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Relations between pedagogical coordination, pedagogical documentation, and teacher mediation in Brazilian research

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Abstract: The present study aimed to analyze, through an integrative literature review, how Brazilian academic production has addressed the relationships among pedagogical coordination, pedagogical documentation, and teacher mediation, identifying trends, convergences, and gaps in this field of investigation. The research included studies published in Brazilian academic databases and repositories, such as the Brazilian Digital Library of Theses and Dissertations (BDTD), the Scientific Electronic Library Online (SciELO), and the CAPES Periodicals Portal, between 2015 and 2025. The studies were selected through descriptors related to pedagogical coordination, pedagogical documentation, and teacher mediation. The corpus consisted of fourteen studies, analyzed in light of the evidentiary paradigm. The results highlight the central role of pedagogical coordination in promoting teacher education processes and teacher mediation, especially through the organization of collective spaces for reflection and pedagogical support. Pedagogical documentation was found to be predominantly associated with the recording and interpretation of educational experiences, particularly in early childhood education. However, studies that systematically articulate pedagogical coordination, pedagogical documentation, and teacher mediation remain limited. The findings indicate that pedagogical documentation has formative potential to support processes of pedagogical monitoring and reflection on practice.

Keywords: pedagogical coordination; pedagogical documentation; teacher mediation.

1 Introduction

Pedagogical coordination occupies a central position in the organization of educational work within schools, particularly in mediating teaching practices and fostering professional learning processes. In the Brazilian context, pedagogical coordinators are understood as facilitators of collaborative professional work, responsible for organizing spaces for study, planning, and critical reflection on



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pedagogical practice (Placco; Almeida, 2015). From this perspective, their role extends beyond strictly administrative responsibilities, assuming a formative function by directly contributing to teachers' in-service professional development and to the improvement of everyday pedagogical practices.

This understanding of pedagogical coordination is closely related to the need to develop teaching practices that address the complexity of educational processes, recognizing that pedagogical work encompasses social, cultural, relational, and subjective dimensions that cannot be reduced to technical procedures or standardized models of instruction. Teaching practice requires continuous processes of interpretation, analysis, and decision-making, thereby demanding collaborative spaces that encourage critical reflection on experiences arising from everyday school life.

Over the past decades, the educational field has been increasingly shaped by the expansion of assessment policies and by the growing emphasis on performance indicators and educational evidence as mechanisms for guiding pedagogical practices. Although these developments are associated with efforts to enhance educational quality and accountability, authors such as Biesta (2010, 2013) have critically examined the consequences of an educational rationality that places excessive emphasis on measurement, performativity, and the logic of what works. According to Biesta, education cannot be reduced to the application of techniques aimed at producing predetermined outcomes, since educational processes inherently involve ethical, relational, and formative dimensions that transcend instrumental reasoning. The author therefore argues for reclaiming the pedagogical dimension of education by understanding teaching as a practice grounded in interpretation, responsibility, and openness to the singularity of educational experience.

This critique is particularly pertinent when considering the complexity inherent in teachers' work and the need for professional learning practices that promote broader interpretations of educational processes, moving beyond quantitative indicators and technical prescriptions. In this context, pedagogical documentation provides a way of interpreting and reflecting on educational experiences, enabling teachers to make learning processes visible through everyday school practice. Conceived as an interpretive practice, pedagogical documentation supports the construction of meaning around educational experiences while recognizing education as a relational,

contextual, and inherently unpredictable process. In dialogue with participatory pedagogies, particularly the educational experience of Reggio Emilia (Rinaldi, 2006), pedagogical documentation has come to be understood as a tool that sustains processes of listening, reflection, and the collective construction of knowledge within educational settings.

When considered within the scope of pedagogical coordination, pedagogical documentation may constitute an important professional learning tool, especially when employed as a strategy for teacher mediation (Libâneo, 2004; Placco; Almeida, 2015). By organizing, interpreting, and discussing the records produced in everyday school practice, pedagogical coordinators create opportunities for teachers to analyze their own practices, share experiences, and collectively construct new understandings of pedagogical work. In this process, mediation extends beyond the technical supervision of teaching activities to encompass practices of listening, dialogue, and collective reflection on educational practice.

The limited integration of pedagogical coordination, pedagogical documentation, and teacher mediation reveals not only a quantitative gap in the scientific literature but also particular ways of conceptualizing professional learning processes within schools. Although pedagogical coordination is widely recognized as a key mechanism for teacher development and support of teaching practice, pedagogical documentation continues to occupy a peripheral position in this process, being predominantly associated with recording and making educational experiences visible. This suggests that teacher professional development remains, in many contexts, disconnected from systematic tools for analyzing practice, contributing to the persistence of pedagogical documentation as a primarily descriptive rather than genuinely formative resource. The lack of more consistent integration among these elements highlights important limitations in understanding pedagogical documentation as a tool that supports collective processes of interpretation, critical reflection, and teacher mediation.

Against this background, the present study aims to examine, through an integrative literature review, how Brazilian scholarly production has addressed the relationships among pedagogical coordination, pedagogical documentation, and teacher mediation within school contexts. Specifically, the study seeks to identify the

main trends, points of convergence, and research gaps in this field, thereby contributing to a broader understanding of the professional learning potential associated with pedagogical coordination.

To achieve this objective, an integrative literature review was conducted using studies retrieved from the Brazilian Digital Library of Theses and Dissertations (BDTD), the Scientific Electronic Library Online (SciELO), and the CAPES Journal Portal, considering publications produced between 2015 and 2025. The article is organized into four sections. The first presents the theoretical framework underpinning the discussion of pedagogical coordination, pedagogical documentation, and teacher mediation. The second describes the methodological procedures adopted in the study. The third presents and discusses the findings of the integrative review. Finally, the concluding section highlights the principal contributions of this study and the research gaps identified in the literature.

2 Pedagogical coordination, pedagogical documentation, and teacher mediation

Within the context of Brazilian basic education, pedagogical coordination has historically been shaped by tensions between administrative and pedagogical responsibilities, an issue that directly affects prevailing understandings of the pedagogical coordinator's role in schools. Although in some contexts it remains associated with the bureaucratic organization of schoolwork, several studies (Libâneo, 2004; Paro, 2000; Placco; Almeida, 2015) emphasize the central role of pedagogical coordination in fostering collaborative professional work, supporting teaching practices, and promoting professional learning processes. From this perspective, pedagogical coordination moves beyond a merely operational function and can be understood as a strategic component in the organization of pedagogical work and the collective construction of educational practices.

Placco and Almeida (2015) conceptualize pedagogical coordination as a space for in-service professional development, in which critical reflection on practice occupies a central role. This perspective shifts teacher education away from a model restricted to external courses or isolated training initiatives by recognizing the school itself as a privileged setting for teacher mediation. In this context, the pedagogical coordinator's work involves creating conditions that enable teachers to examine their

practices, share experiences, and collectively develop pedagogical interventions. Teacher mediation, therefore, extends beyond the transmission of guidelines or the technical supervision of teaching activities; rather, it encompasses processes of dialogue, critical inquiry, and the collaborative construction of professional knowledge (Placco; Almeida, 2015). As Placco, Almeida, and Souza (2011, p. 228) argue, the pedagogical coordinator "[...] is the professional who mediates between the curriculum and teachers and, above all, serves as the teachers' educator."

In discussing the organization of pedagogical work, Libâneo (2004) argues that educational practices require intentionality as well as the articulation of planning, monitoring, and evaluation. According to the author, pedagogical coordination performs an integrative function within the school by fostering connections among the various actors and processes that constitute everyday school life. Such integration, however, does not occur spontaneously; rather, it results from intentional actions that require attentive listening, negotiation, and the capacity to mobilize collective engagement. Consequently, the pedagogical coordinator operates within a field characterized by diverse conceptions of teaching, distinct professional trajectories, and institutional expectations.

By conceptualizing the school as a space for social interaction and collective construction, Paro (2000) further expands this discussion by demonstrating that pedagogical work encompasses relational dimensions that extend beyond technical concerns. Within this context, pedagogical coordination plays a key role in organizing spaces for dialogue and collaboration among teachers, thereby fostering the circulation of professional knowledge and the development of collaborative professional relationships. Teacher mediation therefore involves not only organizing pedagogical practices but also creating institutional conditions that support collective processes of reflection and professional learning.

In assuming this mediating role, the pedagogical coordinator also operates at the intersection between educational policies and the everyday realities of school life. This involves interpreting curriculum guidelines, public policies, and institutional demands while relating them to the concrete needs of teaching practice. Such work requires the ability to contextualize and critically examine these directives, since external policies are not automatically translated into pedagogical practice.

Furthermore, the effectiveness of this role depends on the institutional conditions provided by the school, as administrative overload, limited opportunities for collaborative work, and inadequate specialized preparation frequently constrain the pedagogical coordinator's capacity to promote meaningful professional learning (Placco, Almeida; Souza, 2011).

Taken together, these considerations underscore the central role of pedagogical coordination in organizing teachers' work, particularly in fostering reflective practice and teacher professional development. Within this context, pedagogical coordinators enable the development of more informed and theoretically grounded pedagogical practices by encouraging teachers to examine their professional work and collaboratively construct alternative pedagogical approaches. Understanding pedagogical coordination as a mediating practice therefore requires recognizing its formative potential within the school context, especially when it creates opportunities for dialogue, reflection, and the critical examination of educational practices.

It is precisely within this process that teacher reflection emerges as a constitutive element of professional development, closely associated with teachers' capacity to analyze, interpret, and reinterpret their practice in light of their experiences in everyday school life. Schön's (2000) contributions are particularly significant in this regard because he conceptualizes teaching as a practice characterized by complexity and uncertainty, in which professionals generate knowledge by reflecting both during action and after action. From this perspective, teaching practice is no longer understood as the mere application of predefined techniques but rather as a space in which professional knowledge is actively constructed.

Schön's (1987, 2000) work provides an important theoretical foundation for understanding reflective processes in teacher education, particularly by recognizing that professional knowledge is generated within practice itself. The author distinguishes several dimensions of reflection, including knowing-in-action, which refers to the knowledge teachers mobilize while teaching; reflection-in-action, which occurs simultaneously with pedagogical practice; and reflection-on-action, characterized by the retrospective analysis of lived experiences. In addition, Schön

introduces the notion of reflection on reflection-in-action¹, understood as a deeper process of critically examining both practice and the decisions made within educational contexts. As Rausch (2008) argues, these dimensions contribute to understanding teaching as a practice characterized by interpretation, decision-making, and the continuous construction of professional knowledge. Reflection-in-action enables teachers to respond to unexpected situations arising in everyday school life by reorganizing their pedagogical interventions in response to the demands that emerge throughout the teaching process.

Moving beyond reflection toward the concept of reflexivity, teaching practice is understood as a continuous process of interpreting, analyzing, and reconstructing pedagogical action. Rausch (2008) conceptualizes reflexivity as a process constituted through the relationships established within the school context and through collectively developed professional learning practices. Rather than representing an individual exercise in examining one's own practice, reflexivity involves critically interrogating teaching experiences in light of the institutional, organizational, and educational conditions under which pedagogical work takes place. The development of a reflective stance does not occur spontaneously; instead, it depends on spaces and mediating processes that foster dialogue, the shared analysis of experience, and the collective construction of professional knowledge.

Reflection and reflexivity are intrinsically connected to the construction of teachers' professional knowledge, which, as emphasized by Nóvoa (2009) and Tardif (2014), is generated within the profession itself through experience, interpersonal interactions, and the concrete conditions of pedagogical work. This perspective shifts teacher education away from a model centered solely on the transmission of content toward one that recognizes teachers as producers of knowledge grounded in their professional practice. Professional learning, therefore, extends beyond the acquisition of theoretical knowledge and becomes a continuous process of constructing and

¹ In this study, the expressions “reflection-on-action” and “reflection on reflection-in-action” are preserved, as they correspond to the terminology used by Schön (2000) in the Brazilian Portuguese translation of *Educating the Reflective Practitioner*, constituting theoretical categories specific to the author.

reconstructing professional knowledge, in which lived and shared experience plays a foundational role.

This perspective also challenges traditional models of continuing professional development that are centered on the transmission of knowledge external to pedagogical practice and organized independently of the realities of everyday school life. By recognizing the school as a legitimate site for the production of professional knowledge, teacher education shifts from a prescriptive model toward processes that value the critical examination of teachers' own experiences. Within this framework, pedagogical documentation offers considerable potential for supporting more contextually grounded professional learning practices by enabling teachers to revisit their actions, interpret educational processes, and collectively construct new meanings for pedagogical work.

When practice is understood as a space of professional learning, it becomes possible to argue that teachers' professional knowledge is not merely applied but is continually constructed and transformed through everyday school life, in dialogue with colleagues and in response to contextual demands. This perspective recognizes that professional knowledge emerges through the interplay of experience, reflection, and interaction, requiring institutional conditions that sustain continuous and collaborative professional learning. However, when teachers work in environments marked by intensified workloads, fragmented professional practices, and limited opportunities for collaborative reflection, meaningful reflection on practice becomes increasingly difficult. In such contexts, pedagogical coordination plays a key role in fostering collective inquiry, professional dialogue, and critical reflection on teaching practice.

Viewing practice as a site of professional knowledge production also calls for strategies that make professional learning processes visible in everyday school practice. By directing attention to what is experienced, interpreted, and shared through pedagogical practice, opportunities emerge for developing tools that support the interpretation, critical examination, and communication of these experiences. From this perspective, pedagogical documentation provides a way of making these processes tangible by bringing together practice, reflection, and professional learning.

Pedagogical documentation has been understood, particularly within the field of participatory pedagogies, as a practice that extends beyond the mere recording of

events and functions as a means of interpreting and generating knowledge about educational processes. Documenting is not simply a matter of recording what occurs; rather, it involves making learning trajectories visible in ways that enable their interpretation, critical examination, and communication. The educational experience of Reggio Emilia, extensively discussed by Rinaldi (2006), has been particularly influential in advancing this understanding by arguing that documentation makes thinking visible, thereby creating opportunities for both children and adults to revisit their experiences and construct meaning.

Within the Brazilian context, this discussion has likewise been expanded by scholars such as Ostetto (2017), who conceptualizes pedagogical documentation as a practice of observing, recording, and interpreting educational processes, enabling the construction of narratives about experiences in everyday school life. Similarly, Proença (2018) argues that pedagogical records acquire significance when they move beyond bureaucratic requirements and become resources for reflecting on educational practice, while Fochi (2019) emphasizes that pedagogical documentation creates the conditions for making learning trajectories visible, thereby supporting processes of pedagogical analysis and decision-making. Accordingly, pedagogical documentation is understood as an interpretive and relational practice situated within a pedagogical approach that values listening, participation, and the collective construction of meaning.

The narrative dimension of pedagogical documentation can be further illuminated through Bruner's (2001) contributions, which conceptualize narrative as a fundamental means of organizing human experience. According to Bruner, individuals construct meaning through narratives that connect actions, intentions, and contexts, enabling a deeper understanding of experience beyond its immediate context. When applied to pedagogical documentation, this perspective enables the records produced in everyday school life to be understood as narrative constructions that organize and interpret educational experience. In this way, teachers are able to revisit their practices, identify recurring patterns, critically examine pedagogical decisions, and develop new understandings of teaching and learning.

Pedagogical documentation is therefore closely associated with processes of teacher reflection, resonating with Schön's (2000) emphasis on the centrality of

reflection-in-action and reflection-on-action in professional development. By making everyday pedagogical practices visible, documentation provides tangible resources through which teachers can revisit their actions, examine their decisions, and construct new meanings for pedagogical work. In this sense, documentation is far more than the recording of events; it constitutes a practice that supports the analysis and interpretation of teaching experience.

However, as the discussion moves beyond reflection toward reflexivity, the understanding of pedagogical documentation is likewise expanded to encompass its role as a means of critically examining the social, institutional, and cultural conditions that shape teachers' work. Rausch (2008) conceptualizes reflexivity as a process that extends beyond the analysis of immediate action by incorporating the critical examination of the contexts within which pedagogical practice is constituted. By enabling the collective analysis of educational experiences, pedagogical documentation contributes to shifting reflection from a strictly individual exercise to a contextualized and collaborative process.

Oliveira-Formosinho and Formosinho (2013) reinforce this perspective by situating teacher education within the context of professional practice and by recognizing everyday school life as a privileged setting for professional learning. According to the authors, context-based professional learning is constructed through the analysis of lived experiences, collaboration among peers, and the collective construction of professional knowledge.

Within this framework, pedagogical coordination assumes a central role in mediating the use of pedagogical documentation, as it is responsible for organizing collaborative spaces for reflection and teacher professional development. As Placco and Almeida (2015) argue, pedagogical coordination articulates schoolwork by supporting teaching practices and fostering professional learning processes within the school. By mediating the use of pedagogical documentation, pedagogical coordinators enhance its formative potential, preventing documentation from being reduced to a bureaucratic procedure and instead promoting its use as a resource for professional analysis and development.

Understanding pedagogical documentation as a mediating tool requires recognizing that its function extends beyond instrumental or organizational purposes.

Rather, documentation becomes a structuring element in processes of interpreting, analyzing, and critically examining pedagogical practice, enabling everyday experiences to be revisited collectively and transformed into objects of professional inquiry. By producing records that make learning trajectories and pedagogical decisions visible, pedagogical documentation contributes to preserving the institutional memory of pedagogical processes while promoting the circulation of the professional knowledge generated through everyday school life (Fochi, 2019; Rinaldi, 2006). Its formative potential lies precisely in its capacity to shift teacher reflection from an abstract level to the situated analysis of lived experience, thereby fostering professional learning processes grounded in everyday school life and in the relationships established among educational actors.

The formative potential of pedagogical documentation, however, is not realized automatically; rather, it depends on how it is appropriated within the school context. Rinaldi (2006) argues that pedagogical documentation acquires meaning only when it is embedded in collective processes of analysis and interpretation, where participants are encouraged to question and reinterpret their experiences. In this regard, pedagogical coordination plays a fundamental mediating role in transforming documentation into a formative practice by creating conditions that enable teachers to discuss their practices, confront differing interpretations, and collaboratively construct new meanings for pedagogical work.

Teachers' work, understood as the set of pedagogical actions developed within the school context through the mobilization of professional knowledge, experience, relationships, and decisions constructed in everyday practice (Tardif, 2014), thus constitutes an interpretive and situated practice in which pedagogical actions are continually examined in light of the experiences and contexts from which they emerge. This perspective contributes to the development of a pedagogical culture that recognizes the complexity of educational processes, in contrast to approaches that prioritize measurable outcomes and the logic of performativity. As Biesta (2010) argues, education cannot be reduced solely to what is measurable; rather, its ethical, political, and formative dimensions, which involve the construction of meaning within each educational context, must also be taken into account.

Pedagogical documentation can therefore be understood not merely as a strategy for recording or reflecting upon practice but as a mediating tool that supports broader processes of pedagogical interpretation and professional positioning. By integrating narrative, reflection, and the analysis of practice, pedagogical documentation enables teachers to revisit their experiences and develop more nuanced understandings of their professional work. When mediated within collaborative professional learning settings, particularly through pedagogical coordination, documentation contributes to the development of teaching practices that are more reflective, critically informed, and intentionally oriented.

3 Methodological procedures

This study adopted an integrative literature review to examine how Brazilian scholarship has explored the relationships among pedagogical coordination, pedagogical documentation, and teacher mediation. An integrative review provides a systematic approach to identifying, analyzing, and synthesizing research on a given topic, making it possible to develop a comprehensive understanding of the field while highlighting prevailing trends, conceptual convergences, and gaps in the existing literature.

An integrative literature review is characterized by the adoption of explicit and systematic methodological procedures that guide the identification, selection, and critical analysis of the studies included in the review (Botelho; Cunha; Macedo, 2011). The present investigation followed six sequential stages: (1) defining the research topic and research question; (2) establishing the inclusion and exclusion criteria; (3) searching for and selecting relevant studies; (4) organizing the review corpus; (5) analyzing and interpreting the selected studies; and (6) synthesizing the findings.

The literature search was conducted in the Brazilian Digital Library of Theses and Dissertations (BDTD)², the Scientific Electronic Library Online (SciELO)³, and the CAPES Journal Portal⁴, all of which were selected because of their relevance to

² Available at: <https://bdtb.ibict.br>

³ Available at: <https://www.scielo.br>

⁴ Available at: <https://www.periodicos.capes.gov.br>

educational research in Brazil. The search strategy employed the descriptors "pedagogical coordination," "pedagogical documentation," and "teacher mediation," combined with the Boolean operator AND, to identify studies addressing the core dimensions of the present investigation.

Given the specificity of the topic and the limited number of studies simultaneously addressing all three descriptors, studies establishing relationships among at least two of these dimensions were also included, provided that they were aligned with the objectives of the investigation. This procedure enabled the construction of an analytical corpus consistent with both the research problem and the study's aims.

The inclusion criteria comprised: (a) studies published between 2015 and 2025, a timeframe selected to prioritize recent scholarly production related to the research topic; (b) academic publications in the form of journal articles, master's dissertations, and doctoral theses; and (c) studies that addressed, in an integrated manner, at least two of the three dimensions under investigation. The exclusion criteria comprised studies that did not pertain to the field of education, lacked a substantive relationship with the selected descriptors, or failed to establish meaningful connections among the dimensions examined.

The study selection process was conducted in successive stages. Initially, titles and keywords were screened to assess the relevance of the retrieved publications. The abstracts were subsequently screened for relevance, after which the selected publications were examined in full. This process resulted in a final corpus of fourteen studies.

The analysis of the selected studies was guided by a qualitative approach, prioritizing publications that allowed for more in-depth analysis and closer alignment with the objectives of the investigation (Gatti, 2021). This methodological choice facilitated the interpretation of the trends and research gaps identified within the review corpus.

The analysis was further informed by the evidential paradigm, as proposed by Ginzburg (1989), which is characterized by an interpretive approach focused on identifying clues, traces, and meaningful elements embedded in the materials under examination. From this perspective, the analysis goes beyond describing the selected

studies by interpreting the relationships, recurring patterns, and gaps that emerge across the body of literature.

Drawing on this interpretive process, the studies were grouped into analytical themes that emerged from the conceptual convergences identified during the full-text review. These themes guided the analysis by enabling an understanding of the different ways in which pedagogical coordination, teacher professional development, and pedagogical documentation have been addressed in the scholarly literature.

Rather than simply describing the data, the analysis seeks to interpret the relationships, recurring patterns, and gaps identified across the studies. This approach proved particularly appropriate to the objectives of the present study, as it made it possible to reveal not only what has been addressed in the literature but also the gaps and silences that continue to characterize this field of research.

Following this analytical procedure, a review corpus comprising fourteen studies was established in accordance with the previously defined selection criteria. These studies are presented in Table 1, which includes the authorship, year of publication, full title, and type of publication for each study. The systematic presentation of these data is intended to enhance the transparency of the methodological process and to provide a comprehensive overview of the body of literature analyzed.

Table 1 – Selected studies

Título	Autores	Ano de publicação	Tipo
O Papel do Coordenador Pedagógico na Mediação entre Teoria e Práticas Docentes [<i>The Role of the Pedagogical Coordinator in Mediating Theory and Teaching Practices</i>]	JESUS, P. T.; COUTINHO, D. J. G.	2025	Journal article
O Coordenador Pedagógico como Agente Mediador e Formativo na Ressignificação do Trabalho Docente na Escola Básica: Contribuições da Teoria Histórico-Cultural e da Pedagogia Histórico-Crítica [<i>The Pedagogical Coordinator as a Mediating and Educational Agent in the Re-signification of Teaching Work in Basic Education Schools: Contributions from Cultural-Historical Theory and Historical-Critical Pedagogy</i>]	CAETANO, F. A.	2025	Doctoral Thesis
O Coordenador Pedagógico e a Formação Continuada de Professores dos Anos Iniciais [<i>The Pedagogical Coordinator and Continuing Teacher Education in the Early Years of Elementary School</i>]	PERINI, R. L. S.	2024	Journal article

A Mediação da Coordenação Pedagógica na Formação em Exercício de Professores no Uso das Tdics [The Mediation of Pedagogical Coordination in In-Service Teacher Education for the Use of Digital Information and Communication Technologies]	CORDEIRO, M. S. N.	2024	Undergraduated Thesis
Aprender em Companhia: a Relação entre a Documentação Pedagógica, a Coordenação Pedagógica e os Professores da Educação Infantil [Learning Together: The Relationship Between Pedagogical Documentation, Pedagogical Coordination, and Early Childhood Education Teachers]	FRAGA, D. S. B.	2024	Master's dissertation
Documentação de Mini-Histórias sob Olhar da Coordenação Pedagógica [Documentation of Mini-Stories from the Perspective of Pedagogical Coordination]	MELIN, A. P.; MONTANHA, H. S. F.; RAMOS, T. I. P.	2023	Journal article
A Mediação do Coordenador Pedagógico e o Aspecto Formativo na Ressignificação do Trabalho Docente [The Mediation of the Pedagogical Coordinator and the Educational Dimension in the Re-signification of Teaching Work]	CAETANO, F. A.	2023	Journal article
O Coordenador Pedagógico e os Saberes Revelados nas Práticas Formativas: Possibilidades na Constituição de Seu Papel de Formador [The Pedagogical Coordinator and the Knowledge Revealed in Educational Practices: Possibilities for the Construction of Their Role as a Teacher Educator]	SCANDALO, P. P	2023	Master's dissertation
O uso da Documentação Pedagógica pela CP para a Formação Docente [The Use of Pedagogical Documentation by Pedagogical Coordination for Teacher Education]	PRESSINOTI, P. A.	2022	Undergraduated Thesis
A poética da Escuta: o Olhar do Coordenador Pedagógico na Documentação Pedagógica como Processo Reflexivo na Formação do Professor [The Poetics of Listening: The Pedagogical Coordinator's Perspective on Pedagogical Documentation as a Reflective Process in Teacher Education]	NIELSEN, M. R. F.	2020	Master's dissertation
Coordenação Pedagógica: Trabalho de Articulação e Encaminhamentos Pedagógicos Desenvolvidos em Escolas Municipais de Cascavel/PR [Pedagogical Coordination: Articulation Work and Pedagogical Procedures Developed in Municipal Schools in Cascavel, Paraná]	CARNAVAL, G. S. K.	2020	Master's dissertation
A Coordenação Pedagógica na EJA: Contribuições para a Formação Continuada de Professores	SOUZA, D. A. B.	2018	Master's dissertation

[<i>Pedagogical Coordination in Youth and Adult Education: Contributions to Continuing Teacher Education</i>]			
A Importância da Coordenação Pedagógica para a Formação Continuada de Professores [<i>The Importance of Pedagogical Coordination for Continuing Teacher Education</i>]	RODRIGUES, A. C.; OLIVEIRA, C. K.	2018	Journal article
O Papel da Coordenação Pedagógica e sua Mediação no Acompanhamento da Prática Pedagógica da Professora de Educação Infantil [<i>The Role of Pedagogical Coordination and Its Mediation in Monitoring the Pedagogical Practice of Early Childhood Education Teachers</i>]	MOURA, H. F	2015	Monograph

Source: Prepared by the authors. (2026).

The selected studies were organized into four analytical categories, which emerged during the full-text analysis of the publications: (1) pedagogical coordination and teacher mediation; (2) pedagogical coordination and teacher professional development; (3) pedagogical documentation as a reflective practice; and (4) relationships among pedagogical coordination, pedagogical documentation, and teacher mediation. Although each study was assigned to the category that best represented its primary contribution, several studies were found to engage simultaneously with more than one analytical category. Table 2 presents the resulting classification.

Table 2 – Analytical themes

Analytical category	Synthesis	Number of Studies
Pedagogical coordination and teacher mediation	Includes studies that address the role of pedagogical coordination as a mediating instance in teaching work, considering pedagogical monitoring, teacher guidance, dialogue among professionals, and the articulation between theory and practice. Within this analytical category, pedagogical coordination is understood as a form of mediation that operates across organizational and educational dimensions, highlighting the different ways this function has been interpreted in the literature.	4
Pedagogical coordination and teacher education	Focuses on studies examining the formative role of pedagogical coordination in supporting continuing teacher education within schools. It includes studies addressing the organization of collective learning spaces, teacher professional development, and the construction of collaborative cultures.	5
Pedagogical documentation as a reflective practice	Comprises studies that address pedagogical documentation as a strategy for recording, interpreting, and reflecting on educational practice. In this analytical category,	3

	documentation is understood as an investigative practice that contributes to the construction of meanings regarding the teaching and learning process, with a strong presence in the context of Early Childhood Education.	
Articulation Between Pedagogical Coordination, Pedagogical Documentation, and Teacher Mediation	Brings together studies that establish relationships between two or more of the central elements of the research. This analytical category enables the examination of the relationships among coordination, documentation, and mediation, revealing both advances and persistent gaps in the academic literature concerning the articulation of these dimensions.	2

Source: Prepared by the authors. (2026).

The data were analyzed through an interpretive reading focused on identifying convergences, recurring patterns, and relationships among the findings, tensions, and gaps within the field under investigation. The review revealed a limited number of studies that explicitly integrate pedagogical coordination, pedagogical documentation, and teacher mediation, a finding that constitutes one of the principal contributions of the present study.

The selected studies were characterized according to publication year, geographical region, institutional affiliation, research themes, theoretical frameworks, and methodological approaches. The temporal distribution of the studies reveals a process of expansion and increasing conceptual complexity within the field between 2015 and 2025.

The scholarly production identified during the earlier years of this period is characterized predominantly by studies aimed at defining the roles and professional identity of the pedagogical coordinator, with particular emphasis on descriptive and normative aspects of professional practice. From 2018 onward, an increase in research production can be observed, accompanied by a diversification of research themes to encompass pedagogical mediation and continuing teacher professional development.

This trend became more pronounced in 2020, as studies increasingly framed pedagogical practice as a central dimension of teacher professional development and recognized pedagogical documentation as a resource for supporting reflective processes. The consolidation of discussions promoted by the National Curriculum Guidelines for Early Childhood Education (DCNEI) (2009) and the Brazilian National Common Core Curriculum (BNCC) (2017) helps explain this development, as these

policy documents increased the visibility of pedagogical documentation, educational records, and the monitoring of learning within educational contexts. In recent years, particularly between 2023 and 2025, the number of publications increased further, accompanied by greater thematic depth, with particular attention given to professional learning processes, the mediating role of pedagogical coordination, and the organization of pedagogical work.

Despite these advances, the studies analyzed reveal an important gap, as they do not systematically articulate the relationship among pedagogical coordination, teacher professional development, and pedagogical documentation. This absence highlights the need for research that conceptualizes pedagogical documentation as a structuring element of professional learning processes, particularly within the context of pedagogical coordination, which informs the present study.

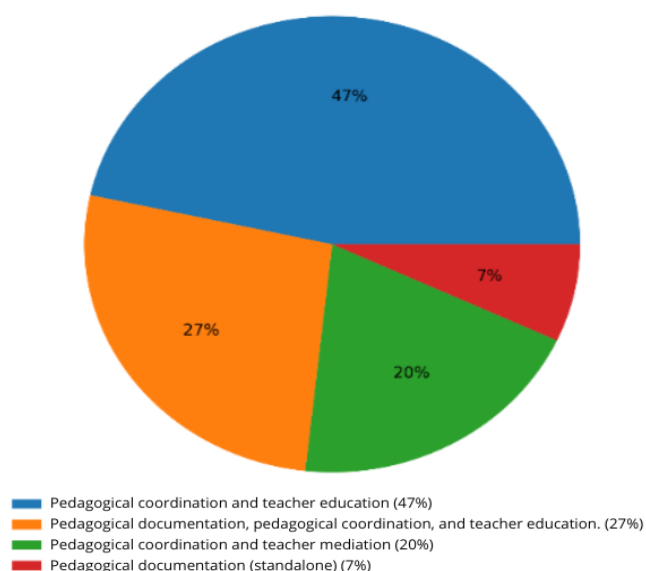
The studies analyzed were concentrated predominantly in Brazil's Southeast and South regions, with additional contributions from the Northeast and, to a lesser extent, the Midwest, revealing an uneven geographical distribution of scholarly production within the field. The predominance of studies originating from the Southeast and South reflects the concentration of higher education institutions conducting educational research in these regions, particularly within graduate programs. Although fewer in number, studies produced in the Northeast broaden the scope of the analysis by incorporating diverse educational contexts into the body of research. Conversely, the limited number of studies from the Midwest indicates a more restricted participation of this region in the literature analyzed. Overall, the findings suggest that, despite some degree of regional diversity, scholarly production remains unevenly distributed throughout the country's regions.

Concerning the host institutions, public universities, particularly state and federal institutions, account for the majority of the studies analyzed, followed by community-based and private higher education institutions. This predominance indicates that most of the research examined in this review was conducted within publicly funded institutional settings, a pattern reflected in the volume of studies identified. State and federal universities were responsible for producing the majority of the master's dissertations, doctoral theses, and journal articles included in the review corpus. Although community-based and private institutions also contributed to the field,

their participation was comparatively more limited. Taken together, these findings indicate a marked concentration of scholarly production within public higher education institutions, with more limited participation from other institutional sectors.

The thematic organization of the studies reveals the predominance of research examining the relationship between pedagogical coordination and teacher professional development, establishing this as the most consolidated analytical category within the field under investigation. The thematic distribution of the studies is presented in Graphic 1, which illustrates how the publications are distributed according to the relationships established among the different dimensions analyzed. As shown in the graphic, most studies focus on the relationship between pedagogical coordination and teacher professional development, indicating that this association has been widely explored in the literature, particularly with respect to the pedagogical coordinator's role in supporting teacher learning within the school context. This predominance suggests that teacher professional development, when examined in connection with pedagogical coordination, constitutes one of the most established and recurrent areas of inquiry within the body of literature analyzed.

Graphic 1 – Themes of the selected studies



Source: Prepared by the authors. (2026).

Studies examining the relationship between pedagogical coordination and teacher professional development clearly predominate. A limited number of

publications address pedagogical documentation and teacher mediation, while only two studies provide a more comprehensive integration of the three core dimensions investigated in the present research.

Concerning the theoretical frameworks employed, the studies draw predominantly on scholars whose work focuses on pedagogical coordination and teacher professional development, particularly Placco and Almeida (2015), Libâneo (2004), Nóvoa (2009, 2022), and Tardif (2014). Authors whose work centers on pedagogical documentation, such as Rinaldi (2006) and Oliveira-Formosinho and Formosinho (2013), appear less frequently, suggesting that this area of inquiry has not yet become fully consolidated within the body of literature analyzed.

Regarding the methodological characteristics of the studies reviewed, information was collected on the research participants, methodological approaches, research designs, and procedures for data collection and analysis. The systematic organization of these elements allowed for the identification of both shared characteristics and distinctive features across the studies, as well as broader methodological trends within the review corpus.

The findings indicate that pedagogical coordinators and teachers constitute the principal research participants, appearing either independently or in combination. This predominance reinforces the understanding of pedagogical coordination as a mediating structure for both teachers' work and context-based professional learning. Conversely, relatively few studies broaden the range of participants to include other institutional actors, such as school administrators or multidisciplinary pedagogical teams, pointing to a limited understanding of professional learning processes from a more comprehensive institutional perspective.

The analysis of the methodological approaches reveals a clear predominance of qualitative research, reflecting an interest in understanding educational processes in their contextual, relational, and interpretive dimensions. The combination of different methodological approaches is relatively uncommon among the studies analyzed. This finding suggests a concentration of investigative strategies and indicates the need to broaden methodological perspectives within this field of research.

Concerning research design, descriptive and interpretive studies predominate, particularly case studies and literature-based research, whereas intervention studies

are comparatively less frequent. This finding highlights the need for further investigations that move beyond descriptive and interpretive analyses toward research capable of generating more direct contributions to the transformation of pedagogical practices.

4 Pedagogical documentation and teacher mediation

The analysis of the selected studies was organized into four analytical categories: pedagogical coordination and teacher mediation; pedagogical coordination and teacher professional development; pedagogical documentation as a reflective practice; and relationships among pedagogical coordination, pedagogical documentation, and teacher mediation. These categories emerged from a comprehensive reading of the selected studies and provided an analytical framework for interpreting recurring patterns, convergences, and gaps identified across the reviewed literature, guided by the evidential paradigm proposed by Ginzburg (1989).

The analytical category "Pedagogical Coordination and Teacher Mediation" comprises studies examining the role of the pedagogical coordinator as a facilitator of teachers' work and a mediator of pedagogical practices in everyday school life. This category includes, in particular, the studies by Moura (2015), Carnaval (2020), Caetano (2023), Cordeiro (2024), Caetano (2025), and Jesus and Coutinho (2025), all of which emphasize mediation as a constitutive dimension of pedagogical coordination. Despite their different emphases, these studies converge in recognizing that pedagogical coordinators play a central role in organizing schoolwork, supporting pedagogical practices, and fostering collaborative spaces for dialogue among teachers.

Although the studies consistently acknowledge the centrality of pedagogical mediation, the concept of mediation itself is not conceptualized uniformly across the literature. In studies such as those by Moura (2015) and Carnaval (2020), mediation is primarily associated with pedagogical supervision, guidance of teaching practice, and the coordination of school work. In contrast, studies by Caetano (2023), Cordeiro (2024), and Caetano (2025) adopt a more formative understanding of mediation, linking it to collective reflection, the critical examination of practice, and the collaborative construction of teachers' professional knowledge.

These differences indicate that teacher mediation assumes multiple configurations across the studies analyzed, ranging from more technical and organizational perspectives to approaches that conceptualize it as a relational and formative process. Furthermore, the analysis demonstrates that although many studies recognize the importance of mediation, relatively few examine the formative tools that sustain it in everyday school life. In most of the publications reviewed, mediation is presented as a guiding principle of pedagogical coordination without systematically specifying the strategies, instruments, or practices through which it is enacted.

The analytical category "Pedagogical Coordination and Teacher Professional Development" brought together studies examining the formative role of pedagogical coordination and the school as a setting for teachers' professional learning. This category includes the studies by Rodrigues and Oliveira (2018), Souza (2018), Scandalo (2023), Perini and Barretto (2024), Cordeiro (2024), and Caetano (2025), all of which converge in understanding teacher professional development as a continuous and contextually situated process constructed through the pedagogical relationships established within the school.

The studies reviewed show strong alignment with the contributions of Nóvoa (2009, 2022), Tardif (2014), and Placco and Almeida (2015), particularly in their understanding that teachers' professional knowledge is generated through practice, professional interactions, and collective reflection on pedagogical work. Within this body of literature, pedagogical coordination is primarily associated with organizing pedagogical meetings, facilitating collaborative study sessions, supporting teaching practices, and promoting opportunities for dialogue among teachers.

Although teacher professional development emerged as the most established analytical category among the studies reviewed, many investigations still focus predominantly on continuing professional development. Comparatively little attention has been devoted to examining how pedagogical coordination supports the ongoing monitoring, analysis, and collective reflection of teachers' work.

A substantial proportion of the studies conceptualizes teacher professional development from a collaborative and dialogical perspective, emphasizing the exchange of experiences among teachers and the collective construction of professional knowledge. Nevertheless, only a limited number of studies, particularly

those by Nielsen (2020), Pressinoti (2022), and Fraga (2024), examine pedagogical documentation as a resource capable of sustaining ongoing professional learning within the school context, a theme that constitutes the central focus of the present investigation. The analytical category "Pedagogical Documentation as a Reflective Practice" brought together studies that examine pedagogical documentation as a strategy for recording, interpreting, and constructing meaning from educational experiences. Within this category, the studies by Nielsen (2020), Pressinoti (2022), Melin, Montanha, and Ramos (2023), and Fraga (2024) stand out for their close alignment with participatory pedagogies and with the educational philosophy of Reggio Emilia.

The studies reviewed conceptualize pedagogical documentation as a practice that enables the monitoring of learning trajectories, makes educational processes visible, and fosters reflection on pedagogical practice. Drawing on the work of Rinaldi (2006), Oliveira-Formosinho, and Formosinho (2013), these studies conceptualize documentation as an interpretive and investigative practice that supports the construction of narratives about everyday school life and contributes to the development of a collective institutional memory of pedagogical processes.

Pedagogical documentation is predominantly associated with Early Childhood Education, revealing a clear thematic concentration within the body of literature analyzed (Fraga, 2024; Melin; Montanha; Ramos, 2023; Nielsen, 2020). Furthermore, although the studies acknowledge the reflective potential of documentation, it frequently remains associated primarily with the recording and description of educational experiences. Comparatively fewer investigations conceptualize it as a formative tool capable of structuring teacher professional development and pedagogical mediation.

This pattern reveals an important tension within the literature reviewed. Although pedagogical documentation is recognized as an interpretive and reflective practice, in many educational contexts its use remains predominantly focused on documenting and making school experiences visible. This tendency resonates with Biesta's (2010, 2013) critique of educational rationalities centered on the technical operationalization of pedagogical practice. Although pedagogical documentation is not inherently associated with quantitative accountability frameworks, restricting its use to

monitoring or documenting school activities may limit its interpretive and formative potential.

In contrast, the studies by Nielsen (2020), Pressinoti (2022), and Fraga (2024) highlight important possibilities by conceptualizing pedagogical documentation as a practice that enables fostering processes of listening, interpretation, and collective reflection on teachers' work. Within these investigations, documentation moves beyond a merely descriptive function, and it is understood as a resource that strengthens the analysis of educational experiences and supports the construction of new understandings of pedagogical practice.

The analytical category "Relationships among Pedagogical Coordination, Pedagogical Documentation, and Teacher Mediation" comprised studies establishing more direct connections among the three core dimensions of the present investigation. This category includes, in particular, the studies by Nielsen (2020), Pressinoti (2022), Melin, Montanha, and Ramos (2023), Fraga (2024), Caetano (2023), and Caetano (2025), all of which relate pedagogical documentation to processes of teacher reflection and to the mediating role of pedagogical coordination.

The studies included in this category suggest that pedagogical documentation functions as a formative tool when mediated within collaborative spaces for reflection organized through pedagogical coordination. Studies such as those by Fraga (2024) and Pressinoti (2022) argue that pedagogical records enable teachers to revisit their professional experiences, thereby fostering processes of analysis, dialogue, and critical examination of pedagogical practice. Likewise, Nielsen (2020) associates pedagogical documentation with the development of reflective processes mediated by the pedagogical coordinator.

The analysis also reveals that these interconnections remain relatively limited and insufficiently systematized across the literature. Overall, pedagogical coordination is primarily associated with teacher professional development; pedagogical documentation is recognized as a reflective practice; and mediation is understood as a constitutive principle of pedagogical work. However, these three dimensions are only rarely integrated into a coherent conceptual framework or treated as a structuring area of educational research.

This absence reveals not only a thematic gap within the scholarly literature but also particular ways of conceptualizing professional learning processes in school contexts. Pedagogical documentation continues to occupy a peripheral position within the mediating processes promoted by pedagogical coordination, remaining predominantly associated with documenting school practices. Consequently, relatively few studies conceptualize documentation as a systematic formative tool for teacher mediation and professional development.

In this regard, the principal contribution of the present integrative literature review is to demonstrate that the articulation among pedagogical coordination, pedagogical documentation, and teacher mediation remains an emerging area of inquiry within educational research. The gaps identified point to the need for further investigations that advance the understanding of pedagogical documentation as a formative tool through which pedagogical coordination mediates teacher professional learning, particularly with respect to the development of professional practices that are more reflective, collaborative, and grounded in the realities of everyday school life.

5 Final Considerations

The analysis of the selected studies revealed important points of convergence, particularly in recognizing pedagogical coordination as a mediating structure for teachers' work and as a key promoter of professional learning processes within the school context. Studies such as those by Moura (2015), Rodrigues and Oliveira (2018), Souza (2018), Cordeiro (2024), and Caetano (2025) converge in conceptualizing pedagogical coordination as a collaborative space for pedagogical support, collective articulation, and teacher professional development. Likewise, the studies by Nielsen (2020), Pressinoti (2022), Melin, Montanha, and Ramos (2023), and Fraga (2024) share a common understanding of pedagogical documentation as a practice of recording, interpreting, and reflecting upon educational experiences, particularly within the context of Early Childhood Education.

The analysis also revealed significant limitations within the body of literature reviewed. Although the studies acknowledge the relevance of pedagogical mediation and pedagogical documentation for professional learning processes, relatively few systematically articulate the relationships among pedagogical coordination,

pedagogical documentation, and teacher mediation. In most of the studies analyzed, pedagogical documentation remains primarily associated with recording and making educational experiences visible, appearing less frequently as a formative tool that supports collective reflection and teachers' professional development. Similarly, although pedagogical mediation is widely acknowledged throughout the literature, it is rarely examined in relation to the tools, strategies, and practices that sustain it in everyday school life.

Pedagogical coordination has been understood predominantly as the structure responsible for articulating teachers' work, particularly through the development of collaborative spaces for reflection, planning, and pedagogical support. The studies reviewed consistently recognize the pedagogical coordinator as the professional responsible for mediating professional learning processes within the school, a perspective that aligns with the contributions of Libâneo (2004), Placco and Almeida (2015), and Nóvoa (2022), all of whom conceptualize the school as a privileged setting for professional learning.

Concerning teacher professional development, the studies reviewed conceptualize it as a continuous, situated process closely connected to the experiences of everyday school life. The literature highlights the importance of collaborative spaces, professional dialogue, and reflection on practice (Schön, 2000) as fundamental dimensions of teachers' professional learning. Consistent with the perspectives advanced by Tardif (2014) and Nóvoa (2009), the studies recognize that teachers' professional knowledge is constructed through the dynamic interplay of experience, interaction, and pedagogical practice. Nevertheless, the analysis also indicates that a considerable proportion of the literature remains focused on continuing professional development, devoting comparatively less attention to the tools and strategies that enable the maintenance of an ongoing professional development process within the daily life of the school.

Within this context, pedagogical documentation emerges as one of the least explored dimensions in the literature reviewed, particularly when examined in relation to pedagogical coordination and teacher mediation. The studies addressing pedagogical documentation are concentrated predominantly in the field of Early Childhood Education, where documentation is understood primarily as a practice of

recording, interpreting, and making educational experiences visible. Drawing on the contributions of Rinaldi (2006), Formosinho, and Oliveira-Formosinho (2013), these studies conceptualize documentation as an investigative and interpretive practice that supports reflection on learning processes and pedagogical practices. However, in most of the studies reviewed, pedagogical documentation remains primarily associated with the production of pedagogical records and narratives, rather than being systematically conceptualized as a formative tool for teacher professional development and pedagogical mediation.

The review further revealed that only a limited number of studies establish a consistent articulation among pedagogical coordination, pedagogical documentation, and teacher professional development. Studies by Nielsen (2020), Pressinoti (2022), Fraga (2024), and Melin, Montanha, and Ramos (2023) bring these dimensions together by recognizing the formative potential of pedagogical documentation within school contexts. However, such articulations remain largely confined to specific educational experiences and have not yet contributed to a broader conceptualization of pedagogical documentation as a strategy for formative mediation led by pedagogical coordination.

The findings of this integrative literature review suggest that pedagogical documentation can serve as a formative tool by enabling dialogue, collective reflection, and the reorganization of teachers' work. However, the reviewed scholarly literature continues to frame pedagogical documentation predominantly as a means of documenting educational practices, while its role in supporting teacher professional development remains comparatively underexplored. This scenario highlights the need for further research to deepen understanding of how pedagogical coordination, pedagogical documentation, and teacher mediation intersect, contributing to the development of professional learning practices that are reflective, collaborative, and grounded in everyday school realities.

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