

Professional development of beginner teachers: impacts of the action of pedagogical coordination

*Desenvolvimento profissional de professoras iniciantes:
impactos da ação da coordenação pedagógica*

*Desarrollo profesional de profesores principiantes:
impactos de la acción de la coordinación pedagógica*

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Abstract: To consider the process of teacher professional development is relevant to the reflections on beginner teachers. However, in relation to this process, the performance of school pedagogical coordination with these teachers is still poorly analyzed. This article aims to analyze the implications of the pedagogical coordination's actions in the development of two beginner teachers. A qualitative study was performed with beginner teachers who were indicated by school managers (pedagogical coordinators and principals). Field data was collected through observation and interviews, and the qualitative analysis of the data was performed according to Bogdan e Biklen (1994). The study revealed that the pedagogical coordination impacted the teachers' professional development: one of them received a structured support that little favored the construction of autonomy and professional knowledge; the other experienced a feeling of loneliness and doubts, but also, together with a pedagogic coordinator, she experienced the perception of her own weaknesses and the need for change in the teaching process. Understanding these actions may favor the emergence of other actions that better contribute to the teacher professional development.

Keywords: Teacher initiation period. Pedagogical coordination. Professional development.

Resumo: Considerar o processo de desenvolvimento profissional docente é relevante para as reflexões sobre professores iniciantes. Entretanto, em relação a esse processo, a atuação da coordenação pedagógica escolar, com esses professores, ainda é pouco compreendida. Este artigo tem por objetivo analisar as implicações das ações da coordenação pedagógica no desenvolvimento profissional de duas professoras iniciantes. Realizou-se um estudo qualitativo com docentes iniciantes que foram indicadas por gestores escolares (coordenadores pedagógicos e diretores). Os dados de campo foram coletados através de observação e entrevista e a análise qualitativa dos dados deu-se a partir das contribuições de Bogdan e Biklen (1994). O estudo revelou que a coordenação pedagógica impactou no desenvolvimento profissional das docentes: uma delas recebeu um apoio estruturado que pouco favoreceu a construção da autonomia e do conhecimento profissional; a outra vivenciou um sentimento de solidão e de dúvidas, mas experienciou, também, junto a uma coordenadora, a percepção das próprias fragilidades e a necessidade de mudança no processo de ensino. Compreender essas ações pode favorecer o surgimento de outras, que melhor contribuam para o desenvolvimento profissional docente.

Palavras-chave: Período de iniciação docente. Coordenação pedagógica. Desenvolvimento profissional.

Resumen: Tener en cuenta el proceso de desarrollo profesional de los profesores es relevante para las reflexiones sobre los profesores principiantes. Sin embargo, en relación con este proceso, el desempeño de la coordinación pedagógica escolar con estos profesores aún está poco investigada. El presente artículo tiene por objetivo analizar las implicaciones de las acciones que la coordinación pedagógica tuvo en el desarrollo profesional de dos profesoras iniciantes. Se realizó un estudio cualitativo con docentes iniciantes que fueron indicados por los gestores escolares (coordinadores pedagógicos y directores). Los datos de campo fueron recolectados a través de los métodos de observación y la entrevista; ya el análisis cualitativo de datos se concretizó a partir de las contribuciones referenciales de Bogdan y Biklen (1994). El estudio reveló que la coordinación pedagógica impactó el desarrollo profesional de las profesoras: una de ellas recibió un apoyo estructurado que favoreció poco la construcción de autonomía y conocimiento profesional; la otra experimentó

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un sentimiento de soledad y dudas, pero también experimentó, junto con un coordinador, la percepción de sus propias debilidades y la necesidad de un cambio en el proceso de enseñanza. Comprender estas acciones puede favorecer la aparición de otros que contribuyan mejor al desarrollo profesional de los docentes.

Palabras clave: *Periodo de iniciación docente. Coordinación pedagógica. Desarrollo profesional.*

Introduction

The multiple challenges teachers face in their profession refer to the relevance of the professional development process for the teacher's pedagogical practice, as it is one of the factors that favors this practice and even the permanence in the profession, especially when it comes to teachers at the beginning of their careers as they are more sensitive to such challenges (VAILLANT; MARCELO, 2012).

The period of the beginning of the career, also known as period of initiation to teaching, is a formative period of multiple learning that influences different moments of the teacher's professional performance (GUARNIERI, 2000). The duration of this period is not exact. While Huberman (1995) designates up to three years, Imbernón (1998) considers the time of up to five years of professional exercise for a teacher to overcome the beginner's period.

For early-career teachers, having control over the class, knowing how to teach, connecting to students' parents and peers, deciding on student assessment processes, among other things, are some of the challenges that require a consistent professional development process, as such pedagogical actions imply specific domains that commonly generate doubts and insecurity in these teachers (IMBERNÓN, 1998).

Considering the difficulties experienced by beginning teachers and the indication of the fragile support that they sometimes receive in their schools (MARCELO GARCÍA, 1999), we felt the need to conduct a qualitative research on the professional development of these teachers in order to investigate how it is constituted. In this paper part of the results obtained with this research will be discussed, related to the impacts or implications of the actions of pedagogical coordinationⁱ on the professional development of the beginning teachers participating in the study, something that is still very little explored.

A researchⁱⁱ on the Catalog of Theses and Dissertations of the Coordination for Improving Personnel of Higher Education (CAPES) indicated that there is a gap regarding the researches that specifically addresses the subject of pedagogical coordination and its relationship with beginner teachers. At this moment, the importance of the title as an indicator of the problem addressed in the researches was considered (IMBELLONI, 2012). In the search the descriptor "pedagogical coordination" (according to Thesaurus Brazil) was used with the following filters: Type/Master and Doctorate; Year/2012 to 2017; Program/Education, having obtained the number of 3,690 researches.

Careful reading of the titles of the 3,690 researches revealed a diversity of terms obtained from the Catalog that allowed us to identify the works that corresponded to the theme of the pedagogical coordination that was being sought. Among the indicated terms, it

can be cited: pedagogical coordinator, pedagogical work coordination, coordinators, pedagogical advisor, pedagogical mediator action, pedagogical educational supervision, teacher-coordinator, pedagogical management and organization, pedagogue, management team and school organization, pedagogical work of the school manager, pedagogical advice, educational guidance and pedagogue educator.

Even considering these terms as correlated to the pedagogical coordination, it was found that only 93 titles corresponded to such expressions, which indicated a limited number of works on this coordination in the period verified. To conclude the search, the new reading of the 93 titles showed that none of them specifically indicated as a focus of study the pedagogical coordination in its articulation with beginner teachers, even if considering, in the reading, the existence of correlated terms, such as professional socialization, teaching learning, professional initiation or others that might be indicative of addressing this career period.

This finding confirms what was demonstrated by Carmo (2017) in a bibliographic study on theses and dissertations of the Brazilian Institute of Information on Science and Technology (IBICT) as well as in journals qualified by CAPES as A1, A2, B1 and B2, and, also, in three events of recognized academic relevance, covering the period from 2003 to 2016. Using the expressions “pedagogical coordinator” and “beginner teacher”, concomitantly and separately, the author found only one work with such object of study. It is the research of Mollica (2015), linked to a Graduate Program in Education/Psychology of Education.

Given the above mentioned, this article seeks to contribute to the expansion of reflections on inexperienced teachers, especially regarding their professional development in articulation with pedagogical coordinators. The results presented may contribute for beginner teachers to be perceived by the school pedagogical coordination with greater attention regarding their possible demands and particularities, which favors the professional development of these teachers and, with it, the educational processes. They may also be relevant for moving forward in the dialogue on continuing education at school level and on professional collaboration.

Following in this article, the research methodology is explained and then theoretical considerations about the teaching professional development, the period of initiation and the pedagogical coordination are made. After that, we present the results obtained in relation to the participating inexperienced teachers, and we conclude with some considerations.

Methodological aspects of the research

The study was conducted using a qualitative approach. It was defined that the research would be carried with teachers from the early years of a public school in a municipality of southern Brazil, beginner teachers in the profession. It was also delimited, as initial criteria of inclusion in the study, that the possible participants would be indicated by school managers (pedagogical coordinators and school principals) who considered them good teachersⁱⁱⁱ. For

this definition, it was taken into account that the professional development of teachers, especially beginners, is closely related to the school management team. Identifying and locating the beginner teacher of the municipal network required an exploratory phase of the research, prior to the research stage itself.

The exploratory phase of the research was based on the search for the identification of beginner teachers in the municipal network. For this, after authorization from the Municipal Secretariat of Education (SME), data from the Human Resources Sector available in this Secretariat, data regarding the name, location and date of entry of teachers in the last public tender held were used. Sixty-one teachers at the beginning of teaching activity in the municipal system were identified, considering the time of up to five years. However, as the data available in the SME did not allow us to conclude if these teachers were also new to the profession, with the consent of the SME, telephone contact with these teachers in their schools was made in order to inform them about the research that would be carried out and about the importance of complementing data on professional teaching experience. This initiative led to the conclusion that, of the 61 teachers, only 18 were new to the teaching profession and the municipal system as the others had previously taught, exceeding the time of five years of experience. The 18 teachers were distributed in 15 schools.

Still in the exploratory phase, in order to obtain the indication of possible participants by the school managers, three focus groups were carried out. The managers of the 15 schools in which the 18 beginner teachers worked were invited to participate. Two focus groups with pedagogical coordinators and one with the principals were held. The focus groups aimed, in addition to obtaining the indication of the beginner teachers, to understand from what elements the teachers were being considered as good teachers. Although the administrators of the 15 schools were invited, only a total of seven pedagogical coordinators and three principals participated, resulting in the involvement of seven schools with seven beginner teachers.

In the focus groups only two of the seven teachers who could be included in the study were indicated by the participants. They belonged to two different schools. After the appointment, the teachers were personally invited by the researcher and consented to participate in the study, having been informed about the theoretical, ethical and methodological questions of the research. Regarding ethical issues, more specifically, the teachers signed a Free and Informed Consent Form in which they were assured of the non-identification of participants and their schools. They were also clarified about the possibility of declining their participation at any time or of resolving any questions that might arise about the research, including the availability of contact with the researcher. In this article the participants are identified as BT/1 and BT/2 (Beginner Teachers 1 and 2).

In the central phase of the research, field data were collected through participant observation (thirteen 4-hour periods, with each teacher, totaling 104 hours of observation) and semi-structured interview (three interviews with each teacher), with the purpose of allowing participants to explain and complement aspects related to their professional development not obtained through observation, such as their professional career, their perceptions about the institutional space of the school and its pedagogical work.

The data obtained in the interview (I) are presented in this text followed by the indication IBT/1 and IBT/2. Observation data were recorded in Field Diaries (Di) and numbered from 1 to 13, according to the number of observations made with each of the teachers. The observation took place in the classroom, at the activity-hour (time without students, used for planning activities, corrections, studies, among others) and on days of Pedagogical Work Organization (OTP)/pedagogical meeting and parent meeting, performed by the teachers. The empirical material was analyzed from its reproduction, systematization, reading, rereading, preparation and final analysis (ANDRÉ, 2005). The methodology presented by Bogdan and Biklen (1994) was used for the analysis of qualitative data. The corpus analyzed was coded using different colors and notation in search of recurrences, in order to raise relevant content related to the problem investigated.

We use in this research as epistemological axis the conception of theory as an expression of practice and not as a guide of this practice, since it is understood the importance of human action for the constitution of knowledge and reality (THOMPSON, 1981; MARTINS, 2009).

Professional development, beginner teachers and pedagogical coordination

After building the foundation of professional knowledge during initial training (IMBERNÓN, 1998; VAILLANT; MARCELO, 2012), the teacher's knowledge is expanded in a process of professional development. Professional development is a “[...] process of improvement in professional capacity based on experience, learning, and reflection on the actions taken in the situations experienced by the teacher” (PAPI, 2011, p. 84). It is a complex process, resulting from multiple factors that continuously contribute to the constitution of the teacher and the school (PAPI, 2011).

The professional development of teachers involves aspects related to teachers' career, working conditions and salary, but it also has a special relationship with the teacher training (IMBERNÓN, 2016). In this study, the teacher's training and professional development are metaphorically understood as “[...] two sides of the same coin” (IMBERNÓN, 2016, p. 186) or as two complementary aspects.

In the context of the formative experience that the teacher experiences at school, the importance of the pedagogical coordination performance is emphasized, since the professional learning of beginner teachers, as researches indicates, occurs “[...] as [they] relate the theoretical-academic knowledge, the experience of the school context and the teaching practice” (GUARNIERI, 2000, p. 13).

The literature indicates that teachers who are in the early years of the profession, the period of initiation, need favorable conditions for their professional development. During this period, they develop their identity as teachers and experience the existing difficulties with doubts and stress, as they have fewer references and “[...] mechanisms to face these situations” (VAILLANT; MARCELO, 2012, p. 123).

The professional development of the beginner teacher is related to adult learning since it takes effect from experiences, interests and peculiar needs (VAILLANT; MARCELO, 2012). This learning process occurs as experiences are analyzed, skills and knowledge are acquired and actions are carried out; It takes place from deliberate experience in the pursuit of knowledge and also through what is meaningfully cognitive and affective, which mobilizes interests and perspectives. Moreover, the teacher's learning has a purposeful aspect, related to their needs. Finally, it occurs due to the teacher's deliberation for participating in the learning process (PLACCO; SOUZA, 2006).

This way of understanding the professional development of the beginner teacher implies considering that the knowledge that he / she constitutes from the field of practice and that expresses this social practice (MARTINS, 2009) happens by the search for solutions and alternatives to face the challenges. This, in turn, means taking into account the school and its influence on beginner teachers.

For Marcelo García (1998; 1999), through a posture of cooperation or joint work, the school, besides advising the beginner teacher in his difficulties, can facilitate the expansion of his learning, ensuring a greater probability that he will invest in the profession and consequently in improving the school and oneself. This largely concerns the work of pedagogical coordination.

The pedagogical coordination of the school has a relevant role, since its functions involve the reflection on their own actions, the involvement with the continuous formation of the teachers in the perspective of the relation between practice and theory, as well as the organization of the conditions for these processes to take place in accordance with the demands of the teachers and the institution (DOMINGUES, 2014). The pedagogical coordinator (PC) becomes the school manager as “[...] formative space and the main responsible for the valorization of teaching knowledge and for building the school collective [...]”, democratically (DOMINGUES, 2014, p. 160).

Due to the relevance of these attributions and due to the different condition of beginner teachers, given the fears, anxieties and insecurity they may present, such attributions of pedagogical coordination stand out in relation to these teachers.

The beginner teachers and the actions of the pedagogical coordination: what the data show

The beginner teachers participating in the study, BT/1 and BT/2, are teachers who opted for Pedagogy training: BT/1 was in the second year of the course and BT/2 had already completed her undergraduate course. With the research it was found that the actions of the pedagogical coordination had an impact on their learning and professional development, although these actions were differently characterized by the coordinators of the two schools. At the same time, such actions provoked differentiated responses regarding the professional development of teachers.

The pedagogical coordination and the binomial help/hinder the professional development of the beginner teacher - BT/1

BT/1 worked in the first year of the first cycle^{iv} of elementary school, with students aged between five and six years. It was a large group, especially as they were small and curious children. From the observation, it was found that the teacher showed concern with the students' learning. At all times she individually checked the activities and explained to them the content or the way to perform a proposed task.

During the classes the students moved around the room, causing the teacher discomfort. They required her attention constantly, whether to tell what a colleague was doing, ask about content or how to do an activity. They also talked to each other all the time, sometimes increasing the noise in the classroom.

Responding to this multiplicity of demands related to teaching does not seem to have been a simple experience for BT/1. But since her arrival at school, she sought the support of the pedagogical coordinator (PC), which minimized her difficulties. For BT/1 this support was indispensable as she felt insecure:

[...] it was essential, because if you don't have a PC [...] that supports you, helps you, you don't even know what you are doing, because you are starting your career, [...]. And here was all the PC, it was excellent (IBT/1).

The teacher's demand for the help of the pedagogical coordination occurred especially in two situations: to minimize difficulties directly related to the teaching process and for the coordinator to collaborate in the interaction with the students, especially regarding their behavior during the classes and the solution of situations arisen in it.

Regarding the first type of situation, it was found that BT/1 exposed to the PC the doubts that arose in the day to day teaching, showing willingness to seek help. At the same time, she found in the coordinator the availability to interact with her:

[...] I took an 8 year old class [as soon as it started], my first class, [...]. Then I found myself in trouble. I kept thinking, "My God!" But the PC was always present. I called her at her house sometimes. When I was going to do planning and I knew nothing, [...] I would call her home. [...] I think I called until about two years in, now I don't do it anymore. [...]. I was not ashamed to ask her (IBT/1).

The teacher reported that during the planning of her classes she had doubts about the best way to conduct the teaching process, surely in hopping to have good results in the student learning process. That's why she used to call her PC, even at home, asking for help.

Marcelo García (1999) considers that the beginner teachers' help seeking can be understood considering their needs in the professional learning process, but also their insecurity and the imperative to reach a certain level of personal balance. BT/1 demonstrated that it was especially in PC that she found this balance.

The data indicated that, over time, the teacher's insecurity decreased. If she initially called PC frequently for guidance, later she no longer felt this need. However, being a beginner, the teacher continued to seek the help of PC to meet her needs: "Sometimes they

ask a question that we don't know and I say I'll check it later, that I'll look for it. Then I talk to PC [...]” (IBT/1).

Comparing the teacher's statements with the data from the observations, it is clear that she had a reference in her PC, although there was nothing in the teacher that indicated a greater understanding of her own practice. There is no indication that the PC guidelines were accompanied by a process of understanding why certain decisions should be made regarding the doubt raised.

The observation of the teacher's activity-hour confirmed it. The activity-hour refers to the period that, included in the teaching workload, is intended for planning, study and evaluation (BRASIL, 1996). Therefore, linking coordination to teachers' activity-hour is indispensable, given the role of this coordination at school.

When the student and the knowledge are central to the coordinator, the “[...] critical articulation between teachers (their doings and knowledge), their contexts (cultural and social) and between theory and practice is constituted [...] in an important part of the pedagogical performance [...]” (DOMINGUES, 2014, p. 114). The time-space of the activity-hour is an opportunity for coordination to interact with beginner teachers in a process of reflection on their pedagogical practice. It is also relevant for teachers to make exchanges with each other, because a period of planning of pedagogical work that favors the meeting between teachers in order to socialize their experiences is important (NÓVOA, 2002; TARDIF; LESSARD, 2005).

The field data indicated that the presence of the PC during the teacher's activity-hour did little to favor a collaborative work with more detailed practical-theoretical analyzes. In addition, it failed in providing the meeting of two or more teachers with similar interests, because, as the teacher pointed out, “the planning is individual, each one does his own at the activity-hour” (IBT/1). Such condition may favor individualism among teachers. As the teacher indicated: “[...] i.e., at the activity-hour, the PC stays ... she doesn't stay with us all the time, which is impossible, but she does, she asks, she guides, if one has doubts, she helps, [...]” (IBT/1).

The BT/1 testimony reveals the importance attached to the orientation received from the PC in the activity-hour. But despite it, it was found that there was a limited referral regarding this activity, especially considering its formative potential for the beginner teacher. The records of a field diary on an activity-hour day illustrate such finding:

The teacher picks up a series of sheets to choose activity models to photocopy for her students. [...] shows it to PC, which is in front of her. Shows an activity and asks if she can use it. The PC told her that it was to register the text, to circulate the word 'Indian' and the vowels. She asked if she was going to bring the text or produce it with the students and the teacher replied that she was going to produce it with them. [...]. Then the PC stands up and goes to another table and says she has to finish a poster [...]. After a break, the teacher made copies again and finished at 4:10 p.m. On her return [...], she began to cut the activities and to separate them. [...]. The PC and the teacher talk about different, private subjects. The teacher finishes cutting and separating the activities. The PC says “Oh, now is just organize in the planning and it is ready” [...] (Di 1, BT/1).

The observation revealed that the teacher requested the PC guidance at several times during the activity-hour. However, there was a process of assigning what she should work with the students. This was in a simplified perspective rather than in a problematizing way that could facilitated the understanding of the activities to be performed and the advancement of the teacher's professional knowledge.

While the PC spent most of her time developing a poster with activities created by students with whom she worked the previous day, BT/1 showed a way of acting closer to a mechanical conception of the teaching and learning process, as it was limited to choosing activities, cutting them, separating them, sufficing, as stated by PC, to put them in the planning to be “[...] ready [...]” (Di 1, BT/1).

With this, the coordinator gave evidence of her conception of the planning and teaching processes, because there was an attitude of implicit and cautious control of the PC rather than forwarding a process that led the teacher to professional development. The practice was approached without interlocution with the theory that helps its comprehension, and the constitution of a new practice and the resignification by the teacher of an already constituted theory was not facilitated (VAILLANT; MARCELO, 2012).

The almost mechanical interest of the teacher in the activities to be performed with the students and the consequent attempt to achieve success in planning them reaffirm the conclusions of Marcelo García (1998) that, among the problems experienced by the beginner teachers, the didactic aspects prevail over personal aspects, or even in relation to organizational issues.

Regarding the second type of situation, in which BT/1 sought the PC support to aid in its interaction with the students, it was noted in the observation that this was a recurring attitude on the part of the teacher. An excerpt exemplifies this understanding:

[...]. Student A. gets up from his desk all the time, talks to his classmates and is not paying attention to the teacher's speech. The teacher interrupts what she is doing, leaves the room and says she will talk to PC. When she returns, she takes A. and his book to stay with the PC (Di 13, BT/1).

The teacher used different alternatives to minimize the student behaviors that challenged her. She counted to three or even five, awaiting silence; she also turned off the lights and waited until they were quiet, asked them to sit down, asked them to raise their hands and wait until she answered them, pointed out that the coordinator was coming to the room, among other actions. But she often did not receive the expected result and, therefore, send some students to the PC. At other moments, she also sent to the PC students who were crying or saddened.

The difficulties of beginner teachers with students' behavior is an aspect pointed out by the literature (IMBERNÓN, 1998; VAILLANT; MARCELO, 2012). In the case of BT/1, these behaviors caused her discomfort, as she sought different ways to inhibit them. The PC, in turn, assumed the responsibility of the teacher and solved the complications in her own way, without establishing with her a process of reflection, in a formative perspective, which could contribute to the understanding of how to best conduct different situations.

It should be noted that the fact that BT/1 demonstrates an open attitude when requesting the cooperation of PC to solve certain situations indicates a relevant feature for her professional learning. For Imbernón (1998, p. 31) the “valuing of professional collaboration” is important for the teacher, therefore also for the beginner teachers.

Even though BT/1 requested the coordinator’s collaboration, the way the support for her was conducted ultimately weakened the possibility of she developing greater autonomy. Related to professional development, autonomy is linked to the people one works with at school; It concerns the continuous search for learning, the search for interaction and the teacher's understanding of their actions and the actions of their colleagues (CONTRERAS, 2002).

It is important to highlight that the teacher was in the second year of the Pedagogy undergraduate course, which may have contributed to the way the practice happened as it was presented. As stated by Lima (2006, p. 98, emphasis added by the author), the formation in an undergraduate course is not unnecessary, because “*the initial formation is not innocuous [...]*”. At the same time as this is considered, it should also be emphasized that the teacher's level of education and the fact that she is a beginner would require greater attention from the PC, given the importance of her role in the training activity of teachers.

The referral given by the teacher refers to the practice of PC, an experienced teacher who shared with the teacher the period of initiation to teaching, but that, in the way that she did, provided little opportunity for professional development of the teacher. For Pinto (2011) critical-reflexive competence is one of the elements to be privileged by the pedagogical coordination in the work with school teachers.

This perception reinforces the importance of the pedagogical coordination towards the beginner teachers, because, even recognizing that they also have participation and responsibility over their own learning and professional development, it is shared with Lima (2006) the understanding that they cannot assume this process exclusively individually, since their action is mediated by conditions that may restrict or facilitate it. The school PC demonstrated, in relation to BT/1, a contradictory posture in which at the same time she assisted the teacher, she also hampered her professional development process.

The limited involvement of pedagogical coordination expressed in convenient abandon and restricted and challenging support to the beginner teacher - BT/2

The second teacher participating in the research - BT/2, described as not so relevant the work developed by the pedagogical coordinators with whom she interacted in the first years of teaching, especially from the point of view of how the pedagogical support was received.

BT/2 considered that since the coordinators understood that she was trained in Pedagogy, they believed that she would not need more specific assistance. She stated:

I think the coordinators, maybe because I already had a degree in Pedagogy, they were not that incisive, to the point of saying so, that they were very important, [...] but maybe they had the idea that I was doing a work that they considered good, and let me handle [the work], too (IBT/2).

When the teacher was called to take up the position in the municipal network, the school she was going to was not yet in operation. For this reason, she and another teacher, provisionally, together with the students, went to a building in another school. While there, the BT/2 experienced a conflicting situation, as she considered that if the principal and the pedagogical coordinator of the school she was in were not involved with her practice, even so because her school, although not in operation, had its own principal and PC, these latter didn't care about her either. That is, none of the directors or coordinators showed interest in the work she was doing. She highlighted:

There was a principal and a coordinator there at the school, but only when we started, they at the other one, they didn't get much involved, they left us sideways because there were two schools, so we were sideways. [...]. Then I see that, coordinator and director, no student, and we left there with the problems. [...]. And then you come and no one says, "Oh, that will solve it". So, today I see that we solved a lot that could be passed on to others, we keep solving, you know? Not that it was bad, because we also have to learn (IBT/2).

The teacher stayed in this other school building for about three months. When classes began in the second semester, she and her students went to their own school, which then began to operate.

In this process of entering the teaching's profession and apprenticeship, perhaps due to the little pedagogical support received, the teacher considered that her posture of initiative and independence were essential for her practice. However, as the empirical data indicates, even in the period following her arrival at the new school building, the coordinators with whom she worked continued not to be involved in her work, as they did not perform actions that demonstrated sensitivity to the fact that she was a beginner in the profession, as seen:

Kind of lonely in the second semester, too, you know? Because there are coordinators and coordinators, [...] maybe, like, "oh, because she's already graduated...", they didn't give that much attention, ... And also, I didn't feel, perhaps, much security in asking things, you know? (IBT/2).

In analyzing her period of entry into teaching, the teacher showed a contradictory feeling, since, while at the same time seeming to be comfortable with the limited support she received, she also reported that she felt a sense of loneliness, a loneliness that can be considered as pedagogical-institutional. This loneliness was presented mainly in the decision-making moments regarding the conduct of the practice itself. Referring to and analyzing his experience, she expressed:

I think [...] on one hand I had autonomy, I could do things, people also believed in work, I don't remember being criticized, [...]. people also believed, but sometimes: "Ah, they don't interfere much at work, the PC doesn't interfere much, because she thinks I'm already a pedagogue and may be doing it alone" In a way, I think it was also positive, because you faced situations on your own, [...]. On the other hand, which sometimes was not so good, no one said, "Oh, you could do differently".

Maybe sometimes you feel a little loneliness, but not so much, [I'm] a person who doesn't get too attached to "Ah, so-and-so didn't help me" [...] (IBT/2).

In addition to the teacher attributing to the understanding of the coordinators about her education in Pedagogy the non-monitoring of her pedagogical activities, she also showed that she had doubts about the relevance of her work, although she considered that "if it was not so good" (IBT/2), no one collaborated to do it any differently either. At the same time, she stated she felt relatively lonely during this period, she also saw a positive aspect, because she understood that, in a way, she was able to conduct her own work.

In the teacher's statements it was possible to notice that in her career as a beginner teacher she lived with two forms of support from the four coordinators with whom she experienced the first years of professional practice. However, even explaining these two different referrals, it was the attitude of one of them that seems to have had the greatest impact, even though this PC remained briefly in the school.

The first form of support received was identified when she described the work similarly developed by three of the four pedagogical coordinators with whom she worked. As shown earlier, these coordinators were not often involved in the beginner-led teaching-learning process and stated to the teacher that she could continue to carry out the activities the same way she was already doing it.

This way of acting of the pedagogical coordination showed a convenient abandonment of the teacher by the coordinators. It seemed appropriate to them, regardless of the reasons that led them to this, to allow BT/2 to believe that they left her alone because they understood that by having a background in Pedagogy she would already know in advance how to direct her pedagogical practice. BT/2 also stated that she did not usually solicit the coordinators' attention regarding her doubts or difficulties, as she did not feel "[...] very secure to ask questions" (IBT/2). The situation therefore remained.

The second form of support for pedagogical coordination came closer to a restricted but challenging support, because it caused the teacher to change the practice developed with the students, without, however, being given the necessary help to make such changes. This attitude seems to have been more incisive on the pedagogical practice of the teacher in the classroom, thus raising, as the participant indicates, a greater opportunity for teaching learning and, consequently, for professional development. About the performance of this PC, the teacher stated:

The second PC, [...] she demanded in a different way. But then she [...] didn't stay there at school, but she opened a path: "it has to be this way". [...] For example, [...] we prepared a test, thought it was all right, [...]. And she said: "Ah, but there is not enough on this test" [...]. "Oh no, you have to put several types of exercises". Then I thought, "Really, I can't put just one type", something I hadn't thought of. So, "Wow! She is right". That's why I think I learned. "Oh, don't work just with arithmetic, work problem-situation" [...]. So, she wanted you to think, but on your own. Then sometimes, at that moment, "Ah, but I'll show that I can do it too!" Then I did things (IBT/2).

Even not using more specific tools, related to problematization, to the analysis of practical situations and theoretical supports that could help the teacher, the second

coordinator differed from the others in pointing to the teacher possible weaknesses and new demands, instigating to seek solutions, albeit in isolation. It should be noted, however, that the PC has missed the opportunity to assist BT/2 in the process of further understanding these demands and to build with her alternatives for solving the challenges posed to it, which could strengthen the teaching learning process by the teacher (VAILLANT; MARCELO, 2012).

If BT/2 pointed to the subtle contribution of the four pedagogical coordinators with whom she worked at school during the professional initiation period, she also highlighted another relevant aspect in this context, that is, that she was not always able to have activity-hours in the school, given the lack of grading teachers to meet the demands.

This finding may have contributed to the fragility of the coordinators' work in relation to the teacher, because without an orderly time available for reflection and systematization of the pedagogical practice with the teachers, the dedication of the coordinators to this task has certainly become more difficult.

About the activity-hour, BT/2 clarified:

[...] we didn't even do activity-hours, as I told you, [...]. Also, because there were only three [teachers], one agreed with the principal, another did not want to do it, then another also did not want confrontations and ended up accepting... Sometimes we had once a month, twice, but not [...] the four hours guaranteed, we never had it (IBT/2).

The teacher indicated her commitment to student learning as a factor that enabled her to cope with difficulties, as she understood that even though she did not systematically benefit from the activity-hour, she continued to do her work and find her ways within her possibilities:

I think that the commitment we have is with the children who are there, it was not because I had no activity-hour, since we didn't have it, [...] we were supposed to have, to happen every week, suddenly we didn't have it. But it's not because I didn't have activity-hour that I was like: "Oh, I didn't do anything, I don't have activity-hour" (IBT/2).

The attitude of commitment and confrontation demonstrated by the teacher made it possible for her to conduct her pedagogical practice during the period of initiation to teaching, but it is also necessary to consider that there was a risk that she would leave the profession if her position was different. The abandonment of the profession, given the difficulties encountered by beginner teachers is reported in the literature when the initial difficulties of the teaching profession are listed (NONO; MIZUKAMI, 2006; VAILLANT; MARCELO, 2012).

Final considerations

This article presents part of the results of a research that sought to investigate how the professional development of beginner teachers is constituted. The participants were indicated by school managers as good teachers. The results presented in this paper concern the impacts

of the work of pedagogical coordination on the professional development of the researched beginner teachers. From the teachers' experience, regarding the support of the pedagogical coordinators, it was possible to understand that the implications for their professional development were differentiated. Centrally, it was concluded that the participants have relevant evidence of the pedagogical coordination actions in their professional development process.

While one of the teachers, BT/1, received explicit guidance and thus demonstrated to have developed a certain level of professional dependence, the other teacher, BT/2, emphasizing that she felt lonely and subject to her own beginner condition, found ways to minimize and/or overcome difficulties arising from her possibilities. This same teacher had the opportunity to experience a challenging referral from a pedagogical coordinator, which allowed her to realize the need for changes in her practice, without, however, the contributions of the PC to these changes.

The results suggest that the development of a horizontal work by the pedagogical coordination, in which this coordination and the beginner teacher do not overlap each other, but build an adjusted, reflected and challenging support strategy, may be a favorable alternative to professional development of the beginner teachers.

Understanding the actions of pedagogical coordination and the reflexes that they had on the learning of beginner teachers can contribute to the development of other actions that favor the professional development of teachers. It is important that the coordination be aware of the possibilities that exist in the school, so as not to waste them, especially in relation to the beginner teachers. This does not exclude the relevance and need for specific continuing education projects for beginner teachers to be developed at school, as well as for specific professional inclusion programs to be proposed at the education system level (VAILLANT; MARCELO, 2012).

Early-career teachers need their professional practice to be formative. Formative in order to facilitate the construction of new practices, to provide the constitution of a collaborative work that facilitates a more conscious level in relation to their own choices, a process also theoretically illuminated. This will bring gains for the beginner teachers, their schools and for the pedagogical coordination, which, given their attributions, has the possibility of leading such referrals with the beginner teachers.

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Notes

ⁱ In this study we chose the term pedagogical coordination / pedagogical coordinator as it is the most usual in the literature. Pedagogical coordinators are the teachers who work in the pedagogical coordination of the school, as indicated by Domingues (2014). In different municipalities and Brazilian states this function may have other names.

ⁱⁱ Available at: <http://catalogodeteses.capes.gov.br/catalogo-teses/#/>. Access on: Nov. 19th and 20th, 2017. While consulting it, it was observed that data referring to 2017 could be incomplete, as it was seen the indication of 69 researches, a number significantly lower than the 738 researched located in 2016.

ⁱⁱⁱ The pedagogical coordinators and principals indicated the two beginner teachers who participated in the research as they were teachers who strived to do their work, related well with students, sought to generate exchanges with colleagues and valued continuing education. For these reasons they were considered good teachers. It was possible to understand, in general terms, that the idea of a good teacher is linked to the personal commitment of the teachers and the attendance of what was expected of them by the managers.

^{iv} The municipal education system was organized into learning cycles.

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