



## PERFORMANCE OF THE PEDAGOGICAL COORDINATION OF THE PORTO NACIONAL CAMPUS, OF IFTO, UNDER THE TEACHER'S PERSPECTIVE: CHALLENGES AND POSSIBILITIES<sup>1</sup>

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### Abstract

This article addresses some of the results of a dissertation defended in the first semester of 2024, which had as its general objective: to analyze the work of the Technical Pedagogical Coordination (COTEPE), of the Porto Nacional Campus of the Federal Institute of Education, Science and Technology of Tocantins (IFTO) and, from there, produce an educational product (PE). Among the theoretical contributions, it was based on: Saviani (1989, 2020); Manacorda (2019); Libâneo (2010); Ciavatta (2005) who discuss the perspective of Professional and Technological Education. The participatory research, of a qualitative and applied nature, had as data collection instruments an online questionnaire for students and teachers, in addition to a focus group with employees of the institution. Data analysis was based on Bardin (2016), involving pre-analysis, formulation of hypotheses and creation of indicators for the interpretation of the results. The coordination in question faces both substantial challenges and multiple possibilities for the consolidation and development of excellent work. The results indicate that, by leading both the pedagogical and administrative dimensions, COTEPE assumes, on a daily basis, the commitment to serve students, parents, teachers and the school community in general. The PE resulting from the study consisted of an informative e-book that details the activities carried out by the sector, contributing to the improvement of the understanding of its role in the academic and school community.

**Keywords:** Pedagogical Coordination; Professional and Technological Education; Teaching.

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## ATUAÇÃO DA COORDENAÇÃO PEDAGÓGICA DO CAMPUS PORTO NACIONAL, DO IFTO, SOB O OLHAR DOCENTE: DESAFIOS E POSSIBILIDADES

**Resumo:** O presente artigo aborda alguns dos resultados de uma dissertação defendida no primeiro semestre de 2024 que teve como objetivo geral: analisar o trabalho da Coordenação Técnica Pedagógica (COTEPE), do *Campus* Porto Nacional do Instituto Federal de Educação, Ciência e Tecnologia do Tocantins (IFTO) e, a partir dele, produzir um produto educacional (PE). Entre os aportes teóricos, pautou-se em: Saviani (1989, 2020); Manacorda (2019); Libâneo (2010); Ciavatta (2005) que discutem a perspectiva da Educação Profissional e Tecnológica. A pesquisa participante, de caráter qualitativo e aplicada, teve como instrumentos de coleta de dados um questionário *online* para estudantes e professores, além de grupo focal com servidores da instituição. A análise dos dados baseou-se Bardin (2016), envolvendo pré-análise, formulação de hipóteses e criação de indicadores para a interpretação dos resultados. A coordenação em questão enfrenta tanto desafios substanciais quanto múltiplas possibilidades para a consolidação e o desenvolvimento de um trabalho de excelência. Os resultados indicam que, ao liderar tanto as dimensões pedagógicas quanto as administrativas, a COTEPE assume, diariamente, o compromisso de atender aos estudantes, pais, docentes e à comunidade escolar em geral. O PE resultante do estudo consistiu em um *e-book* informativo que detalha as atividades realizadas pelo setor, contribuindo para o aprimoramento do entendimento sobre seu papel na comunidade acadêmica e escolar.

**Palavras-chave:** Coordenação Pedagógica; Educação Profissional e Tecnológica; Ensino.

## DESEMPEÑO DE LA COORDINACIÓN PEDAGÓGICA DEL CAMPUS NACIONAL DE OPORTO, DEL IFTO, BAJO LA MIRADA DEL DOCENTE: DESAFÍOS Y POSIBILIDADES

**Resumen:** Este artículo aborda algunos de los resultados de una disertación defendida en el primer semestre de 2024, que tuvo como objetivo general: analizar el trabajo de la Coordinación Técnica Pedagógica (COTEPE), del Campus Porto Nacional del Instituto Federal de Educación, Ciencia y Tecnología de Tocantins (IFTO) y, a partir de ello, producir un producto educativo (EP). Entre los aportes teóricos se basó en: Saviani (1989, 2020); Manacorda (2019); Libaneo (2010); Ciavatta (2005) quienes discuten la perspectiva de la Educación Profesional y Tecnológica. La investigación participativa, de carácter cualitativo y aplicado, tuvo como instrumentos de recolección de datos un cuestionario en línea para estudiantes y docentes, además de un grupo focal con empleados de la institución. El análisis de los datos se basó en Bardin (2016), involucrando un preanálisis, formulación de hipótesis y creación de indicadores para la interpretación de resultados. La coordinación en cuestión enfrenta desafíos sustanciales y múltiples posibilidades para consolidar y desarrollar un trabajo de excelencia. Los resultados indican que, al liderar tanto la dimensión pedagógica como administrativa, COTEPE asume, en el día a día, el compromiso de servir a estudiantes, padres de familia, docentes y a la comunidad escolar en general. El PE resultante del estudio consistió en un libro electrónico informativo que detalla las actividades realizadas por el sector, contribuyendo a mejorar la comprensión de su papel en la comunidad académica y escolar.

**Palabras clave:** Coordinación Pedagógica; Educación Profesional y Tecnológica; Enseñanza.

## Introduction

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This article addresses some of the results of a dissertation defended in the first semester of 2024, within the Master's Program in Professional and Technological Education - ProfEPT. The work, linked to the research line "Organization and Memories of Pedagogical Spaces in Professional and Technological Education," had the general objective of: analyzing the work of the Technical Pedagogical Coordination (COTEPE) at the Porto Nacional Campus of the Federal Institute of Education, Science, and Technology of Tocantins (IFTO) and, based on this analysis, producing an educational product (EP). The guiding question of the research was: "What are the possibilities for the Technical Pedagogical Coordination to operate within Professional and Technological Education at the Porto Nacional Campus of IFTO?"

With the establishment of the Professional and Technological Education (EPT) Network by Law No. 11,892, of December 29, 2008, which transformed the Federal Technical Schools into Federal Institutes (IFs) nationwide, a new perspective of change was configured in EPT through Technical Education Integrated with High School Education, encompassing the dimensions of omnilateral formation (Brasil, 2008). Omnilateral formation refers to a concept corroborated by Ciavatta (2005, p. 3), "[...] its remote origin lies in socialist education, which aimed to be omnilateral in the sense of forming the human being in their physical, mental, cultural, political, and scientific-technological entirety."

In this educational approach focused on forming critical subjects capable of being leaders and not merely executors of tasks, where education can be thought of from the perspective of polytechnics, the reference is work as an educational principle, ensuring broad and emancipatory formation (Saviani, 1989). To achieve this, it is necessary to ensure that this integration process is mediated by the various actors involved in education, guaranteeing effective comprehensive formation. Manacorda (2019) addresses that complete education - omnilateral, universal - must be accessible to all citizens. Therefore, it is important that everyone has access to knowledge under the same conditions and is capable of being leaders and not just the led.

Thus, to manage the human formation processes of subjects in EPT, the law ensured the participation of various professionals in the task of educating. Promoting quality education that meets the requirements for comprehensive human formation aims to provide full education, offering a body of knowledge that goes beyond traditional education systems.

Federal Institutes have a team formed by professionals from various areas, such as: teachers, librarians, library assistants, educational affairs assistants, student assistants, psychologists, pedagogues, nurses, social workers, doctors, translators and interpreters of Libras, educational affairs technicians, and other staff members engaged in the task of educating. This structure aims to serve diverse subjects with comprehensive formation, as a possibility for transformation and emancipation of individuals, considering integrated education for the journey towards the horizon of change for full formation to be achieved (Ciavatta, 2005).

The primary function of IFTO is to provide, through teaching, research, and extension, an academic education that leads to the emancipation of subjects and their social inclusion. To ensure the fulfillment of the task of educating through quality teaching focused on humanistic and omnilateral formation, the institution relies on a multidisciplinary team composed of various staff members engaged in the mission of serving the school community.

These staff members are part of various sectors within the IFs, developing their work with the aim of serving the academic community. Among the various sectors that are part of EPT at the Porto Nacional Campus of IFTO, we have the Technical Pedagogical Coordination (COTEPE), whose function is to monitor the work of the school community and propose pedagogical solutions aimed at serving this public. Thus, COTEPE is composed of Educational Guidance Pedagogues and Educational Affairs Technicians, in the case of the Porto Nacional Campus of IFTO, as in some campuses, the configuration of the staff may be broader or more restricted.

Regarding the importance of the work of pedagogical coordination, it is corroborated by Vasconcellos (2021), who states that coordination has to do with all subjects and all formative instances of the school, from the simplest to the most complex practices. Concerning the definition of the role of pedagogical coordination, it is understood that it:

[...] is the articulator of the institution's Political-Pedagogical Project in the Pedagogical field, organizing reflection, participation and the means for its realization, in such a way that the school can fulfill its task of providing all students with effective learning, full human development and critical joy (Vasconcellos, 2021, p. 129).

The importance of the work and action of the pedagogical team for the consolidation and fulfillment of the school's role in the mission to educate is notable. Considering the multiple

needs arising from the school context, these professionals guide, advise, and direct the paths to achieve the objectives proposed by the school's Political-Pedagogical Project.

Regarding the performance of the pedagogical team, Lorenzet and Zitkoski (2017) affirm that it is essential in EPT institutions, considering that some teachers are from technical areas, not having didactic knowledge, nor a clarity about methodological procedures. Thus, the presence of the pedagogical team as an articulator of the teaching-learning processes is indispensable, in addition to the receptivity and insertion in the educational context for the teachers.

The activities of the pedagogical team are, in a way, misunderstood, as research on the subject shows, because, according to Buarque (2017, p. 38), "[...] the work of the Pedagogical Coordinations is seen as of a practical nature, still loaded with pejorative terms, like fire extinguisher, stopgap, and others." But, still according to the author, the pedagogical action goes beyond the school walls, is engaged in achieving educational objectives, between the action of thinking and acting, aimed at the development of capacities and comprehensive human formation.

Throughout history, the performance of pedagogues and their contribution to education is notable. In this context, pedagogues are considered to be professionals of pedagogy, in the sense of training and not just the position they hold in the institution. This professional shares knowledge in everyday work, attributing meaning to the act of learning, articulating pedagogical action focused on human transformation. For Libâneo (2010, p. 58), "[...] there is a diversity of educational practices in society and, in all of them, [...] pedagogical action is present."

Pedagogical action is a theoretical and critical reflection based on practices in the investigative field of education. The pedagogical role is not restricted to the classroom, as Libâneo (2010, p. 14) states, "[...] educational practices occur in many places, in many formal, non-formal, informal instances. They happen in families, in workplaces, in the city and on the street, in the media, and also in schools."

The exercise of the pedagogue goes beyond the classroom. In Libâneo (2010, p. 14), it is perceived that pedagogical action "[...] is not limited to teaching actions" and that "[...] if all teaching work is pedagogical work, not all pedagogical work is teaching work" [...].

Even with actions aimed at meeting the pedagogical demands of the school community, it is observed that there are people who do not understand or do not know what activities are to be carried out by COTEPE. According to Libâneo (2010, p. 28), "[...] pedagogy is at a low ebb

among intellectuals and professionals in the educational field [...] many pedagogues seem to be hiding from their profession or, at least, needing to justify their work daily."

Faced with a reality of apparent ignorance of the reality of pedagogical practice, it is necessary that this field of knowledge, surrounded by ideological disputes, as always, be investigated and clarified. Regarding the role of Pedagogy, Saviani states that:

Throughout the history of so-called Western civilization, pedagogy has established itself as a correlate of education, understood as the way of apprehending or instituting the educational process. In fact, education appears to be an irreducible reality in human societies. Its origins are intertwined with the origins of man himself. To the extent that man endeavors to understand it and seeks to intervene in it intentionally, he builds up a specific knowledge that, from the Greek *Paideia*, through Rome and the Middle Ages, reaches modern times strongly associated with the term 'pedagogy' (Saviani, 2020, p. 20).

It is perceived that pedagogy accompanies history since the existence of humanity, being part of it, even if not exactly with the term 'pedagogy'. However, the action of teaching, providing knowledge to generations is pedagogy itself in action.

In this sense, the present study sought to analyze the work carried out by the Technical Pedagogical Coordination (COTEPE) of the Porto Nacional Campus of IFTO, the role and performance of Educational Guidance Pedagogues and Educational Affairs Technicians (TAE), from the perspective of professional and technological education, which aims at comprehensive human formation.

## **Materials and methods**

The project that resulted in the elaboration of the dissertation from which this article originates was submitted to the Research Ethics Committee of IFTO (CEP/IFTO) and approved through Opinion No. 6.130.297/2023.

Regarding the technical procedures, the research was considered participatory, as it is a study in which the researcher himself was inserted in his professional context. According to Brandão and Borges (2007), some principles need to be observed in the participant research method, among them:

The point of origin of participant research must be situated in a perspective of social reality, taken as a totality in its structure and dynamics [...] It must start

from the concrete reality of the daily life of the individual and collective participants in the process, in its different dimensions and interactions [...] It must always start from the search for unity between theory and practice, and build and reconstruct theory from a sequence of critically reflected practices. [...] It should be thought of as a dynamic moment in a process of community social action [...] Even in an investigation linked to sectoral and provisional work, the purpose of social action with a popular vocation is the autonomy of its subjects in the management of knowledge and the social actions derived from it [...] (Brandão; Borges, 2007, p. 54).

Regarding the methodological approach used in the research, it was characterized as follows: in terms of approach, it was classified as qualitative; in terms of nature, considered applied; and in terms of procedures, it was classified as participatory research.

The study was considered qualitative research as it does not concern itself with numerical representativeness, but rather with deepening the understanding of a social group, an organization (Gerhardt; Silveira, 2009, p. 31). Qualitative research, as argued by Lüdke and André (2020), presupposes direct contact of the researcher with the environment and the situation to be investigated.

Considering the diversity and possibilities for conducting research in education, Ghedin and Franco (2011) discuss the challenges in the search for procedures and conceptions to help the researcher interact with the reality they wish to know and transform.

For data collection, a semi-structured questionnaire with open and closed questions was applied to the 16 teachers of the first year of the Technical Course in Environment Integrated with High School Education at the Porto Nacional Campus of IFTO. The instrument was answered via Google Forms by 9 teachers.

After receiving the questionnaires from students and teachers, the results were discussed through meetings held with the focus group, composed of 5 COTEPE staff members from the Campus.

According to Moreira and Caleffe (2008), the questionnaire becomes an efficient time-use instrument for the researcher, from its formulation to its application. Respondents can elaborate their answers with more time and tranquility, in addition to the fact that it can reach a greater number of participants. When preparing a questionnaire, the researcher must ensure the clarity of the questions asked and thus plan to maximize the questionnaire's return rate.

According to Gatti (2005), research with focus groups seeks to understand concepts, feelings, attitudes, beliefs, experiences, and reactions of participants through interactions within the group, offering a perspective that methods such as observation and interviews do not reach.

Content analysis was chosen as the technique for data analysis. According to Bardin (2016), content analysis consists of a set of techniques that use systematic and objective procedures to describe the content of messages. This process aims to identify indicators, quantitative or not, that allow inferring knowledge about the production and reception conditions of these messages. According to Bardin (2016, p. 49), "[...] content analysis is speech." In this sense, within the answers to the questionnaires, the categories that are worked on bring excerpts from the participants' speeches, in order to understand the results of this analysis.

## **Results and discussions**

The Technical Pedagogical Coordination has as its institutional mission to ensure the guarantee of pedagogical teaching-learning processes, making the link between teachers, students, parents, and the school community, in order to ensure the fulfillment of the institutional mission of providing quality education, providing humanistic and comprehensive education, supporting the development of teaching, research, and extension, in addition to proposing improvements and changes necessary for the proper functioning of teaching.

COTEPE has, as one of its important roles, to provide continuing education for teachers and staff in the teaching area, through the Pedagogical Journey, working on themes that are important for professional development and the development of new skills and new methodologies and the use of educational technologies in teaching.

In this sense, the collected data and their analyses will be presented, in addition to possible issues that emerged from the teacher's perspective. The initial audience planned for the research was a total of 16 teachers, of which only 9 agreed to participate. This number of respondents represents 56% of the initial sample.

After signing the Free and Informed Consent Term (TCLE), they answered the questionnaire, containing 4 (four) closed questions and 6 (six) open questions, so that they could express their opinions freely about what they knew or what they would like to express about COTEPE's work. As a cut-out for this article, it was decided to present four of these questions.

Regarding the training profile of the research participants, the majority of them (55.6%) have a doctorate, the others (44.4%) have a master's degree. The data show that the level of academic training is compatible with what is expected of professionals working in teaching, having adequate training to teach within their areas of expertise.

When asked about the training/qualifications mediated by COTEPE, 66.6% of the interviewees stated that they had participated in them. There were also those who stated that they had not received any type of training offered by COTEPE, these represent about 33.3% of the interviewees.

It is important to emphasize that at each beginning of the semester there is at least one training mediated by COTEPE, with the Pedagogical Journey, for example, being part of the school calendar and happening every semester. The work revealed that some of the interviewees did not participate in this moment, and the reason was not identified. There are other nuances not evidenced by the work, as they are not part of the object of this investigation, that would explore the reasons why some of these professionals did not participate in these training moments.

Table 1 below lists the activities developed by COTEPE from the perspective of teachers. See what it contains.

**Table 1 - COTEPE's own activities**

CATEGORY	FREQUENCY IN EACH ITEM
Advisory	8
Planning	4
Guidance	9
Supervision	3
Evaluation of teaching activities	4
Research activities	2
Extension activities	2
Statistical work to support teaching	6
Guidance of academic work	1
Preparation of student support material	1
PPC drafting and reformulation committee	6
Various teaching support committees	8
Pedagogical consultancy	6

**Source:** Prepared by the authors (2024).

Regarding the importance of pedagogical work for teaching, and which activities the interviewees considered to be COTEPE activities, it can be observed that, among the activities that were listed, the most cited are: guidance, advising, and various commissions to support

teaching. These indications reaffirm COTEPE's role in supporting teaching through its daily work.

Other data that can be observed is that regarding research and extension activities, less than half of the participants consider these activities to be part of the pedagogical team. Thus, it is necessary for these actions to be implemented and for teachers and the pedagogical sector to work together on research and extension projects, in conjunction with students, to promote knowledge and elucidate questions that are not yet known and will be the subject of future studies.

Table 1 shows that 100% of the interviewees consider educational guidance work to be a typical COTEPE activity. According to Vasconcellos (2021, p. 99), the presence of pedagogical leadership in the school is fundamental, not that teaching or the school functions only with the presence of this professional, but, according to the author, coordination is essential for improving the quality of the teaching-learning process.

Regarding the various activities developed by COTEPE, it was requested: Describe other activities that are being developed by COTEPE. Exemplify some of these activities, based on situations experienced by you in the institution. The results appear in Table 2:

**Table 2 - Activities carried out by COTEPE according to teachers**

CATEGORY	FREQUENCY IN EACH ITEM
Attending to parents/guardians	4
Accompanying and assisting students	5
Councils and collegiate bodies	5
Consultancy and pedagogical support for teachers	2

**Source:** Prepared by the authors (2024).

The interviewees' responses align with what was listed in Table 1, since what was marked in the previous question is corroborated and reaffirmed in the sequence of responses. According to Vasconcellos (2021, p. 101), when observing the complexity of the teacher's work in the school, "[...] we consider that it is also increasingly important for the school to have an adequate staff to collaborate in this task."

Table 3 below presents results organized into categories in response to the question: *How do you perceive the importance of the Technical Pedagogical Coordination in the institution?*

**Table 3 - Perception of the importance of COTEPE**

CATEGORY	FREQUENCY IN EACH ITEM
Assistance to parents, teachers and students	6
Support/mediation of the teaching/learning process	7

**Source:** Prepared by the authors (2024).

It is emphasized that Table 3 shows that COTEPE's work is perceived in the actions of serving parents, teachers, and students, as well as in the mediation that occurs daily, regarding the teaching-learning process. These actions developed by COTEPE are essential to teaching. Regarding the dissemination of actions carried out by the Coordination, the following was questioned: How do you believe the Technical Pedagogical Coordination can disseminate the actions developed? The categories in Table 4 show that meetings and management reports are considered efficient in disseminating the actions developed, in addition to social media such as emails/WhatsApp/Instagram.

**Table 4 - Ways of publicizing COTEPE's work**

CATEGORY	PERCENTAGE	FREQUENCY
Meetings/reports	55,5%	5
Social media: e-mails/WhatsApp/Instagram	44,4%	4

**Source:** Prepared by the authors (2024).

Social media has great importance for disseminating the work carried out by the Coordination, because with the use of smartphones, access has become easy for everyone who has this technology available. According to Galvão et al. (2022, p. 3), "[...] social networks have a unique dynamic and, therefore, we must follow their trends in order to create content that promotes greater engagement."

Regarding the process of pedagogical intervention with students, the following was questioned: Have you had any difficulty in carrying out pedagogical interventions with students/parents? If so, did you seek help from the Technical Pedagogical Coordination? And how did it contribute to solving the problem?

About 55.55% of the interviewees stated that they did not seek assistance from the Coordination, while 44.44% said that they had sought the coordination to resolve some problems related to teaching, a sector that is available to contribute to teaching processes and serve teachers.

When asked about Why don't you seek COTEPE? one teacher wrote: "[...] I try to resolve it in the classroom, as I don't always agree with COTEPE's opinion." After analyzing the teacher's response, questions must be asked about: what may have generated this dissatisfaction? What measures should be taken to resolve possible problems/dissatisfactions?

As COTEPE is a sector that serves parents, students, and teachers, the measures taken, both in the pedagogical and behavioral sense, are linked to the Didactic Pedagogical Organization of IFTO-ODP (IFTO, 2015), which implies that decisions are made based on a regulation and cases are analyzed in their particularities and according to what is stated therein. Thus, opinions are issued for each particular situation.

Regarding the resolution of problems presented by the interviewees to be mediated by COTEPE and how it contributed to solving the problem, the interviewees stated: "I obtained excellent feedback"; "It guided me about the adolescent's social situation, which helped me understand the student's behavior"; "By carrying out pedagogical interventions." According to Vasconcellos (2021, p. 129), the Pedagogical Coordination should "[...] provide all students with effective learning, full human development, and critical joy."

According to the responses obtained, COTEPE has fulfilled its role and function for which it is intended, that of mediating and managing learning processes, involving the school community. The coordination has an important role in all educational processes, it "[...] helps in the crossing, [not as the] [...] enlightened one, owner of the truth, [but in a perspective of awakening] [...] awareness" (Vasconcellos, 2021, p. 102).

Another question asked was: In your opinion, what are the possibilities for the Technical Pedagogical Coordination to act at the Porto Nacional Campus for humanistic and comprehensive education within Professional and Technological Education?

Some of the interviewees stated that closer proximity with teachers could facilitate communication, in addition to monitoring classes, assisting in the planning of teaching activities. In one of the responses, there was the following suggestion: "[...] an action aimed at the professional vocation of students could also be carried out, especially focusing on the choice of a possible higher education course."

Other interesting topics addressed concern welcoming teachers, which should occur through the promotion of a culture of care and support in the school. Among these, we can highlight: the offer of continuing education and support in guiding lesson planning; actions aimed at the mental health of teachers and conflict mediation, and, likewise, suggestions for educational interventions.

According to what was stated in the research, although it does not appear clearly in the responses, there is still, in the subtext of the speeches, the idea of COTEPE as the one who 'solves everything,' but although there is an effort by the pedagogical team to try to resolve most demands, it is known that not everything can be resolved by the sector, as some demands depend on actions from other campus sectors, as well as family support.

According to Vasconcellos (2021, p. 130), "[...] the performance of pedagogical coordination takes place in the field of mediation, as those who are directly linked to the task of teaching, *stricto sensu*, are the teachers." Thus, COTEPE presents itself as a mediator of this process, knowing that at the forefront is the teacher with their daily practice, in the search for training and knowledge construction.

Finally, it was asked: Regarding the work of the Technical Pedagogical Coordination and its role in the institution, would you like to add or share something?

According to the data collected, there is a positive view of COTEPE's work, which can be seen in excerpts from the interviewees' speeches, such as: "[...] I see it as positive"; "[...] I believe it is playing a great role"; "[...] they are dedicated professionals"; "[...] it is available to teachers and students in resolving everyday school problems."

COTEPE has made an effort to do its best in the performance of its functions to assist in teaching and learning processes, with a team of dedicated professionals, in the realization of educational objectives and in the improvement of teaching quality. According to Buarque (2017), pedagogical action is engaged in achieving educational objectives, considering the development of capacities and comprehensive human formation.

It was evidenced that there is a desire on the part of teachers for greater proximity with COTEPE. The reaffirmation in different questions, addressed in the research, leads to this conclusion, as in the transcribed excerpt of speech "[...] greater proximity with teachers." The affirmation about this demand, on the part of teachers, raises the responsibility of the necessary care that COTEPE needs to be aware of. Not only students need this welcome, it is necessary that teachers also be welcomed in their needs and so that they can give their best in serving students and in institutional relationships between staff in general.

According to Vasconcellos, coordination should:

Welcoming the teacher into their reality, into their anxieties; giving them a 'lap': recognizing their needs and difficulties. The welcoming attitude is also fundamental for teachers to learn how to work with their students (Vasconcellos, 2021, p. 131).

Therefore, the understanding emerges that specific work is necessary, aimed at serving/welcoming teachers, and COTEPE must adopt a working methodology that can welcome teachers and assist them in their demands, both pedagogical and interpersonal and emotional.

## **Final considerations**

The research data evidenced that COTEPE has several possibilities and a great challenge in its task of guiding and contributing to a humanized formation from the perspective of omnilateral formation.

It is essential to point out that COTEPE has as its institutional mission to ensure the guarantee of pedagogical teaching-learning processes. It positions itself as an intermediary in the teaching and learning process between teachers, students, parents, and the school community, aiming to ensure the fulfillment of the institutional mission to develop quality education and provide human and comprehensive formation, supporting the development of teaching, research, and extension, in addition to proposing improvements and changes necessary for the proper functioning of teaching.

The results indicate that, by leading both pedagogical and administrative dimensions, COTEPE assumes, daily, the commitment to serve students, parents, teachers, and the school community in general. Among the daily activities developed by the coordination, we can highlight: assistance in teacher planning; welcoming teachers; participation in teaching, research, and extension projects; pedagogical intervention for students with learning difficulties; among others.

It is considered that the coordination has fulfilled its mission within EPT, acting in all pedagogical processes of support and encouragement to the proper functioning of teaching. It is emphasized that teachers can count on COTEPE's support within its pedagogical competence to implement teaching projects aimed at improving and developing students, in order to promote the development of the necessary skills for human and comprehensive formation. In this sense, it is understood that, although COTEPE performs various pedagogical functions to support teaching, many of these actions are not known by some staff members, reaffirming that it is imperative to adopt a policy of publicizing the actions developed, making its role within the institution known to the community.

Thus, although this research has not covered all the possibilities of COTEPE's performance, the data obtained represent a starting point for future investigations and work directions. It is also expected that this study will inspire new research that deepens issues that were beyond its scope. The initial results aim to contribute to teachers, students, and the school community better understanding the role and daily work of the Technical Pedagogical Coordination in promoting emancipatory, humanizing education aimed at the comprehensive development of students.

For support and dissemination of the actions developed by COTEPE, the results presented in this article, added to the other data collected in the dissertation, served as support to build a guiding e-book. It contains the answers to the initial questions, such as the composition, staff members belonging to the staff, training, as well as the possibilities of the sector's performance.

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