

## THE VISION OF THE PEDAGOGUES OF THE CITIES OF MARICÁ/RJ AND NITERÓI/RJ IN RELATION TO THEIR DIFFERENT FORMS OF ACTION



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### ABSTRACT

The objective of this study was to promote an investigation about the perception of pedagogues, more specifically in the cities of Maricá and Niterói, both located in the State of Rio de Janeiro. The research dealt with the most diverse forms of action of these professionals, reporting the implications of the work structures in their pedagogical practices. To this end, a qualitative approach was used, through the application of an online questionnaire that contained open and closed questions. The results were able to demonstrate that in the city of Niterói the accumulation of functions is capable of promoting an overload in the work, which, consequently, reflects on the quality of teaching, while in the district of Maricá the division of tasks provides an approach with greater focus, but which, in turn, depends on a more efficient coordination as a means of preventing fragmentation. Both academic training and practical experience were designed as important factors for the purpose of adapting pedagogues, but institutional support proved to be relevant in this sense, especially for satisfaction and performance effectiveness. In the end, the importance of public policies as a means of redistributing tasks in a more balanced way was verified, in order to promote the strengthening of continuing education and institutional support, aiming at the creation of a more effective and sustainable pedagogical environment.

**Keywords:** Pedagogical Practices, Training, Institutional.

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## INTRODUCTION

The pedagogical practice in the school environment brings in its core a wide range of attributions, which is why it is not only subsumed to the teaching that remains perpetrated in the classroom, therefore, a diversity of attributions can be seen in the execution of functions linked to supervision, as well as to the guidance and also to the coordination of educational activities.

This study ends up focusing on the counties of Maricá and Niterói, located in the State of Rio de Janeiro, taking into account the need to verify the way in which these tasks are performed by pedagogues, which, it should be noted, presents different nuances. This is because, more precisely in the city of Niterói, there is an accumulation of functions that house the field of pedagogical guidance, as well as the educational aspects, which consequently ends up giving rise to an exacerbated workload, capable of impacting both the quality and the effectiveness of the professional's performance.

In the city of Maricá, it is more common for tasks to be directed to differentiated professionals, which enables greater specialization, but which, on the other hand, requires greater specialization, without forgetting the presence of efficient coordination, so that pedagogical practices are triggered in a coherent way, whose perception is in line with the thinking of Cartaxo and Gaio (2019).

We are faced with differentiated institutional structures, which basically deal with the way in which the organization of work functions are capable of having repercussions on the work of pedagogues, which undoubtedly reflects on the performance of schools. Especially in the district of Niterói, this is able to provide an integrated view of the needs and challenges that surround education, adding to the work overload and the difficulty of professionals in delving into assignments that require greater specificity, which is in line with the understanding of Rosário and Costa (2022).

In Maricá, there is the possibility of being carried out with the segmentation of functions, which is why the approach is more focused and detailed, but which also requires, it should be noted, a successful collaboration between professionals in the area as a means of preventing the occurrence of fragmentations and, thus, ensuring the success of pedagogical continuity, according to what is prescribed by Costa (2023).

The intended scope of this study is to carry out an analysis of how the absence of standardization is able to have repercussions on the standardization of the activities performed by pedagogues in these two cities, observing the commitment regarding the

effectiveness of the attributions, especially regarding what pertains to the work overload. In view of this, it is essential to investigate the perception of the pedagogues of both districts regarding the work routines, mapping the activities performed, drawing a comparison in relation to the time that is necessary to perform each task within the time available by the professionals.

This analysis will enable the realization of an approach that demonstrates the impacts suffered by the educational institution, highlighting, in this particular, how the organization of functions is capable of influencing the development of pedagogical work in relation to educational results.

The objective of this research was to investigate the various ways in which educators work in Maricá and Niterói in Rio de Janeiro and to emphasize how institutional structures affect the educational practice of excessive work and the quality of teaching.

## **METHODOLOGY**

With the scope of better delimiting the theme, this research brought in its subjectivist character, having as participants pedagogues who work in educational institutions in the counties of Maricá and Niterói, in Rio de Janeiro, with different levels of experience and academic training. Data collection took place through an online questionnaire developed through the *Google Forms* platform, consisting of open and closed questions.

After data analysis, it was carried out through the categorization method, and the answers were organized according to the themes pertinent to the research, allowing the identification of patterns, divergences and convergences in the respective answers.

The study was carried out in accordance with the ethical guidelines established through Resolution 466, of 2012, of the National Health Council, which regulates research with human beings. Before the beginning of the research, the participants were informed about the objectives of the study and their respective rights, and therefore signed the Informed Consent Form.

The data was kept confidential, ensuring the anonymity of the participants.

Twenty-three (23) candidates participated in the questionnaire, who, in turn, have the following academic background: a degree in pedagogy (2), a *lato sensu* postgraduate degree (12), a master's degree (6), a doctor (2) and a postdoctoral degree (1). By asking how many years the person has been working as a pedagogue, the following answers were

obtained: from 4 to 7 years (3), from 8 to 10 years (2), more than 10 years (18). The candidates reside in the municipalities of Maricá (7) and Niterói (16).

It can be delimited that the questionnaire that was applied to the pedagogues who work in the municipalities of Maricá and Niterói, both located in the State of Rio de Janeiro, was able to provide a more detailed view of the pedagogical practices, notably in relation to the challenges. To this end, it covered 23 (twenty-three) professionals with different types of qualifications, ranging from undergraduate to postdoctoral degrees.

## **RESULTS AND DISCUSSION**

Diversity is able to demonstrate that a large part of professionals in the area are concerned with the search for continuous training, which is in line with the understanding of Pimenta and Lima (2012), since they add to their studies the importance of continuing education, especially for the purpose of facing the challenges arising from school practice.

In a sphere that is not inert and, therefore, is in constant transformation, it is essential that pedagogues develop their careers as a means of meeting the new demands coming from the school environment. This provides greater security regarding the functions that are performed, contributing to the adoption of a more critical and reflective posture, making pedagogical practices more effective and innovative. The statement in question is corroborated by Libâneo (2010), since he adds to his studies the fact that the institution of an academic base endowed with greater solidity provides the professional with the reach of greater planning, enabling actions to be executed with greater coherence.

When considering professionals who only have basic training, the study pointed out greater difficulties regarding adaptation, which ends up reflecting in a certain abstention regarding meeting the demands of school practices that are increasingly demanding, given the limitation of the ability to deal with the diversity of situations that is commonly at the educational core. This perception does not differ from the understanding of Nóvoa et al. (1995), which, it should be emphasized, clearly delimits that the initial training of the professional must be complemented with continuous training, without prejudice to the experiences that are acquired in practice, so that he can effectively adapt to the daily challenges of academic practice.

Analyzing the issue specifically the municipal entities, more specifically in the municipality of Maricá, being asked about the functions that are regularly performed in the work routine, the following answers were obtained: pedagogical planning and coordination

(3); monitoring and guidance of teachers (6); assistance to parents and guardians (5); elaboration of pedagogical projects (5); supervision of educational activities (5); mediation of school conflicts (7); participation in class councils (7); school performance evaluation (6); development of teaching materials (3); and, planning of a parents' meeting (2).

According to the data obtained, it is considered that even in a smaller proportion than the municipality of Niterói, the pedagogical professionals of Maricá also face the problem that deals with the regular accumulation of functions in the work routine, which is contrary to the understanding of Leonel and Rossi (2010), taking into account the fact that the accumulation of parallel and/or secondary tasks, which commonly occurs in the absence of planning of the school's daily actions. This makes it impossible for pedagogical practice to be carried out according to the Educational Development Program – PDE.

Regarding the frequency of administrative activities, such as filling out reports and managing documents, the following answers were answered: weekly (5) and monthly (2).

Unlike what occurs in Niterói, the segmentation of functions in the municipality of Maricá allows us to verify that academic training is linked to a more satisfactory school practice, aligning, therefore, with the respective expectations of professionals, which is in line with the thinking proposed by Gatti (2013).

Regarding the fact that the professional remains participative in the process of continuing education offered by the municipal network, the following answers were presented: yes, regularly (6) and, yes, occasionally (1).

The data obtained regarding continuing education go back to the idea that professionals are very participative, but, however, when the subject is about the frequency of these trainings, these are insufficient results. This refers to the understanding proposed by Pimenta and Lima (2012), who act in defense of continuing education to make a constant practice, because only then will it be possible to truly impact the professional development of educators. It should be noted that the absence of more regular training is a limiting source of the capacity of pedagogues, since mitigating the updating of practices and new teaching methodologies reflect in the sense of reducing innovation and the effectiveness of teaching.

The evaluation of the impact of multiple functions on overall performance was observed: positive (5), neutral (1) and negative (1).

It is possible to verify that in the municipality of Maricá, in spite of the accumulation of functions, the impact caused on pedagogues, in most of them, is positive, and, in the terms

of Pimenta (1985), what is observed, today, is the characterization of multi-tasking professionals, since they perform various functions, with or without correlation with the position occupied, This can be manifestly harmful because it increasingly weakens the role that should effectively be performed by pedagogues in the school environment. Tasks are performed indefinitely, at random, in the face of daily needs.

Inquiring about the area that encounters greater difficulty due to the accumulation of functions, the following were obtained: pedagogical planning (1), conflict management (2), school performance evaluation (1) and administration and bureaucracy (3).

Unlike what occurs in the city of Niterói, here, it is possible to see that the segmentation of functions provided a more positive perception on the part of the pedagogues, considering the fact that it allowed a more focused and efficient approach. By corroborating this line with the teachings of Libâneo (2010), it is perceived that the division of responsibilities and tasks makes the pedagogical practice more efficient and less overloaded.

Regarding the fact that he believes that the functions that are conferred are adequate to the role played as a pedagogue, the following results were achieved: yes (1) and, in part (6).

Most participants recognized that the functions that are performed are only partially adequate to the role of the pedagogue, which is in line with the statements exposed by Ferreira and Bamberg (2019), since, today, the professional performs a series of attributions, acting as an articulator, mediator and motivator, especially when facing the needs of each student, aiming, in this particular, to provide effective compliance with their expectations.

The factors considered to have the most impact on the work routine were the following: task overload (6); lack of pedagogical resources (1), lack of time for planning (4), excess of administrative activities (2), lack of institutional support (3); and, difficulties in classroom management (2).

Among the various complaints made, it can be seen that task overload is the most recurrent complaint, which, along the lines of Viegas (2022), can arise among the most diverse factors, such as the preparation of classes and/or pedagogical materials, the way in which the organization and division of labor are triggered, in addition to other tasks that do not find an effective correlation with the very essence of the pedagogical body.



The evaluation of the institutional support received by the Department of Education was as follows: satisfactory (3) and unsatisfactory (4).

It was questioned whether the candidate receives sufficient support for the development of pedagogical projects, observing the following: yes, most of the time (2), rarely (4) and never (1).

When compared to the city of Niterói, there is a more positive view on the part of the professionals about the support that remains received, whose perception is in line with what is proposed by Libâneo (2010), since it clarifies that institutional support is of paramount importance for the competent implementation of more effective and sustainable pedagogical practices, constituting a motivating source for the satisfaction of pedagogues.

Regarding the improvement that is necessary as a means of maximizing the efficiency of the pedagogical work in their school, it was highlighted that: reduction of administrative burden (4), better integration between pedagogues and teachers (1), greater participation of those responsible in the school life of their children (1) and better integration of employees in the various sectors of the school (2).

Most of the participants mentioned in the research the need to promote the reduction of the administrative workload, as a means of making the pedagogical work more efficient, and this is correlated with the evaluation of the workload in relation to the functions performed, which was: adequate (3), slightly excessive (1) and exaggeratedly excessive (3).

Regarding work overload, Maricá presented more positive points when compared to Niterói, considering that the lower frequency in relation to the performance of administrative activities allows the pedagogue greater dedication in the provision of pedagogical activities, resulting in a more satisfactory and effective practice, which is in line with the words of Nóvoa (1991). Therefore, a clearer division about the tasks performed, combined with a more balanced workload, leads to more positive results in the practical sphere, without prejudice to employees having greater professional fulfillment.

Regarding the fact that the professional feels fulfilled in relation to the exercise of functions, it was observed that: yes (2) and partially (5), it is observed that the perception of adequacy is more aligned, delimiting the pedagogues greater clarity in relation to their functions through the institution of a better defined role, which is in line with the understanding proposed by Nóvoa (1991).

Regarding the activities having a positive impact in relation to the quality of teaching in the school environment, it was answered that: yes (6) and, in part (1).

It was questioned what changes in the structure of the functions are necessary to provide improvements in the field of performance, evidencing the following: more time for pedagogical planning (2), reduction of administrative activities (2), greater support and continuing education (2), participation of students' families (1) and integration of employees from the various sectors of the school (1).

Moving on to the data obtained in the city of Niterói, regarding the functions regularly performed in the work routine, the following results were achieved: pedagogical planning and coordination (16); monitoring and guidance of teachers (16); assistance to parents and guardians (16); elaboration of pedagogical projects (16); supervision of educational activities (15); mediation of school conflicts (15); participation in class councils (16); school performance evaluation (11); development of teaching materials (5); active search (2); medical referrals (2); monitoring of absences (1); guidance and monitoring of pedagogical documentation (1); monitoring of children with disabilities (1); anamnesis and guidance to families (1); driving assistance (1); referral to the Guardianship Council (2); preparation of CAPCI reports (1); review of student reports (1); and, organization and/or conduction of pedagogical meetings (1).

Regarding the frequency of administrative activities, such as filling out reports and managing documents, the following answers were answered: daily (2), weekly (8), monthly (4) and rarely (2).

When compared to the municipality of Maricá, in Niterói there is a more exacerbated work overload, in which there is the accumulation of several functions, even though the pedagogues have a higher qualification. This reflects greatly on the qualification of the tasks performed, since even in the face of a more solid education, the field of pedagogical practice ends up being limited due to the working conditions, which often makes it unfeasible, due to the scarcity of time, to plan and apply knowledge in the classroom. This perspective is in line with the teachings of Gatti (2013), translating that the effectiveness of the professional's preparation for the classroom is often hindered by the number of tasks that are accumulated, even if it is a pedagogue with extensive qualification in his curriculum.

Regarding the fact that the professional remains participative in the process of continuing education offered by the municipal network, the following answers were presented: yes, regularly (6), yes, occasionally (9) and no (1).



The evaluation of the impact of multiple functions on overall performance was as follows: positive (3), neutral (4) and negative (9).

It is relevant to clarify that the time of experience of professionals is also an important element, especially in order to promote a greater understanding of how experience is able to influence the aspect that concerns the perception of both the workload and the adaptation to the new established demands. This is because pedagogues who have more than 10 years of experience in relation to the management of responsibilities, which consequently reflects not only on resilience, but also on the ability to adapt to the activities that are developed during the course of their profession.

This finding is in line with the understanding of Gatti (2013), delimiting that practical experience refers to an instrument that enables pedagogues to develop strategies in relation to school dynamics, thus facilitating both the prioritization and the management of tasks. Gatti's (2013) understanding is different from professionals who have less than 3 years of experience, taking into account the fact that they report greater difficulties in relation to the exercise of multiple tasks.

Inquiring about the area that encounters greater difficulty due to the accumulation of functions, the following were obtained: pedagogical planning (4), teacher guidance (3), conflict management (2), evaluation of school performance (2), administration and bureaucracy (9), monitoring and inclusion (1) and monitoring of student progress and referrals (1).

It can be seen, here, that the accumulation of functions resides in a recurring complaint, higher than the municipality of Maricá. There are reports of difficulties in promoting the management of activities that range from pedagogical planning to tasks that should be performed by a specific field, such as administrative and supervision. This particularity is in line with what is proposed by Nóvoa (1992), since it emphasizes that the centralization of functions is capable of giving rise to fragmented and superficial pedagogical practices, thus limiting the capacity to promote greater depth of tasks.

According to the data presented, administrative burden is one of the main factors for effective performance. Gatti (2013) points out that good time management, combined with the redistribution of functions, is essential for concentration on activities that are capable of effectively impacting the quality of teaching.

Regarding the fact of believing that the functions that are conferred are adequate to the role played as a pedagogue, the following results were achieved: yes (2), in part (11) and no (3).

Regarding the factors considered to have the most impact on the work routine, the following were found: task overload (13); lack of pedagogical resources (3), lack of time for planning (4), excess of administrative activities (13), lack of institutional support (11); insufficient workload (1); and, inappropriate modulation (1),

The evaluation of the institutional support received by the Department of Education was as follows: satisfactory (2), unsatisfactory (10), very unsatisfactory (4), insufficient workload (1) and inappropriate modulation (1).

It was questioned whether the candidate receives sufficient support for the development of pedagogical projects, observing the following: yes, most of the time (2), rarely (13) and never (1).

This is a less positive satisfaction index when compared to the district of Maricá, which, in addition to the absence of adequate support, is also linked to the exacerbated workload, without prejudice to the observation of a sense of frustration among the pedagogues, which consequently impacts not only on the quality of teaching, but also in the professional's own achievement. This is in line with what is proposed by Libâneo (2010), who understands the indispensability of institutional support as a means of fostering a more effective and sustainable educational practice.

Regarding the improvement that is necessary as a means of promoting the maximization of the efficiency of the pedagogical work in your school, it was highlighted that: reduction of administrative load (11), increase of pedagogical resources (1), change in modeling with reduction of classes per pedagogue (1), increase in workload (1), workload (1), modulation (1) and expansion of workload (1).

The evaluation regarding the workload in relation to the functions performed was: adequate (2), slightly excessive (3) and excessively excessive (11), it is observed that most professionals understand that the workload is considered "excessively excessive in the municipality of Niterói, which, according to Nóvoa (1992), is a negative factor, It is capable of impacting both the health and the effectiveness of the functions that are performed by employees, culminating in physical and emotional exhaustion capable of compromising pedagogical practice. This reflects, therefore, on the satisfaction and professional fulfillment

of pedagogues, making them feel less fulfilled, or even providing general dissatisfaction in the performance of their functions.

This support is required by professionals who have less than 3 years of experience in the area, since they have greater difficulties in dealing with multiple assignments. The need to implement support programs, combined with the disparity in relation to the workload, is capable of leveraging greater emphasis on the establishment of support and institutional policies that are capable of bringing greater incentives to the field of collaborative learning, without forgetting the exchange of experiences between pedagogues who bring different levels of experience in their curriculum.

With regard to the functions that are performed on a regular basis, there is undoubtedly a manifest overlap in relation to the tasks performed, in a number higher than that of the municipality of Maricá, in view of the multiplicity of accumulated functions, considering that the overload of administrative tasks is seen as being one of the main sources of stress, consequently negatively impacting the quality of the pedagogical work that is performed. In this regard, Nóvoa et al. (1995) bring to the fore that excessiveness in carrying out bureaucratic activities is capable of diverting the focus from the activities that should be performed in the main way. This is because there is a manifest commitment of time and energy that until then could be dedicated to the planning and institution of more effective pedagogical strategies.

Regarding the fact that the professional feels fulfilled in the exercise of the functions, it was observed that: yes (3), partially (9) and no (3), it should be pointed out that, more specifically in the municipality of Niterói, the attributions end up not corresponding to what they expected in the scope of professional practice. According to Nóvoa et al. (1995), the disconnection between expectation and reality is capable of leveraging dissatisfaction and compromising motivation.

Regarding the activities having a positive impact in relation to the quality of teaching in the school environment, it was answered that: yes (11), in part (5) and no (1).

It was questioned what changes in the structure of the functions are necessary to provide improvements in the field of performance, evidencing the following: more time for pedagogical planning (3), reduction of administrative activities (5), greater support and continuing education (3), better communication between the pedagogical team and the management (4) and changes in modulation so that each pedagogue is responsible for a maximum of five groups (1).

Taking into account what was presented, it is generally perceived that the exercise of multiple functions is capable of significantly impacting the performance of pedagogues, whose theme gained greater relevance during this research. Especially in relation to the municipality of Niterói, this accumulation has a negative impact in relation to the performance performed, which reflects, therefore, in a perception of exhaustion, without prejudice to greater difficulties in meeting the demands in a more satisfactory way.

According to Coll, Marchesi and Palacios (2004), the overload of work, from the moment that there is no adequate support, greatly compromises the effectiveness of the pedagogical practice, since the pedagogues do not have enough time to carry out the planning and execution of their functions in a more detailed and reflective way. It occurs in a different way in the municipality of Maricá, because, considering that the functions are more divided, the perception regarding the impacts of the attributions was more positive, demonstrating the importance of task segmentation as a means of promoting improvements both in the work environment and in pedagogical practices, in addition, it cannot be forgotten that even though the results have not been obtained in such a satisfactory way in relation to the city of Niterói, A more detailed analysis of the answers demonstrates that the impact arising from the execution of multiple tasks is, as a result of the tasks performed, the understanding that these are capable of having a positive impact on the context of education, but, above all, there is the recognition that it is important to establish improvements that are capable of ensuring the maintenance and expansion of this conception.

Among the various suggestions that were put forward by the participants, it is possible to observe the reduction of administrative activities, greater dedication of time to the elaboration of the pedagogical planning, without forgetting the greater institutional support, whose changes are elementary for the creation of a more balanced work environment, through the establishment of an effective pedagogical practice that generates greater satisfaction.

Although academic training, cumulated with the experience acquired in pedagogical practice, are, in fact, contributing aspects for the purpose of achieving pedagogical practice, there are other particularities that denote relevance, such as the context in which the work is effectively carried out, the institutional support that is received, in addition to the distribution of functions in a more equitable way. Therefore, it is essential that educational policies focus on creating an environment capable of allowing knowledge to be fully applied,

through continuous support, combined with the reduction of the workload, without forgetting the opening of opportunities aimed at professional development.

In view of the results that were obtained during this research, it is clearly observed that in a certain way the realization of the pedagogical practice and the organization of the functions of pedagogues in the cities of Maricá and Niterói is complex. Through data analysis, it was possible to verify that academic training is an essential component for training and the development of more effective pedagogical practices.

However, by itself, it is not enough to overcome the challenges encountered daily in schools, considering that both practical experience and institutional support are factors that are important and enable the full application of knowledge, so that the tasks are performed more satisfactorily. By observing the performance of the attributions of pedagogues in Niterói, it was found that the centralization of functions, adding to the overload of administrative functions, are factors that compromise the quality of teaching and the satisfaction of pedagogues, considering that the accumulation of responsibilities limits the time available for pedagogical planning, reducing the capacity for innovation, in addition to negatively affecting professional fulfillment.

The reports presented by the participants confirm the concerns explained by Nóvoa et al. (1995), since the aspects that can have a negative impact, namely, the fragmentation of pedagogical practice and the impact of excessive bureaucratic tasks, have an impact on the final quality of the objectives of an educational institution. As a consequence, there is still a need to institute policies that promote a more equitable redistribution of functions, reducing the administrative burden, so that pedagogues start to concentrate on the main activities.

In Maricá, the segmentation of functions between different professionals was seen as a more effective practice, allowing greater specialization and more efficient time management. However, it is necessary that more effective coordination remains a means of ensuring the coherence of pedagogical practices, avoiding the fragmentation of work. According to Libâneo (2010) and Gatti (2013), the well-implemented division of tasks is capable of promoting a more balanced and satisfactory work environment, which reflects, as a consequence, on the quality of teaching.

It should not be forgotten that, in the same way, continuing education was recognized as an important element, since the lack of frequency and scope of training was able to limit the positive impact on the practice of pedagogues. According to Pimenta and Lima (2012),

continuing education should be carried out on a regular basis, being able to contribute more effectively to the adaptation of professionals, especially in relation to the new educational demands. Dealing with the field of public policies, it resides in an area that requires greater attention within this context, since the promotion of continuous training, combined with mentoring practices, are able to provide support to the development of pedagogues, especially those who have less experience.

In relation to institutional support, this particularity is a very important aspect for the satisfaction and effectiveness of the tasks performed by pedagogues, and in Niterói, the absence of adequate support was a factor that increased the overload and dissatisfaction, while in Maricá it occurred in a more positive way, with greater satisfaction in relation to the performance of their functions. According to Libâneo (2010), it refers to an institutional support that is indispensable for the development of innovative and sustainable practices.

## **CONCLUSION**

In order to improve the effectiveness of pedagogical practice, in addition to the satisfaction of professionals, it is essential to implement policies that are capable of promoting a fairer redistribution of functions, aiming at reducing activities that have an administrative connotation, without prejudice to ensuring more consistent institutional support, and it is essential to strengthen continuing education as a means of achieving the professional development of pedagogues.

Valuing specialization and collaboration in the workplace are factors that can contribute to the achievement of a more effective and satisfactory teaching, which not only benefits the pedagogues, but also the students and the educational system as a whole.



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