it ends up involving the entire school community, overcoming the obstacles that make collective actions unfeasible, by addressing issues of the student's social reality, inviting him to discuss, together with the school, actions that may directly interfere in his educational process.

Thus, the Education for Life Week, which is part of the official school calendar, has as main objective to provide knowledge related to subjects not included in the mandatory curriculum. With this, it offers the freedom for teachers and the school to get closer to their students, leading to rethinking and improving their social and educational role.

In addition, the practice of addressing topics related to the student's daily life, through workshops, presents itself as an interesting teaching strategy, as it surpasses traditional teaching, since it adopts the world of work as a guiding axis, with the objective of improving

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<sup>8</sup> *Ah, participando das oficinas até me ajudou mais a entender a Matemática e a Sociologia, que são muito difíceis, têm muita informação, e vão muito além do meu dia-a-dia. Agora deu até para entender como estas matérias fazem parte da minha vida. Deu até para ver que o professor também é humano, deu outra visão dele, pois eles ficam muito mais leves na Semana do que na sala de aula. E sempre tem festa, lanches, a gente se envolve muito mais com a escola (Aluna S).*

the learning of school contents, serving as an articulating axis between the school and the students' reality, since it addresses learning with a practical and critical character.

And, through interdisciplinarity, it was observed that teachers worked on social themes, bringing scientific and humanist cultures, characteristic of interdisciplinarity, as an instrument of approximation between teachers and students, since it involves the exchange of school and social knowledge, with a common focus on learning. It can also be seen as a political practice, as it refers to the negotiation between different points of view in order to reach the disciplinary contents to be worked on collectively.

Thus, it is understood that, when addressing issues of the student's daily life, it refers to a more citizen and inclusive education, leading to the debate of issues that address their reality.

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