

## SCHOOL MANAGEMENT AND THE CRITICAL-REFLECTIVE TEACHER'S CONTINUED EDUCATION IN PEDAGOGICAL COORDINATOR'S PERSPECTIVE

### *A GESTÃO ESCOLAR E A FORMAÇÃO CONTINUADA DO PROFESSOR CRÍTICO-REFLEXIVO NA PERSPECTIVA DO COORDENADOR PEDAGÓGICO*

### *GESTIÓN ESCOLAR Y FORMACIÓN CONTINUA DEL PROFESOR CRÍTICO-REFLEXIVO DESDE LA PERSPECTIVA DEL COORDINADOR PEDAGÓGICO*

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**ABSTRACT:** This article aims to discuss the teachers' continued education to their practice in the school context, trying to understand how the formative actions occur, in an attempt to find evidence about the possibility of teachers' continued education in the critical-reflective professional perspective, when the school is this process central locus. Through a literature review and fieldwork, a semi-structured interview was performed with the coordinator in a school in Birigui/SP. The data analyzed descriptively and interpretatively revealed the managers' role importance in the formation processes in the school environment and a gap concerning the conceptual and practical appropriation by the educational actors about the formation in the critical-reflective intellectuality viewpoint. We conclude that continued education activities should become one of the tools in teacher's development as an active and engaged professional in service of the social emancipation of the subjects involved.

**KEYWORDS:** Education. Continued education for teachers. School management.

**RESUMO:** Este artigo tem como objetivo discutir a formação continuada de professores com vistas à sua prática no contexto escolar, buscando compreender como ocorrem as ações formativas, na tentativa de encontrar evidências sobre a possibilidade da formação continuada de professores na perspectiva do profissional crítico-reflexivo, quando a escola é o locus central desse processo. Mediante revisão bibliográfica e trabalho de campo, foi realizada entrevista semiestruturada com a coordenadora de uma escola do município de Birigui/SP. Os dados analisados de forma descritiva e interpretativa revelaram a importância do papel dos gestores nos processos de formação no ambiente escolar e um distanciamento

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*no que concerne à apropriação conceitual e prática por parte dos atores educacionais sobre a formação no viés da intelectualidade crítico-reflexiva. Conclui-se que as atividades de formação continuada devem tornar-se uma das ferramentas no desenvolvimento do professor como profissional atuante e engajado a serviço da emancipação social dos sujeitos envolvidos.*

**PALAVRAS-CHAVE:** Educação. Formação continuada de professores. Gestão escolar.

**RESUMEN:** Este artículo tiene como objetivo discutir la formación continua del profesorado con miras a su práctica en el contexto escolar, buscando comprender cómo ocurren las acciones formativas, en un intento de encontrar evidencias sobre la posibilidad de la formación continua del profesorado desde la perspectiva del profesional crítico-reflexivo, cuando la escuela es el locus central de este proceso. Mediante revisión bibliográfica y trabajo de campo, se realizó una entrevista semiestructurada con el coordinador de una escuela en la ciudad de Birigui / SP. Los datos analizados de forma descriptiva e interpretativa revelaron la importancia de la participación de los gestores en los procesos de formación en el ámbito escolar y un distanciamiento sobre a la apropiación conceptual y práctica por parte de los actores educativos de la formación en el sesgo de la intelectualidad crítico-reflexiva. Se concluye que las actividades de educación continua deben convertirse en una de las herramientas en el desarrollo del docente como profesional activo y comprometido al servicio de la emancipación social de los sujetos involucrados.

**PALABRAS CLAVE:** Educación. Formación continua del profesorado. Gestión escolar.

## Introduction

More recently, the literature on teacher education discusses the need for reflective action on practice - reflection in and on teaching action, highlighting formation processes that consider the analysis of real situations and professional practice. Ideally, formative proposals, whether initial or continuing, are centered on the solution, discussion and search for strategies for problems in pedagogical practice. We know that the best formation is the one that prepares the teacher to face contextual situations, to become aware of their work, the principles and assumptions that support them and the values that come from the environment in which the professional activity takes place and that, directly and indirectly, influence this task. Thus, it is necessary to value the reflected practice, which allows the teacher the possibility of seeking in the action itself the answer to new situations, concerns, uncertainties, etc.

In this context, the main objective of this study was to discuss the continuing education of teachers with a view to their practice in the school context, seeking to understand how formation actions occur, in an attempt to find evidence about the possibility of continuing education of teachers from the perspective of the critical-reflective intellectual

professional, especially when the school is the central locus of this process. Through bibliographic research and in a semi-structured interview with the pedagogical coordinator of a school in the municipality of Birigui, we sought to seek the evidence mentioned above and to answer the following questions: how do formation meetings occur in this context? What perspectives and themes are addressed? at what times do they happen and for what purposes? We believe that the school and its actors should appropriate the concept of school as a locus of continuing education, enabling a context of reflection on the inseparable relationship between theory and practice, linking pedagogical practice and daily life to the theoretical assumptions that will contribute and support the new teacher's action, who acquire greater awareness of their actions, and expand their level of reflection so that, in fact, the work advances in the quality of the teaching and learning process.

According to Tardif (2002), it is necessary to review the perspective that the teaching action is a space for the application of knowledge derived from theory. One should consider the idea that it can be a space for the production of specific knowledge that is born from the action itself, in an activity that makes the teacher assume an attitude of reflection on teaching and the conditions that influence it. For Nóvoa (1992, p. 13), this formation is built from a work of critical reflection on practices, a process that permanently (re)constructs the teacher's identity. The school environment is a formative space to be built promoting dialogue, interaction and discussion of its pedagogical practices, transforming itself into a space for the production of knowledge where theory is linked to practice from a reflected need, in order to corroborate with their intellectuality, criticality and reflection based on real situations. In the same way, Pimenta (2012) states that the transformation of the teachers' practice must occur, therefore, in a critical perspective. Political, institutional and theoretical-methodological limits related to this practice must be established, so that the teacher does not become individualized, arising from the disregard of the context in which he is inserted.

For Contreras (2002) the teacher has a certain tendency to limit himself to the classroom, or to some more immediate context, which, therefore, immerses him only in the routine and in the more immediate and direct experience. This tendency ends up preventing them from having a greater perspective of the structural and political conditions of their work, of their professional culture and also of their socialization. When we refer to the teacher as a critical-reflective intellectual, we are not only talking about the expectation of a professional who achieves a good performance in the daily life of the school, but who is also responsible for the development of innovative practices and the socialization of these practices, of militancy, of acting and socializing with peers. In other words, reflection goes beyond simply

thinking about action, but incites a transformation of thought and attitude, of search, restlessness, which characterizes the teacher as being, in addition to being reflective, a subject of intellectual actions and criticism.

Hargreaves (1994) highlights the importance of discussing the need for collective formation practices within the school. Collaboration and collegiality are postures that must permeate the structures of training environments in schools, so that, in addition to theoretical learning that helps in the way to go, there is the sharing of ideas, knowledge, experiences and materials. Seeing the school as the main place where continuing education processes should take place becomes the fundamental change in the sense of overcoming the classic formative model, in search of a new perspective that considers the context as a central locus. Teacher formation at school should not be seen only as a change in the space where these formative processes take place, but from a new conception of continuing teacher education, “[...] a product of a historical construction, of the complex dynamics of the objectified school, the relationships established by the subjects involved in this process and the conditions offered”. Continuing education must be guided by collective work, by research carried out by teachers on their own practice, aiming at their professional development and also the quality of education offered to students (DOMINGUES, 2014, p. 71, our translation).

### **The methodological path: from the construction of the instrument to the generation of data**

The methodological course was developed through a bibliographic review, according to Lima and Mito (2007), with the aim of seeking information on the studied theme and a semi-structured interview with the coordinator of a school in the municipality of Birigui/SP, in order to know how the training meetings in the context of the school studied, their perspectives, topics addressed, moments that happen and their objectives. We opted for the semi-structured interview due to the reciprocity relationship that it allows between the interviewee and the interviewer (ANDRE; LUDKE, 1986). The interview was ensured by ethical principles, in accordance with Resolution 466 of 12 December 2012, of the National Health Council, submitted and approved by the Research Ethics Committee of the Faculty of Philosophy and Sciences, Unesp, Campus de Marília, under the opinion of n. 2,858,023. The choice of coordinator was based on the observation of the work developed by her, which hypothetically pointed to formation based on these assumptions. In order to preserve the identity and respect for the research participant, their speeches will be represented and

identified through the term “coordinator”. The information was systematized through two axes: "School as a locus of formation" and "Education of the critical-reflexive intellectual teacher", analyzed in a descriptive and interpretative way, allowing the survey of qualitative indicators in order to make the necessary inferences to respond faithfully to the research question-problem.

## Results and discussions

To look for evidence that in locu training takes place based on teaching practices and with the objective of linking the teacher's needs to in-service formation, which in this bias justifies its importance, the axis "School as a locus of teacher education". When asked about the ways to implement the studies based on what she evaluates in the context, the coordinator highlighted:

*[...] Look, like, some content, some things that are part of the teaching plan, I see that they don't have knowledge, we don't. It is, in addition to this content, another formative need that was pointed out is this thing of respect for the child's development. Because I see it this way: the system imposes, in an implicit way, it imposes some things on the school, through external evaluations and those things. And this has caused a certain discomfort with the teachers, who sometimes are wanting much more than the child's developmental stage can offer. Not that there is a limit to everything, but for example, I say that a four-year-old child is immature, still in a process of building autonomy, so what would that maturity be? So, there are details, formative issues that we are seeing (COORDINATOR, our translation).*

Candau (1997) presents three bases that should support the process of continuing teacher education: the school as a privileged formation locus; the valuation of teaching knowledge; and the life cycle of teachers. We can say that for the coordinator, even if indirectly, continuing education needs, above all, to start from the real needs of the teacher's school routine, to value teaching, curriculum and/or disciplinary knowledge, to value the knowledge of experience and to rescue the teaching knowledge constructed in pedagogical practice, which would be the link between theoretical knowledge and practical knowledge. It is worth commenting, based on this discussion, that from the perspective of the school as a privileged locus of continuing education, there is not only a change in formative spaces, but also their resignification. That is, more than a transfer of responsibility, or the creation of a new locus for teacher improvement, this type of formation must be anchored in the assumption that the school is the place where pedagogical practices and educational

interactions take place and, starting from such premises, it must also be the place where the teacher is formed when graduating.

Hargreaves and Fullan (2000) point to the reason for thinking about the role of the school as a “learner” organization, that is, as a place that develops as its teachers also develop. From this point of view, for professional development to occur, teachers need to be involved in initiatives that drive changes, which are not made for them, but by them, in a process of appreciation and support.

When asked to exemplify how this process of relationship between the knowledge acquired by the teacher with theory and practical reflexivity takes place, and asked if this type of situation happens, when formation takes place in the context of the school, in service, exemplifies the as follows:

*So, we look for theory, something about this subject, we study together and then it goes into practice, if it is reflected in their weekly, in their planning. What we raise, we are trying, but we realized the following, it works on a subject, not in an HTPC, of course, probably, and it ended up moving to another formative need, but we realized that it required a resumption of what had been worked on. Then, when you move on to another subject, you have to do it as if it were a monitoring of what you gave before, and sometimes you have to go back. Just like with the child, isn't it? It is not teaching once that she will learn (COORDINATOR, our translation).*

Based on this speech, we can demonstrate three factors that are decisive for teacher formation and that are enhanced when it takes place in the school locus: first, the relationship between theoretical knowledge and practical knowledge; second: the fact of perceiving what was refracted in practice, whether in the classroom or in other contextual situations, which brings with it the possibility of monitoring the teaching and learning processes as a management strategy; and third: and the different spaces-time in which actions take place. It is noted that the attempt to establish a theory-practice relationship is undertaken in the analyzed context, through searches carried out by coordinators and teachers, with the objective of trying, through theory, answers to the problems encountered in practice. For Imbernón (2010), control must also be on the protagonists of the educational action, in this case the teacher, so that change projects are actually implemented. At the service of this would be what the author calls “theoretical practice”, which would be the search for theoretical answers to practical problems, based on individual or joint reflection on educational action as a central element to think about formation moments.

Focusing the discussion on one of the main objectives of continuing education, which is the improvement of the teacher's performance and, consequently, of the students' learning,



it is necessary that the processes and actions are configured with the purpose of giving the manager and the teacher the means to enable what was reflected or studied in the formation focused on the context of the classroom and monitoring as a management strategy and school and learning management. In the specific case of the investigated context, it is evident in the interviewee's speech that there is also an attempt in this direction, not yet clearly outlined in specific actions. For Pérez Gómez (1995, p. 110) the “[...] competent professional acts by reflecting on action, creating a new reality, experimenting, correcting and inventing through the dialogue he establishes with that same reality”. From this perspective, the moments of continuing education at school should promote questions and reflections that culminate in the teacher's didactic action, raising doubts and possible hypotheses for solving the difficulties encountered in their work context. It is necessary that formation provides the chance for the teacher to rethink the learning process and their way of teaching, acting actively to contribute to educational quality.

Regarding the spaces and times provided for this purpose, which is the third determining factor for the quality of formation at school, the Law of Directives and Bases of Education no. 9394/1996, in its article 67, states that teaching should promote the appreciation of education professionals, ensuring them “continued professional improvement” and “period reserved for studies, planning and evaluation, included in the workload”:

When asked about the structure of the formation and which moments are the moments destined for this purpose, the coordinator states that the formation takes place all the time.

*[...] at all times, even a conversation in the hallway with a teacher is a moment of continuing education. Conversation at recess too, the exchange. They ask questions, ask about a student, raise any doubts, we exchange ideas, I see it as formation (COORDINATOR, our translation).*

At this point, it is still valid to demonstrate the example given by her on the different spaces and times that she considers to be for formation and reflection on pedagogical practice:

*When I make visits, because we visit to look at the weekly in the classroom, or else visit to look at the teacher's class to see what we can contribute. This moment in the classroom is also a formative moment, then we give feedback, talk together, always trying to get them to reflect on what they did, because it's no use pointing out, she has to see if it's good or not, because she is the boss in her room, she is the one who knows the job. So I try to contribute (COORDINATOR, our translation).*

In line with this action is the thought that spaces destined for formation, having the school as a privileged locus, must consider not only the school space, in its physical sense, but

the moments and times destined for professional development. Spaces such as HTPC's, pedagogical meetings, exchanges of experiences during studies, coordination visits to the classroom, must be configured at odd moments for reflection and reflective action. For this to happen, it is necessary that the spaces destined to this objective be focused on a process that is based on participation, motivation, common goals, coordination and direction of actions, with a focus on case studies, “[...] debates, readings, group work, critical incidents and problematic situations”. Therefore, these spaces must provide collaborative and dialogic attitudes in a participatory way, in which analyses, verifications, evaluations and modifications by a group co-exist, where an atmosphere of active listening is created, the elaboration of common projects, etc. (IMBERNÓN, 2010, p. 65-66, our translation).

When the question revolved around the comparison between internal and external formation (which takes place in different spaces of the school, such as events, lectures, courses and workshops) and why to believe that the school is a privileged locus of teacher formation, the speech showed that the coordinator believes that

*[...] we know the reality of our teaching. It is different from an external formation. External formation comes to the whole, but sometimes the whole that is offered is beyond what my group needs, so we do not have the proximal development of that, or else it is below what we are needing. That's why I believe much more in on-site formation (COORDINATOR, our translation).*

In this way, seeing the school as a central locus of continuing education becomes fundamental in the quest to overcome a classic model and build a new paradigm. It is worth mentioning that this aim is not achieved spontaneously, as it is not the simple fact of being in school and developing a concrete school practice that guarantees the presence of the mobilizing conditions of a formation process. A repetitive practice, a mechanical practice does not favor this process. For effective formative actions to actually take place in the school environment, they must be guided by actions of reflective practice, capable of identifying problems and solving them. These practices need to be collective, built jointly by groups of teachers or by the entire faculty of a particular school institution (CANDAU, 1997, p. 57).

Based on the axis “Formation of the critical-reflective intellectual teacher”, we sought to infer, from the interviewee's speech, evidence that demonstrate a possible relationship between the formation that takes place in the school environment and the development of the critical-reflective intellectual professional. For this, it is important to remember that some factors are decisive for this to occur. The concept of critical-reflective intellectual teacher is far beyond the idea of the teacher who thinks about his practice and who is able to act in it



from certain propositions. It is obvious, and no less important, that reflection on practice is also essential for advancing the quality of educational work, however, it is urgent that reflection overcomes the barriers of thinking about practice to reach the level of thinking about and in the practice to transform it. By the way, it is not an easy task.

The critical-reflective intellectual teacher is the one who is theoretically and methodologically prepared to act and reflect on his/her practice, as observed in some indications, even if not very delineated in the interviewee's action. In other words, it is possible to recognize in the speech that the teacher works and seeks theoretical and practical solutions to improve their action directly in the classroom, didactically and even when faced with some content that needs further study. Thinking of the teacher as an intellectual is not just conceiving him as someone who is in constant search for theories that respond to the demands arising from a reality, context or problem, but as a professional who, in addition to the search, is capable of producing knowledge in action. Furthermore, the teacher must also be the one who is ready to respond to demands that require him to propose answers, to take a critical position in broader contexts such as social and political and to act in them.

When the idea of the teacher as a reflective professional is defended, the contexts and the ways in which reflection should take place are not explained and, even less, the contexts of reflection are not proposed or limited. It is necessary to assume that the reflection reaches a wider scope to enhance the reconstruction of “[...] emancipatory traditions implicit in the values of our society” (GHEDIN, 2010, p. 136, our translation). In order to seek, even if indirectly, some evidence that the moments intended for formation at school went beyond the propositions linked to curricular content or teaching methodology, which as highlighted are also important and are part of formation in this theoretical bias.

[...] the emancipatory intentions in this case can be understood as a paradigm that combines theory and practice in the interest of freeing individuals and social groups from the subjective and objective conditions that bind them to the forces of exploitation and oppression. This suggests a critical theory that promotes self-reflection aimed at dismantling forms of false consciousness and ideologically frozen social relations, all of which generally appear in the form of universal laws (GIROUX, 1997, p. 52, our translation).

More than envisioning continuing education as an important means for reflection and improvement of practices related to the act of teaching and learning, it was intended to see at what level other factors, whether social or political, that relate to the teacher as professionals, but also as active citizens engaged in an emancipation project that go beyond the school walls. It should be noted that in the analyzed speeches it was not possible to find evidence that

formation in the context of this school has this objective as one of the clear and defined objectives undertaken by the educators. It was possible to observe some practices that seek to relate the context outside the school, the families, but not with the specific purpose of seeing in formation the opportunity to help in the development of the teacher in this sense, as being one of the parts of their work and their development, even personal. For example, when answering a question about the execution of what she plans for the HTPC's and what she considers thinking about these actions, the coordinator tries to demonstrate that the plans and actions are based on what can help the teacher and also think about doing to reflect on this:

*[...] we are leaders of the group so we guide the formation, in that we think about strategies, a conception, a work for them to reflect more on their work. We direct, we lead, but before I believe it was not so much leadership because we gave things to them (COORDINATOR, our translation).*

The concept of reflection for this professional is even more linked to the practical context of the classroom, and that her role as a “local educator” is still intrinsically linked with that of a proposer of situations of reflection on some practical problem and in the search for solutions to such problems, in the context of the school and the classroom. However, it is necessary to understand that continuing education needs to go beyond reflection along these lines to be considered a driving force for the professional and personal development of the teacher, as a critical-reflective intellectual teacher.

When asked about the school, as a locus of continuing education, if it considered other issues and other teachers' needs, from a broader context to think about the themes of the HTPC's, the coordinator answers in the affirmative, however, she emphasizes once again which starts from the teachers' needs, but most of the times linked to specific discussions related to the classroom, as the following speech illustrates:

*Always! It is never a subject that we simply think we have to deal with, it is always a need that we perceive from the teacher. And in the case of work in HTPC, a common need, because each teacher has their individual, specific needs and with that we do a more punctual work with that teacher, follow-up, direct with him. But, the group is always the needs. It is never a subject that we choose, only if it is something external that is being discussed, but it is still a necessity (COORDINATOR, our translation).*

It is noted that there is a small indication that some other themes may be being treated and discussed at these times. However, it was not possible to determine whether these subjects are direct objects of formation and not even that they are intentionally thought focus for the purpose of formation and teaching performance in an extra-school context. Still, in the

sense of trying to look for evidence about this bias in the training moments, the family subject was defined by the coordinator when answering one of the questions that revolved around the questioning of subjects that are dealt with at other times and that she appropriates from it to think about HTPC's and other meetings. The topic addressed by her to exemplify was the lack of relationship between families and the school.

*For example, they listed the absence of family participation and this appeared in more than a year. We need to improve this relationship with the family. It is a necessity, a difficulty that reflects on the pedagogical. So, that's what we talked to them about: "Look, we're going to talk together and we're going to come up with strategies on how to improve this". In the first year, for example, they stated that children are having difficulty in the numbers 11 to 19, which are the opaque numbers. And we talked to them, this was until yesterday at the HTPC, it had already been planned. And we had already talked before because I didn't participate in the other HTPC because I was in class and they came: "Ah...what's next?". Because I have a freedom with them and I said: "Wow, I was scared with the things you listed as difficulty" (COORDINATOR, our translation).*

It is observed that the interviewee begins to talk about a subject that guided some moments of formation at school, but that is related to a broader context of work of professionals who work in the school, as already mentioned "the family-school relationship". However, it is clear that such propositions are not yet deepened in such contexts, since it was not possible to identify in her speech the way in which the discussions take place and what actions the school-group proposes to solve this problem that is seen as latent. For Contreras (2002, p. 164), critical reflection must move in the sense that the teacher analyzes the social and historical conditions in which our ways of understanding and valuing educational practice were formed, which would be to problematize the political character of the reflective practice. Thus, it is necessary both to reconstruct the processes of formation and social construction that led us to support certain ideas, and to study the contradictions and social and institutional structures that condition educational practice, which would also allow us to think about the external factors that internally influence in teaching activity.

Regarding the teacher's intellectuality, it is evident in the coordinator's speech that she is more at the service of the practical-pedagogical activity. It demonstrates that the research activity is part of the moments of continuing education provided during the planning and execution of practices

*What we are going to do: each year raised a difficulty. So, we see if it is a pedagogical difficulty, it is a difficulty that the teacher is having to work with. So, we asked them to research about it. I'm also going to do a research on it, like the other coordinator: "How to work with these opaque*

*numbers?” And in the next HTPC, they will bring their ideals to socialize with the group, because the need for this first year, could be the need for two or three children of the second year and they will bring what they discovered about how to work with this and we contribute. This will be the referral that will be given. And then we follow them in the classroom (COORDINATOR, our translation).*

Still, to conceive the work of teachers as intellectual means to develop knowledge about teaching, which recognizes and questions its nature, not only in the pedagogical or didactic field, but its socially constructed nature and the way in which it relates to the social order, in addition to to analyze the transforming possibilities implicit in the social context in which it operates (CONTRERAS, 2002).

From the data obtained through an interview with the pedagogical coordinator, that the formation practices are being developed to make the teacher intellectual and reflective. However, these actions are still limited to serving the teacher in a direct way, that is, he is intellectual insofar as he investigates and seeks, in practice and theory, a settlement for the issues that imply in his action, and he is reflective as he which reflects this action tacitly. However, the actions engendered by the professionals still do not guarantee the direction that the literature proposes for the professional development of the critical-reflective intellectual teacher. For this path to begin, the transformation of teaching practice must take place in a perspective that is, in fact, critical, starting from a cautious posture of the reflective approach, so that it does not happen in a separate way from the context in which it is inserted. “Therefore, it is evident the need to carry out an articulation, within the scope of investigations on reflective teaching practice, between everyday practices and broader contexts, considering teaching as a concrete social practice” (PIMENTA, 2002, p. 24, our translation).

We understand that the formation actions in the school still do not occur in a way that this conception of teacher is in fact consolidated. It is latent that the lack of understanding of this concept may be one of the factors that make the performance of the local educator (in the case of this school unit, the pedagogical coordination) happen in the sense of promoting actions of broader critical reflections and more linked to the factors that can also influence the pedagogical and the progress of the school as a social institution. Therefore, reflective practice becomes intellectual-critical insofar as it is able to provide the teacher with an awareness of the reality that surrounds his practice, in addition to providing ways of acting and intervening on it. Intellectual-critical reflection, in this sense, is the one that goes beyond simple reflection, it requires consciously thinking and acting on the teacher's practice, both in

terms of pedagogy and other factors that are directly linked to their action and professionalism.

### **Final considerations**

Among the main evidences found is the clarity that initial and continuing education are distinct but complementary processes and that it is not the objective of continuing education to fill possible gaps left by initial formation. Continuing education should start from the experiences of teachers already in action, with real problems and help them practically and theoretically in this performance. It is necessary that more and more actions are implemented in the sense of articulating one to the other, with the purpose of providing greater theoretical-practical points of contact for undergraduate students. It is latent that the performance of pedagogical coordination is reviewed and better defined, since when the school is seen as the central environment of these practices, this is one of the responsible professionals, along with the teachers, who must have an autonomous role in their planning, execution and follow-up. In this way, the performance of these professionals must be better defined, so that they act in a more concrete and effective way in order to see in the formation possibilities of articulation with the pedagogical practice.

In relation to the school as the central locus of formation, it is not only intended a change in the spaces where formation is offered, but, in addition, that there is a resignification, based on the idea that this is the place where pedagogical practices are implemented, in addition to educational interactions and, based on such premises, it must also be the place where the teacher must be educated, making it possible to overcome the classic model of in-service formation, daily building a new concept with regard to this subject. Regarding the possibility of formation of the intellectual critical-reflective teacher in locu, the actions still do not occur in a way that this development is consolidated. Some aspects, such as the lack of knowledge of this concept and its purpose, may justify its non-occurrence. In this sense, the pedagogical projects and the programs implemented can promote actions of broader critical reflection and more connected to the social factors that can influence the pedagogical practice and the progress of the school as a social institution.

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