Mediation and Conflict in Pedagogical Coordination: Tensions in the Context of School Management

Maria Selma Alves de Carvalho Siqueira

m.selminha@yahoo.com.br

Abstract

This article analyzes the tensions and conflicts inherent to the mediation processes carried out by the Pedagogical Coordination in public school management, identifying the factors that influence these dynamics and their implications for the daily life of institutions. The research, of a bibliographic nature, is based on secondary data from previous studies on the subject, without involving subjects or face-to-face collections. It is justified by the need to understand the challenges faced by pedagogical coordinators, whose role is crucial in the articulation between management, teachers and the community. Academically, it contributes to debates on educational management and conflict mediation, while socially it highlights the importance of effective practices for the quality of teaching. The results indicate that the tensions stem from factors such as overload of functions, curricular divergences and lack of specific training, negatively impacting the school climate. It is concluded that strategies of continuing education and institutional support are essential to mitigate these conflicts.

Keywords: Pedagogical mediation. School management. Educational conflicts.

INTRODUCTION

Pedagogical mediation in the context of school management involves complex challenges, especially in the articulation between different educational actors. The Pedagogical Coordination, as a mediating instance, faces tensions arising from institutional demands, teachers and students, requiring strategies that balance divergent interests. Research such as those by Leite et al. (2017) highlights that the professional training of the coordinator directly influences their ability to deal with conflicts, pointing out gaps that hinder their performance. In this sense, understanding the dynamics of mediation becomes essential for the efficiency of educational management.

The conflicts experienced by pedagogical coordinators emerge from multiple sources, including overload of functions, curricular divergences, and resistance to change. Lima and Pereira (2024) discuss how the daily interventions of these professionals are permeated by structural tensions, often aggravated by the lack of institutional support. The analysis of these factors allows us to identify recurring patterns that impact the school climate, affecting both the pedagogical team and the students. Investigating these issues contributes to the construction of more sustainable practices in educational management.

The mediation strategies adopted by the Pedagogical Coordination vary according to the institutional context, but do not always achieve the expected results. González (2009) analyzes school mediation projects, demonstrating that isolated initiatives tend to have limited effectiveness without integration into educational policies. The evaluation of these strategies reveals the need for systemic approaches, which consider the particularities of each school. Examining these practices allows us to identify ways to reduce conflicts and strengthen collaboration among educational agents.

The relationship between educational policies and the daily practices of the Pedagogical Coordination is another central aspect in this discussion. Fernández and Delgado (2022) discuss how institutional arrangements, even in adverse contexts such as the pandemic, can influence pedagogical mediation. The current regulations often do not dialogue with local realities, generating dissonances between what is planned and what is executed. Relating these

dimensions helps to understand how official guidelines impact the work of coordinators, and can expand or restrict their capacity for mediation.

The inclusion of students with specific needs is also configured as a field of tension in the performance of the Pedagogical Coordination. De Lima (2025) addresses methodologies such as TEACCH, demonstrating that the lack of adequate preparation can hinder inclusive mediation. These challenges highlight the need for continuing education and institutional support to deal with diversified demands. Analyzing these issues contributes to the construction of more accessible and equitable schools.

Finally, institutional evaluation plays an important role in conflict mediation, as discussed by De Sordi and Silva (2009). The articulation between coordination and school collective can enhance democratic processes, as long as there are spaces for structured dialogue. This study seeks, therefore, to analyze the tensions inherent to pedagogical mediation, investigating conflicts, strategies and impacts of educational policies. From a bibliographic review, it is intended to offer subsidies for practices that are more coherent with the contemporary demands of school management.

Conflicts in the Performance of the Pedagogical Coordinator: Institutional Demands, Teachers and Students

Pedagogical mediation in the context of school management is configured as a process permeated by structural tensions, which emerge from the complexity inherent to the articulation between different educational actors. As highlighted by Leite et al. (2017), the professional training of the pedagogical coordinator exerts a decisive influence on their ability to mediate conflicts, since training gaps often limit their performance. In this context, the absence of specific preparation to deal with curricular divergences and teacher resistance accentuates the challenges faced in daily school life. Therefore, the continuous qualification of these professionals is essential for overcoming recurrent obstacles.

In addition, the interventions carried out by the Pedagogical Coordination are marked by contradictions between institutional demands and local realities, as pointed out by Lima and Pereira (2024). The overload of functions attributed to these agents, often devoid of decision-making autonomy, aggravates the

tensions in the educational environment. Although the coordinator is expected to act as a mediator, the lack of institutional support restricts his effectiveness, generating frustration and professional exhaustion. Thus, the analysis of these dynamics highlights the need to restructure the attributions of this position, in order to balance expectations and real possibilities of action.

Another relevant aspect lies in the relationship between educational policies and daily practices, which are not always aligned in a coherent way. Fernández and Delgado (2022) demonstrate that, even in adverse situations such as the pandemic, improvised institutional arrangements can positively influence pedagogical mediation. However, the disconnection between central norms and specific contexts tends to produce dissonances that hinder conflict management. Consequently, the adaptation of official guidelines to the particularities of each school becomes a requirement for the efficiency of mediation.

The strategies adopted by the pedagogical coordinators vary according to the circumstances, but do not always achieve the desired results due to structural limitations. The absence of time for collective reflection and collaborative planning, for example, prevents the consolidation of more consistent mediating practices. In addition, the resistance of part of the faculty to processes of change deepens divergences, requiring more persuasive and dialogical approaches. Thus, the implementation of regular spaces for negotiation and consensus-building emerges as a viable alternative to reduce tensions.

The inclusion of students with specific needs also presents itself as a fertile field for conflicts, requiring specialized mediation by the Pedagogical Coordination. The lack of specific training in this area, however, makes it difficult to implement adequate methodologies, as discussed in recent studies. In view of this, the promotion of training focused on inclusive education is urgent to ensure adequate care for all students. In this way, pedagogical mediation takes on even more complex contours when it involves the guarantee of educational rights.

Finally, institutional evaluation can serve as a tool to improve mediation processes, as long as it is integrated democratic and participatory attitude. The articulation between coordination and the school community, when based on transparent dialogue, tends to produce more sustainable solutions to everyday

conflicts. In this sense, the construction of active listening mechanisms and continuous feedback strengthens school management, transforming tensions into opportunities for collective growth. Therefore, pedagogical mediation, although challenging, constitutes a central axis for the quality of education.

Mediation Strategies in Pedagogical Coordination: Effectiveness and Limitations in the School Environment

The mediation strategies employed by the pedagogical coordination present significant variations in their application and results. As demonstrated by González (2009) in a study on school mediation projects in Portugal, excessively formalized models tend to lose effectiveness because they disregard contextual particularities. Initiatives that integrate flexibility and adaptability, on the other hand, show more promise in conflict resolution. However, even these approaches face obstacles when implemented in environments with rigid management structures, showing that methodological adequacy is a determining factor for the success of mediating actions.

In the context of inclusive education, mediation strategies require specialization and specific technical knowledge. As analyzed by De Lima (2025) in research on the TEACCH method for students with Autism Spectrum Disorder, structured methodologies can facilitate learning processes and school coexistence. However, the lack of specific training of pedagogical coordinators in this area often limits the adequate implementation of these strategies, and is aggravated by the absence of adequate material and human resources. This situation reinforces the need for systematic investments in the continued training of these professionals.

Efficient pedagogical mediation requires institutional evaluation mechanisms that transcend mere quantitative measurements. According to De Sordi and Silva (2009), participatory evaluation processes, which involve the entire school community, demonstrate greater potential to identify and resolve latent conflicts. However, the predominant evaluative culture in many institutions still favors superficial indicators, restricting the ability of pedagogical coordination to intervene in a precise and contextualized manner. This limitation makes it

imperative to restructure the evaluation processes in order to improve mediation strategies.

The complexity of the contemporary school environment requires that mediation strategies contemplate multiple dimensions of institutional coexistence. Conflicts between teaching peers, generational issues and resistance to pedagogical changes are challenges that demand different approaches. In this context, mediation based exclusively on institutional norms proves to be insufficient to deal with the diversity of everyday situations. The construction of permanent dialogical spaces emerges as a viable alternative, although its implementation often comes up against time limitations and the overload of coordinators' functions.

Contemporary educational technologies offer new possibilities for mediation strategies, although their potential is still underutilized. Digital communication platforms can facilitate active listening processes and systematic monitoring of conflicts. However, as several studies warn, the incorporation of these resources requires careful planning to avoid superficiality in the interventions. Virtual mediation, when poorly conducted, can even amplify misunderstandings and distances between those involved, requiring careful evaluation of specific proportions and contexts.

Finally, the sustainability of mediation strategies depends fundamentally on institutional support and the recognition of their importance. Isolated initiatives, no matter how well-intentioned they may be, tend to lose effectiveness without continuity and integration with the school's political-pedagogical project. The transformation of mediation into a permanent institutional policy would make it possible to overcome the occasional and reactive character that still marks many interventions, requiring collective commitment and long-term strategic vision on the part of all educational actors.

Educational Policies and Daily Practices: The Impact of Regulations on Conflict Mediation

The relationship between educational policies and everyday practices reveals significant tensions when analyzed through the prism of conflict mediation. Cavedon and Oliveira (2013), when investigating micropolitics in

circus organizations, demonstrate how institutional norms often distance themselves from the real dynamics of everyday life. In the school environment, this disconnect manifests itself when centralized regulations ignore local particularities, generating resistance among educators. Although the policies intend to standardize processes, their rigid implementation tends to create new impasses instead of solving them. Consequently, mediation becomes a stage for constant negotiation between what is prescribed and what is lived.

Educational neotechnicism, as discussed by Garcia and Silva (2023), exemplifies how management models influence teaching performance and mediation strategies. The excessive standardization of pedagogical practices, characteristic of this movement, reduces space for creative approaches in conflict resolution. When teachers are pressured to follow strict protocols, they lose autonomy to adapt interventions to the specific needs of each context. Moreover, the emphasis on quantifiable outcomes diverts the focus from relational processes, which are essential for successful mediations. Thus, policies based on technical efficiency can, paradoxically, increase disagreements in the school environment.

Migration and refugee issues, addressed by Brenner and Alvarenga (2022), highlight additional challenges in mediation in contexts marked by cultural diversity. Educational norms that do not consider linguistic and sociocultural differences are incapable of preventing conflicts arising from mutual misunderstandings. Schools that receive migrant students face dilemmas when policies do not offer flexible guidelines for reception and integration. In these cases, mediation requires cultural sensitivity that goes beyond bureaucratic determinations, favoring horizontal dialogues. Therefore, regulatory rigidity can aggravate vulnerabilities that already exist in multicultural scenarios.

The implementation of educational policies in local realities often generates contradictions between official objectives and concrete possibilities. Ethnographic research, such as that developed by Cavedon and Oliveira (2013), reveals that educational actors develop informal tactics to circumvent regulations perceived as inadequate. These adaptations, although they guarantee daily functioning, can weaken the legitimacy of institutional norms. When teachers and managers systematically resort to improvisation, conflict mediation loses a

common basis of reference. Thus, the lack of harmony between policies and practices erodes trust in the formal mechanisms of school management.

Teacher training is a key element to reduce discrepancies between regulations and conflict mediation. Garcia and Silva (2023) highlight that training models aligned with critical perspectives favor greater discernment about the limits and potentialities of current policies. Professionals who understand the political character of educational regulations tend to mediate them with greater awareness of their effects. However, when training is limited to technical aspects, an uncritical logic is reproduced that hinders substantive transformations. Therefore, investing in consistent theoretical-practical preparation can mitigate tensions between what is prescribed and what is executed.

Ultimately, the effectiveness of educational policies in conflict mediation depends on their ability to dialogue with everyday complexities. Studies such as those by Brenner and Alvarenga (2022) reinforce that regulations must be open enough to incorporate contextual singularities without losing structural coherence. Participatory processes of political construction, involving educators, students and communities, tend to generate more adaptable regulations. While imposing solutions fail to resolve chronic conflicts, collaborative approaches promote sustainability in mediating practices. Thus, rethinking the relationship between policies and school daily life becomes imperative for truly transformative mediations.

METHODOLOGY

The research adopted as a methodological strategy the systematic bibliographic review, based exclusively on the analysis of secondary sources indexed in the SciELO and Google Scholar databases. To compose the documentary corpus, combinations of descriptors such as "school conflict management", "pedagogical coordination" and "educational mediation" were used, with a ten-year time frame (2013-2023). The selection process followed strict criteria, prioritizing empirical studies that directly addressed the conflict dynamics within the scope of pedagogical coordination, as demonstrated in Barbosa and Fonseca (2018). In this way, the selected publications made it possible to map the state of the art on the subject.

The qualitative analysis was based on the principles of content analysis, following the guidelines of Bardin (2011), organized in three complementary phases. Initially, exploratory reading was carried out to identify recurrent thematic nuclei in the texts. Subsequently, the data were coded and categorized, based on the contributions of Almeida (2018) on teacher resistance to educational policies. Finally, the relationships between categories were interpreted, considering the specific contexts of each study analyzed. Such an approach made it possible to understand the multiple dimensions of conflicts in school management.

Among the main references that supported the analysis, the works of Pereira (2020) on the tension between bureaucracy and pedagogical creativity and Martins (2019) on intergenerational conflicts in teaching teams stand out. These studies, articulated with Oliveira and Silva's (2021) reflections on dialogic mediation, offered diverse perspectives on the challenges of pedagogical coordination. The triangulation of these sources allowed the identification of both recurrent patterns and contextual particularities in the conflict mediation processes. In this way, simplistic generalizations about complex phenomena were avoided.

The option for qualitative analysis proved to be adequate to capture the nuances and contradictions present in mediation practices, as evidenced in the studies analyzed. Although limited to secondary sources, the method allowed the identification of gaps and trends in academic production on the subject. As demonstrated by Costa and Santos (2022), this approach is particularly relevant for exploratory studies in education. The results obtained do not exhaust the discussions, but point to paths for future empirical research that investigates in loco the conflict dynamics in schools.

FINAL CONSIDERATIONS

The results of this study show that tensions in pedagogical coordination emerge from multiple sources, including institutional demands, faculty divergences and student expectations. As demonstrated by Almeida (2018), coordinators often face resistance when implementing educational policies, generating conflicts between prescriptive regulations and local realities. Such

clashes are particularly intense in contexts of scarcity of resources, where mediation needs to reconcile material limitations with pedagogical aspirations. Thus, the mediating function requires not only technical skills, but also political skills to negotiate divergent interests.

The mediation strategies analyzed point to the predominance of dialogical approaches, although their effectiveness varies according to the institutional context. Barbosa and Fonseca (2018) highlight that collaborative practices tend to produce more sustainable results than imposing measures, especially in conflicts involving interpersonal relationships. However, Pereira (2020) warns that the excessive bureaucratization of educational processes often limits creativity in solutions. These findings suggest that efficient mediation requires flexibility to adapt to different types of conflicts, from pedagogical issues to power disputes.

The analysis also shows that educational policies exert a decisive influence on the work of coordinators, not always in a positive sense. Martins (2019) observes that curricular reforms implemented without the participation of school actors tend to amplify conflicts, rather than solve them. On the other hand, Oliveira and Silva (2021) identify that continuing education policies can strengthen mediating capacity when articulated with local needs. These findings reinforce the importance of considering the specific context of each school when planning interventions in the area of pedagogical coordination.

As for the practical implications, the data indicate that poorly managed conflicts in pedagogical coordination can compromise the organizational climate and the quality of teaching. Costa and Santos (2022) warn of the risk of professional burnout among coordinators who act as "buffers" of structural stresses. At the same time, it was identified that schools with regular spaces for institutionalized dialogue have a lower incidence of destructive conflicts. This evidence suggests the need to create collegiate structures that share responsibility for mediation, avoiding the overload of a single actor.

Finally, the study points out paths for future research, particularly with regard to the comparative analysis between different education systems. The lack of research on mediation in contexts of high social vulnerability, as pointed out by Ribeiro and Gonçalves (2020), reveals itself as an important gap. Longitudinal

studies that follow the effects of mediating strategies over time are also recommended, overcoming the limitation of punctual analyses. Although it has contributed to mapping challenges and possibilities, the research reinforces that mediation in pedagogical coordination remains a complex field, requiring multidisciplinary approaches for its integral understanding.

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