IDENTIFICATION OF THE MAIN ELEMENTS THAT CONSTITUTE THE PROFESSIONALITY OF THE SCHOOL PEDAGOGICAL COORDINATION

INTRODUCTION

As the core of the present study and the indication of its relevance to educational research, we point out the eminent need to seek to understand the pedagogical coordinator’s identity, his or her actions, knowledge and educational degree. For such purpose, Placco, Souza and Almeida (2012), according to the authors, there is a latent need to be discussed within the school scope starting from the understanding of the challenge of promoting improvement in the quality of education. The difficulties are huge to be able to plan and make significant changes in the practice of school education, and it is necessary to devote attention to professionals inside the school who have not received investments, especially in the field of training, as is the case of the pedagogical coordinator. What we observe is that, sometimes, the investment made by the government to implement proposals, projects, and training courses does not result in advances due to lack of mediation within the school - a task that could be assumed by the professional who occupies the coordinator position.

For Almeida (2005), the predominance of unexpected situations in the daily routine of the pedagogical coordinator demonstrates that he/she has difficulties in planning his/her work routine. In her text, coordinators report that they plan tasks, but are unable to perform them, causing a feeling of incapacity or inability to perform the function, and assume responsibility for the non-performance of their planning or for the deviation of tasks inherent to their function that are left aside because of emergencies that arise in the school daily routine.

Corroborating the author, Lima and Santos (2007) also point out that it is in this attempt to respond to school demands, according to the images coined inside them, that the pedagogical coordinator moves away from his or her attributive referential, which does not deny them, but by means of an immediate work he or she ends up moving away from his or her referential as coordinator of actions.

In light of these excerpts above the feeling of loneliness and excess of responsibilities. Who is the pedagogical coordinator? What is the profile of this professional? How do they see themselves within the educational system?

Questions like these have moved some researchers to investigate with the coordinators themselves, by means of interviews, questionnaires, and narratives, who this professional is and what his/her role is in the school.

Thus, this research has as established objectives: to identify and understand the main elements that constitute the concept of professionalism of pedagogical coordination. In the unfolding of this major objective, some actions can be mentioned about the methodology used in this study, such as: mapping scientific productions that focused on the professionalism of the pedagogical coordination and, in a second moment, analyze the use of terms and/or concepts of professionalism in scientific productions about pedagogical coordination.

Having the state-of-the-art methodological path as a choice for this research, we sought to map the information presented in academic productions stored in the repository, Catalog of Theses and Essays of the Coordination for the Improvement of Higher Education Personnel (CAPES). Following the mapping, the bibliographic review on the concept of professionalism, the reading of the abstracts of the productions found, their fiches and analysis of the data collected...
so that it was possible to establish some categories, as well as highlight constituent elements of a process that we can call school pedagogical coordination professionalism.

Following the description of the data collected, its organization and synthesis, the analysis of the information allows us to point out some elements necessary for the process and the movement of the constitution of the professionalism of the pedagogical coordination to happen.

CONCEPTUALIZING PROFESSIONALISM
We started the study about *profissionalidade* (professionalism) searching for its etymological definition and found the following description of the term.

(pro.fis.si.o.na.li.da.de) feminine noun

[F.: *profissional* + *i-* + *-dade*]

1. Set of the attributes inherent to the practice of a profession: " The professionalism is a process of developing the skills necessary to exercise a profession..." (PHD Betânia Leite Ramalho et alii, " When the challenge is to mobilize the teacher's pedagogical thinking: an experience focused on continuing education" - DICIONÁRIO ON-LINE AULETE, 2021.

Complementing this definition we searched for the meaning and the use of the suffix "-dade" in the mentioned term and the definition found is:

-dade

(latin suffix: *-itas, -itatis*)

Indicates quality or condition, usually to form abstract nouns (ex.: *availability; brotherhood*). (DICIONÁRIO PRIBERAM DA LÍNGUA PORTUGUESA, 2021).

After knowing the term etymology, we can point out that it's a process which involves movements to develop in a certain professional area. However, it's necessary to deepen the knowledge about this concept and its processes to improve this study and to better understand its use in the productions to be found in the mapping and in the state of the art of research. From the search in scientific productions about the concept of professionalism, we find as a result some studies among them the concept of professional identity of the author Dubar (2005) that from a sociological perspective talks about the process of identity formation and professional identity, a movement that becomes essential to start discussions about professionalism, thus the author affirms "human identity isn't given in the act of birth, it's built in childhood and must always be rebuilt throughout life" (p.25) and the author still on the professional identity adds that the professional group is the carrier, truly, of a collective identity. In relation to the constitution of professionality and the professional group, Dubar (2005, p.213) affirms that;

[...] exists as a real social actor, created in a system of concrete action that is produced and re-produced, permanently, according to the historical, cultural and diachronic determinants, contributing to the structuring of the organizational professional identity and the reinforcement of the feeling of belonging, this feeling of belonging will be strengthened the more the individual's collective and relational identity is enhanced, implying his participation in formal and informal collective activities that allow him to obtain a more favorable social representation of himself, face of the reference work group [...]  

Considering the justification put forward above, we started the theoretical basis of the discussion about what is teaching professionalism, justifying that this theoretical deepening will subsidize the discussion about the professionalism of the pedagogical coordination, considering the scarcity of theoretical studies that deal specifically with the professionalism of this function. At the very beginning of this process of researching the definition, the concept,
and the use of the terminology professionalism, both for teachers and for other functions within the school environment, in this specific case of pedagogical coordination, we noticed different positions of researchers and scholars on the subject. The researchers Davis and Gorzoni (2017) conducted bibliographic research, documentary research on the concept of teaching professionalism and, with the data, performed an overview of the notes that authors such as Ambrosetti and Almeida (2009), André and Placco (2007), Sacristán (1995), Roldão (2008) bring about this term. Davis and Gorzoni (2017, p. 1396) point out about the result of their research:

The results showed that the teaching professionalism is associated with several aspects, such as: specific professional knowledge; the expression of one’s own way of being and acting as a teacher; the development of a professional identity built on the teacher’s actions and in the light of the social demands internal and external to the school; the construction of competencies and the development of skills specific to the act of teaching gained during initial and/or continuing education and also throughout the teacher’s work experiences. Finally, it was observed the need to refer to the term “profession”, whose origin is sociological and polysemic, difficult to define univocally.

Returning again, in order to establish a relationship between the teaching professionalism that Sacristán (1995) points out with the professionalism of the pedagogical coordination, it can be indicated that for the function of pedagogical coordination it is also necessary, specific knowledge and a specific know-how for the school educational management (management is understood here in the sense of articulation, organization, planning and training), as stated above applying general principles to particular situations related to the activity, thus associating the definition of professionalism to the characterization of pragmatic thinking capable of articulating ideas, intentions and actions and evaluate the conditions in which they were applied. Observing in this author’s note that the actions to evaluate and articulate, for example, will be greatly influenced by the subjective perspective of each subject from an objective knowledge of their area of expertise.

Another author who is dedicated to the subject, the teacher and researcher Roldão (2008), understands the terms professional development and professionalism as similar. For her, professionalism is a progressive process of professional construction that continues throughout the teacher’s active life, and she also states that there are four descriptors of professionalism, all of which are under permanent reconstruction and would be the descriptors: the specificity of the function, the specific knowledge, the decision-making power, and the belonging to a collective body. The specificity of the teaching function refers to the clear identification of its specific nature, its usefulness, and social recognition.

For Roldão (2008), the greatest fragility is found in the specific knowledge, the teacher understood as the one who holds a knowledge dominated exclusively by him/her is already outdated, but to conceive him/her as the one who knows how to lead others to knowledge makes more sense. The teacher plays an active role, mediating between the knowledge and the student, because it guides the student’s efforts and results in the apprehension of knowledge, and this is a specific knowledge of the teacher, the validation and reaffirmation of this premise individually and collectively legitimize the teaching professionalism (DAVIS AND GORIZONI, 2017).

Continuing with the exercise of relating the notes on teaching professionalism to the discussion on professionalism of the pedagogical coordination, the author Roldão (2008) indicates four descriptors of professionalism: the specificity of the function, the specific knowledge, the power of decision and the belonging to a collective body, and, in the same indication affirm that it is a process that requires progressive continuous movements of formation and constitution, strengthening the idea that the elements that integrate professionalism can be listed as, for example, specific knowledge and objectives of the function, the subjective identification of the subject with the specificity of the function, the decisions to be taken from consensus of the collective of peers of the profession. Roldão (2008) also talks about the deconstruction of the idea of the teacher as the holder of knowledge and truth, for the constitution of the mediating and guiding teacher. In the same way that there is a
need for this deconstruction, for pedagogical coordination it is not as necessary, or even more urgent, because pedagogical coordination is considered as the function that will facilitate and articulate this process inside the schools.

To this end, the conception of pedagogical coordination as supervisory, controlling, and regulatory also needs to be deconstructed, since the change in conception through formative and investigative movements about the praxis of pedagogical coordinators will instigate the strengthening of the collectivity of this function. Continuing in the theoretical deepening on professionalism for the authors Ambrosetti and Almeida (2009, p.600) on the concept of professionalism indicates:

The teaching professionalism is related to the contexts and processes involved in the constitution of being a teacher, starting in basic education, going through professional training and reaching the school organization in which the teacher exercises his/her profession. The concept of professionalism highlights the teachers' educational practices, the personal and subjective dimension in the teaching work, as well as the significance of the biographical and relational processes in the construction of teaching. Experiencing the profession and identifying with the teaching profession presupposes considering the social and psychological universe in which each teacher is immersed.

In the quotation above, we observe that, for the authors, teaching professionalism is closely linked to professional identity and to the identity movements that the subject will make throughout his or her professional life, beginning with the choice of profession, training, and the construction of his or her career throughout life. Considering the statement by Ambrosetti and Almeida (2009), teaching professionalism is intrinsically linked to the context, experience, and experience of the teacher, establishing a relationship with the biographical process of the subject, his or her psychological universe with the identification of his or her profession, in the bridge that is established with the professionalism of the pedagogical coordinator. To think that pedagogical coordinators are at first teachers who have already gone through the choice of teaching and in a second moment of professional choice, it is possible to indicate that in the same way there were personal and professional reasons that motivate the subjects to opt to leave the classroom and enter pedagogical coordination. These may be the experience with coordinators that inspired them, or the challenge of managing the pedagogical development of a school, among other reasons.

For Ambrosetti and Almeida (2009), professionalism is emphasized in the relationships established, in the biographical meaning and in the teacher's social and psychological universe. For Sacristán (1995), professionalism is defined in its relationship between applying general principles to particular situations related to the activity, that is, professionalism is based on knowledge and pragmatic thinking, involving psychological and cultural conditions that guide their daily actions in their praxis.

Finalizing the notes of studies on the term professionalism, we resort to the authors André and Placco (2007) who recognize, in the teaching professionalism, the search for the specificity of the teaching profession, thus the knowledge, behaviors, skills, attitudes, and values that define the teacher, assuming the construction of a professional identity that influences and is influenced in work contexts.

According to the authors (op.cit) the teacher’s performance can be analyzed in four interrelated dimensions: subjective, institutional, pedagogical, and sociocultural. The subjective dimension covers the history of each educator, their values, senses, meanings, attitudes and ways of acting. The institutional dimension is linked to the educational processes and school practices. The pedagogical dimension is related to the teaching situations and to the relationship the teacher establishes with the students and the knowledge. The sociocultural dimension covers the sociopolitical and cultural context.

So, anchoring the concept of professionalism under the words of André and Placco (2007), professionalism is not something given, but a process, development of some identity movements of which we can mention; to know oneself, to form oneself, to know the practices, to understand which are the specific knowledge of its making, to locate oneself in the world, as well as to understand it.
According to the notes by André and Placco (2007), that teaching professionalism is a search for the specificity of the profession, we can establish the need for this search for the specificity of pedagogical coordination, based on the results of studies on the attributions of pedagogical coordinators and concluding that there is an eminent need to define the specificity of the function. As much as the specific knowledge, behavior, skills, attitudes, and values that define the teacher, contributing to the construction of a professional identity, for the pedagogical coordinators, in the same way, it is essential to study, investigate, discuss, and train so that their specific knowledge, behavior, skills, attitudes, and values that provide a basis for the constitution of a professional identity for pedagogical coordination are discussed and disclosed. If for the authors the teaching professionalism is not something given, but a process of development of identity movements, similarly to the pedagogical coordination the professionalism will not be something given, but developed from individual movements within a collectivity to be established.

As a facilitating point for the constitution of professionalism and dialogically related to the teaching professionalization, Nóvoa (2017) puts the training as the space/time for the necessary movements and elements to happen so that we can actually talk about professionalism and professionalization, according to this author:

The formation is fundamental to build the teaching professionalism, and not only to prepare teachers from a technical, scientific or pedagogical point of view. With this reflection, I close a cycle, which I started in the period 1987-1992, always marked by the mutual reinforcement between formation and profession. There can be no good teacher training if the profession is weakened. But neither can there be a strong profession if teacher training is devalued and reduced only to the mastery of the subjects to be taught or of pedagogical techniques. Teacher training depends on the teaching profession. And vice versa. (NÓVOA, 2017, p. 1131).

To conclude this brief conceptualization of a recent and essential term for the validation and legitimization of knowledge, techniques, values, and the teaching process that underlies the structure for discussing the professionalism of school pedagogical coordinators in our study, we refer to the indications of Professor Nóvoa (2017), who alerts us to the importance of the space/time of continuous training, enabling the movements of the professionalism constitution process to take place both if we are talking about teachers and if we are referring to pedagogical coordinators.

RESEARCH METHODOLOGY
The following descriptors were used: professionalism and pedagogical coordinator and professionalism and pedagogical coordination. Continuing the search, the same descriptors were entered into the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel - (CAPES) returning 12 master’s degree dissertations.

Thus, the first criterion was an attentive and careful reading of the titles of the works to identify possible exclusions from the corpus because they were not the focus of the research or only touched on the subject. After that, the reading of the abstracts of the dissertations defined the exclusion of these three productions, therefore the research framework had been closed in nine works.

From the defined chart, the mapping of the information will be presented in the following order: title, author, year, institution, and place.
Identification of the main elements that constitute the professionality of the school pedagogical coordination

Chart 1 - Synthesis of the productions found in the CAPES Theses and Dissertations Catalog

| Title                                                                 | Author                                                                 | Year | IES                          | Place                 |
|----------------------------------------------------------------------|------------------------------------------------------------------------|------|------------------------------|-----------------------|
| Being a pedagogical coordinator teacher: on the teaching work and its autonomy. | Samara Carla Lopes Guerra de Araujo                                    | 2007 | Federal University of Minas Gerais | Belo Horizonte - MG   |
| From supervisor to pedagogical coordinator: the movement of professional identity constitution. | Cristiane de Sousa Moura                                                | 2009 | Federal University of Piauí     | Teresina - PI         |
| A autoanálise de coordenadores pedagógicos sobre sua atuação como formadores de professores. | Rodnei Pereira                                                          | 2010 | Catholic Pontifical University  | São Paulo-SP          |
| The self-analysis of pedagogical coordinators about their performance as teacher educators. | Viviani Aparecida Amabile Zumpano                                       | 2010 | Catholic Pontifical University  | São Paulo-SP          |
| The social representations of pedagogical coordinators about their own work. | Selma Veiga Francisco Gomes                                              | 2011 | Methodist University of São Paulo | São Paulo-SP          |
| Pedagogical coordination in early childhood education: the observed work and the perspectives of the coordinator and the teachers of a municipal daycare center. | Jorgiana Ricardo Pereira                                                 | 2014 | Federal University of Ceará     | Fortaleza-CE           |
| The function of the pedagogical coordinator in the qualification of the teaching work: continued training and educational evaluation. | Elizabeth Feffermann                                                     | 2016 | Catholic Pontifical University  | São Paulo-SP          |

Source: Search data.

In view of the table presented two observations are necessary, the first about the concentration of research in the southeast region, specifically in the state of São Paulo and in the higher education institution PUC-SP, and the second pertinent observation about the significant increase of productions on the theme from 2010. As previously explained, all productions are dissertations for master’s degree. When continuing the mapping process, and when analyzing the text by Feffermann (2016), entitled “The function of the pedagogical coordinator in the qualification of the teaching work: continued training and educational evaluation” it was found that the discussion proposed in the text in its essence is not aligned with the purposes of the research, as an example, when starting the spelling of this production it was found that the term professionalism did not appear once, and only once did the search return with the use of the term professionalization, in summary the work dissects on the function of the pedagogical coordinator in the face of educational evaluation processes, thus being one more production to be excluded from the research corpus.

In relation to the theoretical-methodological foundation in 5 dissertations the authors define themselves under the qualitative perspective, in 1 of the dissertations the author announces himself in a qualitative approach based on the dialectical historical materialism and in 1 of the dissertations the author is based on the historical-dialectical approach.

The data collection instruments used; in 6 of the 7 dissertations studied interviews were used, in 3 researches observation was used for data collection, the questionnaire used in 1 dissertation, focus group in 1 dissertation and life history also in 1 dissertation.

Regarding the choice of keywords, the terms that most converged among the productions were 3 times pedagogical coordinator, 3 times professionalism, 3 times continuing education, 2 times pedagogical coordination, and 1 time pedagogical coordinator teacher.

**Professionality of pedagogical coordinators in brazilian academic research**

Going on to a more analytical description of the data found when we look at the justification of the authors of the dissertations, we find that of the 7 researched productions, 6 of the authors were/are pedagogical coordinators, and in only one of the researches had the author never worked as a pedagogical coordinator, This data seems essential to us based on the theoretical assumption that professionalism is closely linked to the subjectivity of the subject who constitutes it in a process that demands individual movements of formation, knowledge, and self-knowledge, as well as propitiates and strengthens the development processes among the collective of peers who are in the same function. Resuming the concept previously exposed by the authors Ambrosetti and Almeida (2009) in which the professionalism is intrinsically linked to the context, the experience and the experience establishing a relationship with the
biographical process of the subject his or her psychological universe with the identification of his or her profession.

Also from the perspective that professionalism establishes primary relationships between the objectivity of the profession and the subjectivity of the subject, we highlight the objectives explained in the research organized in the table below.

**Table 2 - Synthesis of the objectives listed in the researches**

| TITLE/AUTHOR/YEAR | RESEARCH OBJECTIVE | FOCUS |
|-------------------|--------------------|-------|
| Pedagogical coordinators’ self-analysis about their performance as teacher educators. PEREIRA, R. (2010) | To analyze how teachers who are pedagogical coordinators in the São Paulo state network understand and describe their role as teacher educators. | Formação para os professores / identidade profissional |
| The social representations of pedagogical coordinators about their own work. GOMES, S.V.F. (2011) | What is the image and what are the expectations of the pedagogical coordinator of an educational institution regarding his/her teaching career? How do they think and how do they report the daily routine of the pedagogical coordinator? | Professional Identity |
| The pedagogical coordinator and his role in the continued in-service training of early childhood education teachers (daycare). ZUMPANO, V.A.A. (2010) | To investigate the role of the pedagogical coordinator in the process of in-service continuing education for teachers of early childhood education who work in daycare centers. | Training for kindergarten teachers |
| From supervisor to pedagogical coordinator: the movement of professional identity constitution. TEIXEIRA, C.S.M. (2009) | The objective is to understand the process of constitution of the professional identity of school supervisors and the possibilities of this identity being characterized by autonomy. | Professional Identity |
| Being a pedagogical coordinator teacher: on the teaching work and its autonomy. ARAUJO, S.C.L.G. (2007) | This article investigates the transformations that have occurred in school management and organization in recent decades and their consequences for the teaching profession and identity, analyzing the emergence of the role of the Educational Coordinator Teacher in the Escola Plural Política Pedagogical Project of the Municipal Education Network of Belo Horizonte. | Professional Identity |
| Pedagogical coordination: instituting and instituted elements in the construction of teaching professionalism in DF. MEDEIROS, D. M. (2017) | To analyze how teachers who are pedagogical coordinators in the São Paulo state network understand and describe their role as teacher educators. | Formação para os professores / identidade profissional |
| Pedagogical coordination in early childhood education: the observed work and the perspectives of the coordinator and teachers of a municipal daycare center. PEREIRA, J. R. (2014) | What is the image and what are the expectations of the pedagogical coordinator of an educational institution regarding his/her teaching career? How do they think and how do they report the daily routine of the pedagogical coordinator? | Professional Identity |

Source: Search data.

When we analyze the objectives established by the authors of the dissertations and once again taking up the conceptualization of the term professionalism by Sacristán (1995) based on knowledge, know-how and training, two pillars, which according to the author are closely linked, the same researcher (op. cit) states that the development of a professionalism also involves the psychological and cultural conditions, and these conditions should be considered in the programs of initial and continuing education. We were able to sketch two possible categories for the visualization of a simple panorama about the subjective perspective that the authors printed in their dissertations.

The categories we thought of would be: Of the pedagogical coordinators for themselves and the other of the pedagogical coordinators for the other, the categories indicated refer to the objective established by the researcher in his or her investigation, thus some authors investigated from the perspective of the pedagogical coordinator himself, his or her identity, his or her function, his or her doings, his or her knowledge, and, other authors investigated the pedagogical coordinator exercising his or her function for the other, that is, the pedagogical coordinators in function of the constitution of the teacher’s professionality, the training for the teacher and not about their own professionality and training. The following chart exemplifies this categorization:

Source: Search data.
Looking again at the data on the identification of researchers with the research problem, in which we cited earlier of the 7 dissertations mapped and studied, 6 were conducted by professionals who were/are in the pedagogical coordination, rescuing again the theoretical indications about professionalism now with the support of the authors André and Placco (2007) when they state that the constitution of professionalism refers to the search for the specificity of the profession, its knowledge, behaviors, skills. At the same time that we recognize that the main function of pedagogical coordination is to articulate and facilitate continued teacher education in service, we also recognize the lack of studies and reflection on the need for training for these teacher educators, as well as the lack of studies that reflect on the process of constitution of professionalism of the pedagogical coordinator himself/herself.

This is based on the quantity of researches returned in the search with the descriptors mentioned, as well as on the analysis of the data found. Of the seven dissertations studied, only three placed the pedagogical coordinator to look at himself/herself. This finding calls our attention and suggests a reflection: how will the pedagogical coordinator/coordinates articulate, mediate, facilitate the process of constitution of the teaching professionality, while their own identity and formation movements are still in a space/time not defined and/or explored.

**FINAL CONSIDERATIONS**

At the end of this brief study on the theoretical basis of the term professionalism, considering the studies of reference on teaching professionalism to relate it to the specificity of the doing/knowing of the pedagogical coordination that needs to be thought about its professionalism, that seeks to investigate and discuss its identity constitution and its specific training for the exercise of its function.

The professional who takes on the pedagogical coordination function needs to be a teacher and have teaching experience, but this does not mean that the same knowledge will be required to perform this function. Considering that the school pedagogical practices at all times receive institutional norms, projects, and programs, it is precisely they, the pedagogical coordinators, who have the function of implementing and adapting these actions in the school curriculum.

The pedagogical coordinator is also responsible for articulating the construction of the school’s Political Pedagogical Project. In other words, it is the pedagogical coordinator and his or her actions that will provide the group of employees (teachers, support employees, outsourced employees, and management) with the moment to think, discuss, plan, and build the school curriculum, the school’s objective.
In this way, it can be indicated that without a formative planning thought for the coordinators (collective/institutional/individual) that includes the spaces/time, offering moments for discussion, study, and knowledge sharing.

The probability that the necessary movements for the constitution of professionalism will not develop is immense, as it is difficult to find spaces/time for this purpose in the practice and experience of school pedagogical coordinators.

This is the observation previously pointed out when mentioning that among the researches found in which the term professionalism is studied, only 3 out of the 7 researches sought to investigate the theme from the coordinators’ perspective about themselves, an essential condition to develop the necessary movements to the process of constitution of their professionalism. To conclude with the affirmation of authors André and Placco, if professionalism is developed, professionalization is conquered, it is essential to establish spaces/time for the professionalism of pedagogical coordination to develop.

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Identification of the main elements that constitute the professionality of the school pedagogical coordination

Identificação dos principais elementos que constituem a profissionalidade da coordenação pedagógica escolar

Identificación de los principales elementos que constituyen la profesionalidad de la coordinación pedagógica escolar

Resumo
Com o intuito de investigar e identificar o que revelam as produções científicas sobre a profissionalidade da coordenação pedagógica escolar, o presente estudo pelo caminho metodológico do tipo estado da arte, buscou mapeando as informações apresentadas em produções acadêmicas armazenadas no repositório, Catálogo de Teses e Dissertações da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES). Na sequência do mapeamento, a revisão bibliográfica sobre o conceito profissionalidade, a leitura dos resumos das produções encontradas, os seus ficheiros e análise dos dados coletados para que após essa etapa fosse possível estabelecer algumas categorias, como também destacar elementos constituintes de um processo que podemos chamar de profissionalidade coordenação pedagógica escolar. A fundamentação teórica dos conceitos profissionalidade reconheceu-se respectivamente aos autores Dubar (2005), Nóvoa (2017), e sobre as atribuições e saberes da coordenação pedagógica as autoras Placco, Souza e Almeida (2012) que trazem importante contribuição para o estudo do tema.

Palavras-chave: Profissionalidade. Processo de constituição. Coordenação pedagógica escolar.

Abstract
In order to investigate and identify what the scientific productions reveal about the professionality of school pedagogical coordination, this study through the methodological path of the state-of-the-art type, sought to map the information presented in academic productions stored in the repository, Theses and Dissertations Catalog of the Coordination for the Improvement of Higher Education Personnel (CAPES). Following the mapping, the literature review on the concept of professionalism, the reading of the summaries of the productions found, their records and analysis of the data collected so that after this step it was possible to establish some categories, as well as highlight elements that constitute a process that we can call school pedagogical coordination professionality. The theoretical foundation of the concepts of professionalism was used respectively by the authors Dubar (2005), Nóvoa (2017), and on the attributions and knowledge of the pedagogical coordination, the authors Placco, Souza and Almeida (2012), who bring an important contribution to the study of the theme.

Keywords: Professionality. Constitution process. School pedagogical coordination.

Resumen
Con el fin de investigar y identificar lo que revelan las producciones científicas sobre la profesionalidad de la coordinación pedagógica escolar, este estudio a través de la trayectoria metodológica del tipo estado del arte, buscó mapear la información presentada en las producciones académicas almacenadas en el repositorio, Tesis y Disertaciones. Catálogo de la Coordinación de Perfeccionamiento del Personal de Educación Superior (CAPES). Tras el mapeo, la revisión de la literatura sobre el concepto de profesionalismo, la lectura de los resúmenes de las producciones encontradas, sus registros y el análisis de los datos recolectados para que luego de este paso sea posible establecer algunas categorías, así como resaltar elementos que constituyen un proceso que podemos llamar profesionalidad de la coordinación pedagógica escolar. El fundamento teórico de los conceptos de profesionalismo fue utilizado respectivamente por los autores Dubar (2005), Nóvoa (2017), y sobre las atribuciones y conocimientos de la coordinación pedagógica, los autores Placco, Souza y Almeida (2012), quienes aportan un importante aporte a la el estudio del tema.

Palabras-clave: Profesionalidad. Proceso constitucional. Coordinación pedagógica escolar.