

## The IFS Pedagogical Advisory Office practices - São Cristóvão Campus - during the pandemic

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### Abstract

This work aims to report the experience of the Pedagogical Advisory Office of the Federal Institute of Sergipe (IFS), São Cristóvão Campus, in the academic years of 2020 and 2021, marked by the covid-19 pandemic, in order to discuss the main changes that have occurred and activities developed in the context of teleworking and Emergency Remote Teaching (ERT). Sharing the pedagogical practice described in this article is relevant as it enables the expansion of discussions, the exchange of information with professionals in the field and the collaboration with researchers, demonstrating that despite the challenges experienced during that period, it was possible to experience a reinvention of pedagogical practices with learnings and experiences that have become part of everyday education.

**Keywords:** Pedagogical Advisory Office; Emergency Remote Teaching; pandemic; telework.

### Resumo

Este trabalho visa relatar a experiência da atuação da Assessoria Pedagógica do Instituto Federal de Sergipe (IFS), Campus São Cristóvão, nos anos letivos 2020 e 2021, marcados pela pandemia da covid-19, a fim de discutir as principais mudanças ocorridas e atividades desenvolvidas no contexto de teletrabalho e Ensino Remoto Emergencial (ERE). O compartilhamento da prática pedagógica relatada neste artigo torna-se relevante na medida em que possibilita a ampliação das discussões, troca de informações com profissionais da área, articulação com pesquisadores, demonstrando que, apesar dos desafios vividos neste período, foi possível experimentar uma resignificação do fazer pedagógico com aprendizados e experiências que se tornaram parte do cotidiano educacional.

**Palavras-chave:** Assessoria Pedagógica; Ensino Remoto Emergencial; pandemia; teletrabalho.

## 1 INTRODUCTION

The Covid-19 represented one of the greatest global challenges of the 21st century. Triggered by the SARS-CoV-2 coronavirus, the disease started in December 2019 in China and quickly spread around the world. Given its quick spread, the World Health Organization (WHO) classified it as a Public Health Emergency of International Importance at the end of January 2020 and later as a pandemic. Throughout the world, this serious health crisis has crossed lives and placed us before a complex and unprecedented scenario. In Brazil, the first case was confirmed in February 2020, and the country has become one of the most affected, with high levels of infection and mortality rates. The pandemic has generated deep impacts in several sectors, including the economy, public health and education. The need for physical distancing and government measures to restrict the movement of people were implemented to control the rapid spread of the virus, to mitigate its lethality and prevent the health system collapse.

In education, social distancing measures resulted in the closure of schools and universities, forcing an abrupt transition to remote teaching. This change exposed and amplified pre-existing inequalities, such as the lack of access to the internet and appropriate technological devices for many students, as well as negatively affecting the quality of teaching and the emotional well-being of students and teachers. In this context, we place this work within the scope of public professional education and bring the perspective of the Pedagogical Advisory Office (Asped) of the Federal Institute of Sergipe (IFS), São Cristóvão Campus, based on an experience report, outlining an overview of the work developed by the team during the 2020 and 2021 school years, marked by the covid-19 pandemic, the teleworking and Emergency Remote Teaching (ERT).

Due to this public health emergency scenario, IFS instituted through Ordinance N. 930/2020 (IFS, 2020b), the exceptional and temporary teleworking regime so that the civil servants work activities could be developed without the need to attend the institution presentially and the correct provision of public service could be preserved. We continued this work segment in another format while we were still trying to assimilate what was happening in the national scene. Based on the institutional guidelines of physical distancing, we needed to think about how to continue doing what we were already doing but remotely. In addition to it, we also needed to elaborate how and what technological resources would be feasible for all the involved, and how to proceed in the face of an unpredictable, worrying and challenging context.

The first months of remote work had a lot of adaptation in all dimensions of life. The concentration of family and professional life in the same physical space, the concerns in front of the news, the adaptation to the new work format, the fear of the spread of the virus, people getting sick, the lack of prospect of vaccination and return to face-to-face activities, in addition to the denialism of the government in charge at that time, represented the chaotic and dystopian scenario in which we were inserted. The education sector was impacted by different socioeconomic and political developments, revealing scenarios of precariousness and social inequality.

Considering all that, in order to guide the educational process within the scope of the IFS institutional regulations established guidelines for teleworking, emergency remote teaching and the professional development sessions for teachers and members of pedagogical and multidisciplinary teams, until the gradual resumption of in-person-activities in 2021.

Although we had already been making use, at Asped, of some digital technological resources to carry out our activities - such as academic system, emails, conversation groups, cloud data storage and shared drives - during the pandemic, the time dedicated to meeting screens, message notifications, document production and demand tracking became immeasurable.

Our work at Asped of the São Cristóvão Campus is developed based on the following scheme: planning and development of administrative and pedagogical actions in the sector; monitoring the academic performance of students and pedagogical guidelines; joint action between the multidisciplinary team and the Center for Assistance to People with Specific Needs (Napne); advising managers, course coordinators, teachers and students with issues related to the teaching-learning process; study of institutional documents; participation in committees, among others. At that time, the team was consisted by three pedagogues, three technicians in educational matters and an administrative assistant. In mid-2021, a team member passed away due to complications of covid, a loss that impacted the academic community and put us to face the gravity of what we were experiencing at that time.

In the years defined here, the work mediated by digital technologies was marked by online meetings, participation in courses, lives, *WhatsApp* groups and expansion of shared drives use for documents preparation and organization, spreadsheets, forms and presentations. Our distance was physical, but we were constantly in communication, interaction and collaboration. As the time of teleworking was stretched, we had some phases marked by listening moments and getting emotional in meetings, episodes of fatigue, restlessness and frustrations. The need of adaptations, studies, tests of some devices, in addition to internet connection problems, turned off cameras and difficulties in implementing the teaching-learning process, contributed to a physical and mental overload for everyone involved in this context.

During the pedagogical meetings, we realized the need of welcoming some teachers statements. The feeling of discouragement, anguish, uncertainty and concern were increasingly frequent in the face of the students' absence scenario, dependence on technological resources to mediate communication and classes, adequacy of teaching plans, methodologies and compliance with institutional guidelines. Teachers' reports about the frustration of not being able to establish a connection with students, the precariousness perception of the teaching-learning process, the work overload resulting from the bureaucratic demands of remote teaching, the difficulty of reconciling personal and professional routine, and even a concern with mental health became a common routine.

In the midst of this complicated scenario, part of the pedagogical team had ongoing master's and doctor degree research related to the campus, discussing topics such as digital technologies, teaching practice, student permanence, environmental

education and the educational model representations. The pandemic also crossed those researches, since some were modified along the way, considering the reality. Working in a new format, trying to understand the pandemic scenario and, at the same time, conducting academic research on IFS, was very challenging.

It is worth mentioning that the reflections carried out in the pedagogical advice about the principles that guide the federal institutes mission were enhanced by the readings and research developed in the postgraduate courses, added to the experiences and studies carried out by other colleagues about the campus (Oliveira, 2013; Santos, 2020a). Discussions on the creation of institutes, omnilateral training, work as an educational principle, the world of work *versus* the labor market, and the integrated curriculum gained more presence in different meetings and our actions.

Considering the context pictured so far, we developed this study with the aim of reporting the experience of the work of the Pedagogical Advisory Office from IFS-São Cristóvão Campus, in the academic years of 2020 and 2021, marked by the pandemic, in order to discuss the main changes and activities developed in the context of teleworking and ERT. To this end, we adopted as a methodological perspective the experience reporting modality, through documentary analysis, subsidizing the description and interpretation of the experienced stages during the pandemic period, in order to explain what was noticed throughout this process.

In the following section, we will detail the methodological aspects adopted in this work. Afterwards, we will discuss the activities related to the pedagogical advisory office practices, the unfolding of the first year of teleworking and the academic years 2020 and 2021, since the implementation of Emergency Remote Teaching to the gradual return of face-to-face activities alongside with teleworking. Finally, we will present some considerations about the reported period.

## 2 METHODOLOGICAL ASPECTS

This qualitative study was developed through an Experience Report (ER), in which we publicized the work of the Pedagogical Advisory Office of IFS - São Cristóvão Campus. It was developed during the pandemic, contributing to documentary memory and helping other professionals and researchers to expand the discussions or proposals for interventions on this theme.

The ER is defined by Mussi, Flores and Almeida (2021, p. 65) as “a type of knowledge production, whose text deals with an academic and/or professional experience [...], whose main characteristic is the description of the intervention”. In this perspective, Daltro and Faria (2019, p. 234) highlight the ER “as an important technology for the production of scientific knowledge” and point out the importance of describing an intervention or experience not being reduced to descriptive terms in its identity. Furthermore, they highlight the possibilities of developing various theoretical and methodological options identified in a historical time, pointing out critical and reflective understandings and interpretations of the phenomenon addressed in the face of experience. Based on Macedo (2016), Daltro and Faria (2019) highlight the experience as the very source and analysis object of the ER, understanding it as part

of the subjectivity of those who had experienced it, in the face of incorporated memories, creating possibilities that can be analyzed.

We understand, therefore, the relevance of this production because it is a work of narratives within the scope of federal public professional education, from the point of view of pedagogical advice, inserted in a critical and reflective perspective from the documentation of our actions. The construction of this work constitutes an implied study, since the authors are participants in the reported context and they construct meanings around the experience.

We use documentary analysis as an important element in the development of this research, “[...] either complementing information obtained by other techniques, or unveiling new aspects of a theme or problem” (Lüdke and André, 2013, p. 45). In this regard, Laville and Dionne (1999) point out that the researcher collects the information as a source for elaborating the perception of the phenomenon and is guided by the specificities of the selected material to start the analysis work. It is based on his own experience and supported in the light of the theoretical contributions to develop the appropriate interpretations of the phenomenon. In this work, we sought for institutional documents, planning and reports of the sector, materials produced by the team and memories of meetings, as a source of research, to subsidize the description and interpretation of the experienced stages. The reports weekly prepared to record the sector activities contributed to the chronological verification of what was developed during the period.

Therefore, the present report has, as its scenario, the practices of the pedagogical advisory team (Asped) of IFS-São Cristóvão Campus, in the academic years of 2020 and 2021, which corresponds to the pandemic period. It is worth mentioning that the campus is located in the rural area, 16km from the capital of the Brazilian state of Sergipe and, over the years, has undergone organizational and educational transformations until its establishment. It is a century-old institution, still called by many as the old Agrotechnical School. It is the only IFS campus to offer a student residence system, which allows the presence of students that originally resides in other distant Sergipe cities or even other states.

In the period portrayed, the institution offered medium-level technical courses (Maintenance and Support in Informatics, Agribusiness, Agriculture, Aquaculture and Land Surveying), higher education (Degree in Biological Sciences, Technology in Agroecology and Food Technology) and the National Program for the Integration of Professional Education with Basic Education in Youth and Adult Education (Proeja). The high school technical courses offered on campus have three modalities: *full time*, for students who attend high school and technical subjects at IFS; *simultaneous*, for those who attend technical subjects at IFS and high school in another school unit; and *subsequent*, for those who have already finished high school and seek technical training. The practices of the Pedagogical Advisory Office takes place within this scenario, and the team is divided in the monitoring of the courses, among other demands. In this work, we relate what was done through digital technologies during the teleworking period.

### 3 THE PRACTICES OF THE PEDAGOGICAL ADVISORY OFFICE IN IFS-SÃO CRISTÓVÃO CAMPUS

To understand the context of Asped<sup>1</sup>, a sector that follows up the teaching-learning process, we situate the pedagogy field as a science of education, constituting as part of the investigative context of the educational theories and practices. As Libâneo (2001, p. 14) points out, “the term pedagogy applies to the investigative theoretical field of education, in connection with the other sciences of education, and to the professional technical field of training the professionals who are not directly teachers”. Therefore, it is necessary, on a daily basis, to establish a work based on the context of pedagogy as a science of education, considering its own demands in the universe of professional education, marked by constant transformations in the world of work.

Although there are few specific guidelines in the literature for pedagogical practices in the field of professional and technological education (Carrijo, Cruz and Silva, 2017), in addition to the lack of a theoretical framework in the initial training on the area, the performance of our Pedagogical Advisory Office plays a relevant role in mediating and directing educational practices at different levels of education. In federal institutes, the teams, in general, are composed of pedagogues and technicians in educational subjects, and they must have training in undergraduate courses or in Pedagogy. In the summary descriptions of these positions, according to Circular Letter N. 015/2005/CGGP/SAA/SE/MEC (Brazil, 2005), it is possible to notice both similarities and some differences between them. However, in reality, these professionals who make up the institution pedagogical teams hardly differentiate the work.

At IFS- São Cristóvão Campus, Asped is subordinated to the Teaching Management Office and, according to the campus Internal Regulations (IFS, 2017, p. 28), has the responsibility to “guide, monitor, plan, propose, foster and contribute to activities related to the learning process”. Therefore, in the performance of its duties, the pedagogical team develops activities with students and legal guardians, teachers and management. The sector works together with Napne and the multidisciplinary team, which is composed of other professionals linked to the areas of Psychology, Social Work, Nursing, among others. Also, according to art. 72 of the campus Internal Regulations (IFS, 2017), the Pedagogical Coordination is responsible for<sup>2</sup>:

- I- Guide the school community, according to the current legislation and institutional regulations, about technical-pedagogical aspects;
- II- Guide the teaching staff in the preparation of teaching plans, lesson plans, learning assessment instruments and teaching techniques;

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1 There are different nomenclatures regarding the sectors in which the pedagogical team works in the Federal Network of Professional and Technological Education (examples: Pedagogical Coordination, Multidisciplinary Team, Pedagogical Center, etc.).

2 The campus regulations, Resolution No. 58/2017/CS/IFS, in Section I, art. 72, entitled "Pedagogical Coordination", which we currently call Pedagogical Advisory.

- III- Monitor the school and academic performance of students, making the necessary referrals;
- IV- Plan and organize, together with the board and teaching management, meetings and pedagogical journeys;
- V- Plan and coordinate class councils, following the regulations of the Didactic Organization Regulation - DOR;
- VI- Propose interventional projects for the institutional educational process, according to the needs of the campus;
- VII- Contribute to the promotion of formative meetings with students' families;
- VIII- Contribute to NAPNE's planning and actions;
- IX- Prepare reports of activities developed by the sector during the school year;
- X- Encourage the production and publication of works that disseminate the technical activities developed by professionals in the sector;
- XI- Contribute to the organization and implementation of welcoming and acquaintance actions for new students;
- XII- Contribute to actions that aim to minimize school dropout and retention;
- XIII- Perform other related activities.

Beholding the need to fulfill our duties, in a pandemic and remote work context, we initially sought for updating ourselves on the educational and health guidelines, constantly published by the WHO, Ministry of Health and Ministry of Education (MEC). In addition to the IFS internal guidelines. It was a hard period of study and training for the team. However, simultaneously to these training activities, it was necessary to plan the actions that would be developed. At that time, the planning of activities did not occur in a medium or long term, but following the result of the guidelines published via ordinances, the demands that arose and the need to adapt planned activities that were already in progress before the pandemic.

#### **4 ACADEMIC YEAR OF 2020: FROM THE SUSPENSION OF ACADEMIC ACTIVITIES TO TELEWORK AND EMERGENCY REMOTE TEACHING**

The 2020 school year at IFS began in February, shortly after the pedagogical meetings (local and multicampi). The first semester of each academic year is marked by the institutional reception of students and those legally responsible for the entrants of the integrated technical courses. This action mobilizes teachers and staff from teaching related sectors to welcome and explain to them the campus functioning.

In the first weeks of class, Asped visited most classes to talk about choosing student representatives, their role in the Class Council and agreed dates for the elections. Activities at the institution were underway as we followed the critical health

situation in the pandemic scenario in other countries and the emergence of the first covid-19 cases in Brazil. With the need to contain the infection spread and preserve the academic community health, in mid-March, IFS suspended face-to-face activities, starting the teleworking regime.

Consequently, with the suspension of face-to-face activities, it was urgent to seek alternatives that would minimize the social, especially educational, losses that we got to see at that time. Since then, the educational system started to use digital technologies as the main resource for communication and carrying out work, academic and extracurricular activities, later enabling the ERE. Although remote education is considered an “important principle to maintain the bond between students, teachers and other education professionals” (Arruda, 2020, p. 266), we were inserted in a complex context due to confinement and concerns, something that exceeded the possibilities and limitations of a technological order.

During the design of our practices, the aspect to be prioritized was the communicational aspect, through *WhatsApp* groups, calls and video calls. The campus pedagogical sector had already its own group on *WhatsApp* to deal with issues related to the demands and organization of the sector, in addition to carrying out some administrative activities on the institutional drive. There were also groups of other teams that *Asped* members were part of, such as *Napne* and the multidisciplinary team. However, from the beginning and development of teleworking, other groups were created: IFS-GEN-SC-40tena, consisting of managers and staff linked to the education sectors; group with student representatives per course; group with course coordinators and *Asped* members; Task Force, with teachers and other staff who participated in the active search for students through calls and messages. The groups then became a faster way of sharing information, clarifying doubts, disseminating links, cards and other materials produced by the sector.

Having the sense of urgency for decision-making, the campus management asked *Asped* to prepare an online survey for all students. This was one of the first actions carried out by the institution with the participation of the sector, to obtain information on the conditions of access to mobile devices and the internet in their homes. In the first week of class suspension, between March 21th and 24th, the form was released on *WhatsApp* groups and *on3 the campus Instagram*. The survey application reflected the concern of the institution regarding the conditions of the students communicational access, due to the students socioeconomic profile of São Cristóvão campus.

The pandemic, the physical isolation and the need for connection, as pointed out by Lemos (2021), posed serious socio-political challenges for Brazil, especially regarding the dependence on communication and information technologies in contradiction with the inequality in access and consumption of these technologies, and even with the precariousness of housing infrastructure. Therefore, the work developed by *Asped* involved the understanding of pedagogical-administrative activities in a teleworking regime. It all took place in a context marked by complexities of different orders and demands that depended on technological resources to continue educational activities. At that point, we highlighted four aspects: remote assistance,

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3 Social network managed by the campus Communication Office.

professional development, Emergency Remote Education and Deliberative Class Council.

#### 4.1 REMOTE ASSISTANCE

During the suspension of the academic calendar at IFS, established by Ordinance N. 928, of March 16th, 2020, (IFS, 2020a), remote assistance to students became effectively approved by Ordinance N. 1009, of March 26th, 2020, (IFS 2020c), which also brought the institution's decision not to adopt Distance Learning. The publication of this ordinance was based on guiding documents approved by MEC, the survey and discussions carried out between institutions of the Federal Network of Professional Education, Forum of Education Leaders and the National Council of Institutions of the Federal System of Professional, Scientific and Technological Education (Conif), in addition to researches carried out at the IFS *campuses*.

The purpose of remote assistance was to guide students regarding the pedagogical activities that could be carried out while the suspension of the academic calendar was being kept. During this period, teachers should maintain contact with students in order to review content taught during face-to-face classes, through digital materials and academic work guidelines, preferably in the virtual classes held on the academic system. These activities and the interaction between teacher and student were carried out during class time, but did not count as school days and were not used for assessment.

The document also recommended teachers some activities for professional development, such as: training related to distance education (some in partnerships promoted by IFS and other institutions) the development of courses for distance education; and production of digital teaching materials. The ordinance also authorized the continuity of the work of technical-pedagogical committees, such as regulations, normative instructions and pedagogical projects, through meetings held via the internet.

During this period, Asped monitored, through virtual meetings and online conversations with managers, course coordinators and teachers, the progress of remote assistance, observing the difficulties found and evaluating how to pedagogically mediate the teaching-learning process. We continued working on the administrative demands which were initiated before the suspension of presential classes and started to send weekly reports to the management, according to the institutional requests. The weekly meetings of the sector, via video call, became essential for organizing activities and discussing pertinent matters to our actions. Following every newsletter published with guidelines for teaching, we planned to carry out everything that involved our participation.

In a research carried out by Silva (2021), with professors from São Cristóvão campus, it was highlighted that the students' lack of internet access compromised the effectiveness of the pedagogical activities proposed during the remote assistance period. Teachers sought for methodological alternatives that were compatible with

smartphones, the main device available amongst students. However, not all strategies were feasible, since some devices had short storage space, or processing or internet connection limitations. Moreover, the silent presence, turned-off cameras, students low participation during virtual classes, and the absence of non-attendance justifications contributed to the inefficiency of remote assistance. With the extension of the quarantine, it became necessary to consider the resumption of the school calendar through the ERE. All those difficulties reaffirm the reports presented by teachers in virtual meetings with Asped.

Having the experience of remote assistance performed by teachers, and the imminence of continuous training and implementation of the ERT, it was necessary to carry out an active search, calling all students up, in order to verify their needs in terms of accessibility to devices and internet connection. With the support of the teaching management, a *Task Force* was created. It represented the collective effort of a group composed by nearly 50 people, including administrative technicians and teachers, with the purpose of establishing contact with all students from the campus and feeding a shared spreadsheet on cloud, according to the guidelines presented in a meeting and doubts response in the *WhatsApp* group, or individually.

This action was coordinated by the Teaching Direction and Management, Asped and by a teacher based on the Computer Maintenance and Support course. At the time, the group was able to contact 812 students, which corresponded to 94.2% of the total. The participation of teachers and technicians was successful, as we were able to establish contact with the vast majority of students and achieve a better dimension of their situation, in addition to allowing the school to approach families and have conversations about the moment.

## 4.2 PROFESSIONAL DEVELOPMENT

The participation in training courses represented something crucial for the understanding of a new educational reality and the development of pedagogical actions. We had participation in professional development courses, such as Distance Education Training, offered by IFRN; G Suite for Education (Google Workspace for Education); Study Cycle on Pedagogical Knowledge and Practices in Professional and Pedagogical Education of IFS; *lives* and *podcasts* on *streaming* platforms (especially those that discussed professional education, remote teaching and education challenges in times of pandemic); participation in *online* academic events and study groups offered by the Dean of Education, with thematic axes on curriculum, integrated training and post-pandemic teaching.

In addition to these training spaces, we strengthened the study group of the sector, aiming to discuss the institution issues and peculiarities of our campus. A schedule was organized to bring up some themes that we felt needed at that time. A latent aspect in our discussions in the advisory office was the need to study and discuss properly pedagogical points that intersected with our activities, corroborating the fact that “pedagogical activity involves dimensions of scientific theory and practice, reflection and action” (Libâneo, 2010, p. 65). Other moments of training consisted on

the participation in defense or qualification boards of team members and other colleagues.

The pandemic lasted longer than we imagined. Despite a gradual attempt to return the activities of administrative technicians presentially, in the second half of 2020, contamination cases increased again and we had to continue keeping physical distancing. The 2020 school year ended in April 2021, and it was already necessary to think about the next school year. "To sail is necessary" was the theme of the 2021.1 Pedagogical Meeting at São Cristóvão Campus, to reflect on our crossing in the first year of the pandemic, the experience with Emergency Remote Teaching and the aspects of the teaching-learning process: student, teacher, family, institution. The song "Os Argonautas"<sup>4</sup> was the inspiration for the metaphor we chose to represent the moment: the boat we were on, where we were led, the conditions of navigation and navigators. We talked about the experiences, the teaching plans, what (didn't) work and what could be possible in the new school year. The 2021.2 journey was entitled "Planning is necessary!", focused on guidance, preparation of teaching plans and pedagogical advisory duty.

In view of the context of reformulating the Couses Pedagogical Projects (CPP) that were in progress before the quarantine and needed to be deepened during the pandemic, Asped organized an event called "Thinking the school: integrated curriculum". The purpose of this activity was to deepen the debate on the integrated curriculum, by questioning the political, economic and cultural determinants that are present in professional education in the context of reformulating the CPP. The event was split in three moments, between October and November 2021, and was attended by other IFS employees, beyond the ones from São Cristóvão campus, collaborating with the discussions at the institution. It was a challenge to promote an online event and discuss issues of curricular changes, especially in a context focused on remote teaching.

All these actions collaborated to strengthen aspects of the professional development of the team, since, during face-to-face modality, the sector dynamics have peculiarities that make it difficult to achieve specific moments of professional development at work period.

#### 4.3 EMERGENCY REMOTE TEACHING (ERT)

As time passed and the pandemic continued, Asped felt the need to study remote teaching in order to assist the continuing education of teachers. At that time, we looked for a scientific basis to better understand and reflect on the educational context in which we were inserted, in order to guide our practices. At first, we found foundations in Arruda (2020), Moreira and Schlemmer (2020), Santos (2009; 2020b) for the concept and differentiation between remote assistance, emergency remote teaching, distance education and online education. At a certain moment, we held a meeting with the

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4 Song composed by Caetano Veloso.

teachers to talk about the imposed reality, listen to them and dialogue about possible directions of pedagogical practices.

Since the implementation of Emergency Remote Teaching, the attributions of pedagogical advice were associated with the work developed by the multidisciplinary team, according to the performance of each professional field. Moreover, the ERT Regulation (IFS, 2020d) defined in article 68 as the attributions of multidisciplinary teams:

- I. guide, with the course coordinator, the student and/or their legal guardian, on the procedures that must be taken to comply with the activities of Emergency Remote Teaching;
- II. guide teachers regarding the pedagogical preparation of the Emergency Remote Teaching plans, as well as the preparation of the activities predicted in the plan;
- III. maintain a communication channel of the multidisciplinary team with the student, through which the student could seek refuge, guidance and referrals related to probable difficulties they would experience during the ERT period.

Therefore, the articulated work between the course coordinators, multidisciplinary teams and management/teaching direction contributed to an integrated monitoring of the students. Despite the physical distance and social barriers, we maintained, as far as possible, an open communication channel. We knew that we were not reaching everyone, but we developed strategies, such as virtual conversation circles, assistance provided via *WhatsApp* and phone calls.

Class planning is an important step in the exercise of teaching and pedagogical practices. Although it is a common practice, we considered the class plan preparations an important topic to discuss, bringing an explanation about each aspect to be attended, and the availability of a guiding document. The ERT regulation presented a teaching plan model to be followed, which, over the time, underwent some modifications in order to correspond to the real dynamics of teachers, managers and the multidisciplinary team. The plans were prepared by the teachers with guidance and support from the Pedagogical Advisory Office and forwarded to the course coordinators or to the Structuring Teaching Center (STC)/Collegiate (for undergraduate and post-graduate courses).

Following what was prescribed in the regulation, we emphasized essential points that should be included in the plans as soon as classes were resumed: mention to the students' familiarization with the technological resources chosen to carry out remote teaching; review of the contents worked before the suspension of the academic calendar and during the remote assistance period; diversification of learning objects and methodologies; explanation of the number of classes equivalent to the defined contents, as well as the synchronous and/or asynchronous activities related to them; explanation about the attribution of grades to some activities. For students who were unable to participate in the ERE through digital resources, some activities were

prepared, printed and delivered at home by the institution, as an alternative for monitoring classes.

By the resumption of classes through remote teaching, we elaborated guiding materials and dialogued with teachers and students about the adaptations of classes in the new modality. We also emphasized the importance of welcoming the students during the moment lived, in addition to discussing accessibility for students with learning difficulties. Furthermore, we participated in *livestreams* organized by the campus management, aimed at students, parents and teachers to talk about the resumption of the school calendar and classes in a remote context.

Throughout the school year, in pedagogical meetings, the low participation of students, especially in synchronous classes, and academic performance were topics widely discussed by teachers, course coordinators and staff. The cases discussed in meetings with the Advisory and Diagnostic Class Council<sup>5</sup> were recorded in instrument datasheets and followed up through contact made with the students by the Pedagogical Advisory, other members of the multidisciplinary team and course coordinations. In specific cases, which required greater attention from the multidisciplinary team, home visits were carried out, for monitoring and individualized guidance to students and guardians, respecting the health rules in force at the time.

At the end of the first remote school year, it was necessary to think about a new dynamic of organization, feasibility and realization of the Class Council with the digital resources that were being used at that time. From this perspective, we suggested changes in the dynamics of the Deliberative Class Council, which will be the focus of the next section.

#### 4.4 DELIBERATIVE CLASS COUNCIL

The Class Council is a collegiate body, of an advisory nature, that happens once in every two months and, deliberatively, at the end of the school year. It is a space for collective discussion, oriented to favor the protagonism of technical high school students and teachers, seeking to permanently improve the organization of school work and teaching-learning processes (IFS, 2016). It is also one of the main actions with the direct participation of Asped, together with the course coordinators, throughout each school year, since it subsidizes the work of the sector and school monitoring through the classes diagnosis, emergence of demands, referrals and pedagogical and institutional actions.

In the ERT scenario, physical distancing and, in some cases, the difficulty of communication restricted contact between students and teachers, what became a reflection in the council discussions, compromising the analysis of the teaching-learning process and, consequently, the development of some more effective

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5 Among the actions developed during the diagnostic council, we presented the students' report cards with below-average grades. At that time, it was delicate to expose data about the follow-up, as we did not have much information about the situation of the students. The teachers also did not have any questions about it, they only highlighted the concern in the face of the absence in the activities.

actions. On the other hand, in the course of the pandemic, we learned to expand the use of digital technological resources, to share learning among the team and to structure administrative work, collaboratively, in the construction and organization of documents, centralizing information about students in a single folder and sharing it to clouds.

In order to reach the largest number of students during the ERT for discussing the importance of the Class Council and electing class leaders, we created and disseminated *cards* for the elections, indicating the classes, date, time and address of the virtual room. The strengthening of the class council involves the understanding of the category representation. In this sense, we held meetings with the board members to explain about the practices, the importance of active participation and the roles played by each member. Each moment related to the board was preceded by a wide dissemination of *cards* produced by Asped, as shown in figure 1.

We found out, in the meetings of the Advisory Councils, that the students' biggest challenge was to participate remotely. Despite that, the discussions were essential, because they helped redirecting the pedagogical practices and the ERT regulation itself, mainly based on doubts and questions from the participants. In the diagnostic meetings, aimed at discussing students with low academic performance, it was challenging to present reports in support via WhatsApp texts or calls. In some situations, we were unable to maintain a follow-up or direct contact with the students mentioned in the meetings.

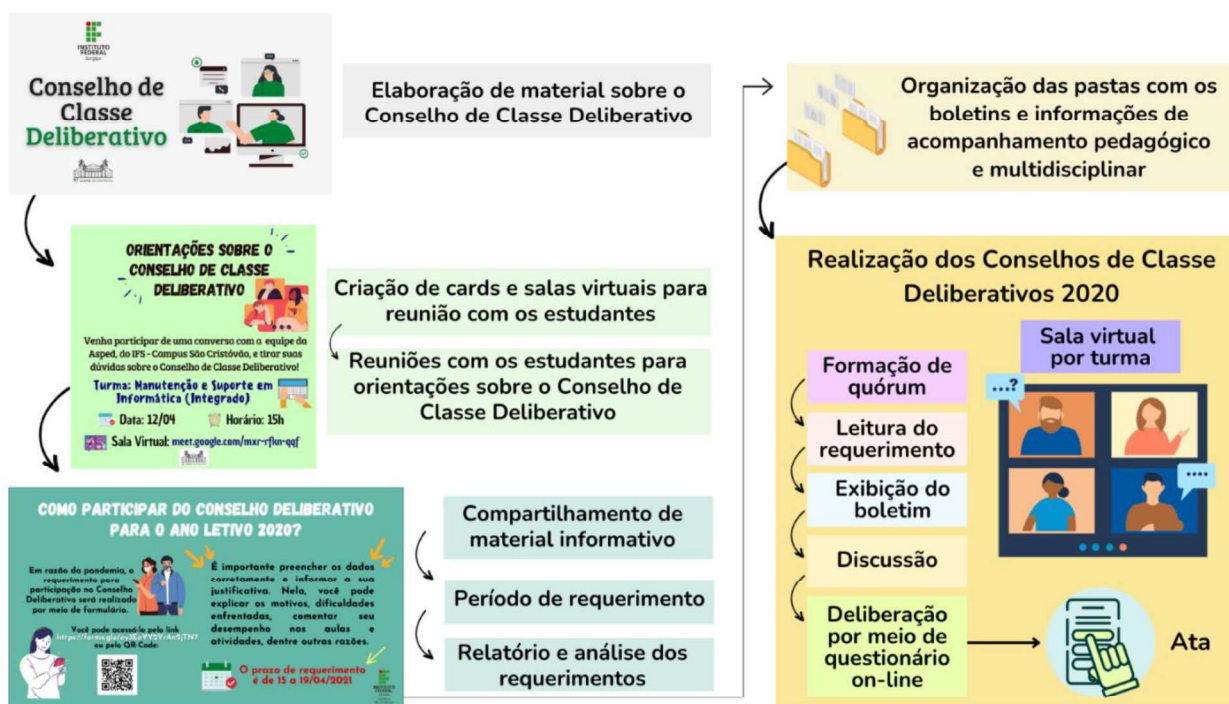
The Deliberative Class Council is the last stage of meetings, whose purpose is to discuss and decide through votes of teachers on the possibility of approval or not of students who, even taking the final test, did not reach the average expected for approval in up to two disciplines, and filed a request for analysis of the situation, as guided by the IFS Didactic Organization Regulation (DOR) (IFS, 2016). It is worth noting that, in the face-to-face modality, the students made the request to participate in the School Registration Coordination (SRC), later forwarded to the course coordination and analysis of Asped, with the possibility of a written statement by the student about the difficulties and trajectory in the school year.

In remote teaching, we presented to the campus management the proposal of an online application form, analyzed directly by Asped with the support of the course coordination. The elaboration of instruments for the students to request participation in the Deliberative Class Council in a virtual way represented the best alternative for students participation, so that, it became unnecessary to be presentially at the campus during a pandemic scenario. In addition, the process was faster and less bureaucratic, also facilitating the monitoring and analysis of requests. The procedure, previously carried out via CRE and coordinations, became an Asped responsibility.

For the dissemination, to the students, about the changes in the application process and, to new classes, regarding the dynamics of the Deliberative Class Council, we organized the following actions: preparation, presentation and dissemination of explanatory material for students; invitation to meetings, production of questionnaires for students to request participation, and faculty voting for each case analyzed; organization of folders divided according to each course and classes with bulletins, and information on pedagogical and multidisciplinary monitoring. Despite the wide and

online dissemination of the application form, we considered it necessary to consult the report cards of all students from the integrated modality to verify that they met the criteria for participating in the final council, regardless of the application submissions, as we were afraid that some students would not participate due to internet access problems. The meetings took place virtually, holding the final decision and the teaching vote in a specific online form. We presented the vote result by displaying the percentage in a graph, immediately after its completion. Figure 1 exemplifies the configuration that the Deliberative Class Council had set for the first pandemic year.

**Figure 1:** The Deliberative Class Council Dynamics in 2020



Source: Elaborated by the authors (2024).

We believe that carrying out the steps illustrated in the figure above represented one of the main examples of a new operation and communication dynamics of our work, in the context of teleworking. The participation of Asped members in the Deliberative Class Council is mandatory and consists of the requirements analysis, bulletins presentation and observations of the pedagogical and multidisciplinary monitoring, to collaborate in the analysis and deliberation of the teachers. Teamwork represents a differential aspect, especially in the face of a short deadline for the fulfillment of all stages.

Another point to consider is that the integration between Asped, Napne and a multidisciplinary team had always been an essential action in the institution to provide better care and assistance to students. During the two years of pandemic and remote education, the demands increased considerably, as many factors compromised the

students' learning process, such as the need to work, family concentrated at home, socioeconomic and psychosocial problems.

During 2021, contact with low-performance students continued to be one of the institution's priorities. Turned-off cameras and the silence in response to teachers during classes represented concerns about virtual meetings. This situation compromised the most complete analysis of the class during the diagnostic and deliberative councils, as the teachers did not know all the students and contributed with objective observations, such as presence in the synchronous moments or activities delivery. Despite the challenges, it was important to reorganize the work developed by Asped in partnership with the class council, which was understood as an important way to evaluate the teaching-learning process.

## **5 ACADEMIC YEAR 2021: FROM TELEWORKING TO THE GRADUAL RESUMPTION OF PRESENTIAL ACTIVITIES**

The first year of teleworking, although challenging, also provided us with valuable learning experiences regarding the use of digital resources, both through collaboration among team members and through the training sessions in which we participated. We intensified the use of video calls, questionnaires, shared drive with folders, spreadsheets and various documents, presentations and card production. As our pedagogical actions happened exclusively through interactions via online messages and meetings, our materials gained more multimodal traits as we tested language possibilities in digital resources. The elaboration mediated by the choice of images, insertion of movements, colors, fonts, *links* and *QR Codes* represented paths that led us to creativity, collaboration, learning and interactivity among the pedagogical team.

The first experiences with teleworking and the ERT developments helped to plan the 2021 school year. The challenges continued and, based on them, we planned activities that could alleviate the existing and persistent difficulties. On the national scene, we were apprehensive and expecting vaccination, given the worsening cases of covid and scientific denialism about the severity of the pandemic by the federal government in force at the time.

The gradual resumption of face-to-face activities began in the second half of 2021, initially only for administrative technicians in education, alongside with the same period in which the first doses of vaccine began to be applied. To avoid the risk of crowding, we organized scales according to guidelines in the Resumption Plan for face-to-face activities at the institution (IFS, 2021). The return of classes and all face-to-face activities took place in March 2022.

## **6 FINAL CONSIDERATIONS**

In this experience report, we portrayed the scenario of activities developed within the scope of public professional education, from the perspective of the Pedagogical

Advisory Office IFS-Campus São Cristóvão, in the academic years of 2020 and 2021, historically marked by the events of the pandemic. Initially, we situated the main changes that occurred from the need for physical distance, the beginning of remote work and the intensification of the use of technological resources. We also presented the main attributions of the pedagogical sector and its constitution.

Then, we justified our methodological choices and described the institutional measures adopted to manage the entire experience. Subsequently, we explained about Asped's practices on campus and pictured a timeline sample to emphasize the development of activities in a unique and challenging context: teleworking, remote assistance, emergency remote teaching, professional development and class councils. We also reported the experience of acting in the advisory and mediation of teaching-learning processes in the midst of a health crisis and the precariousness of life. We were challenged to learn new ways of working, to welcome and live with multiple emotions, technological difficulties and problems of different categories felt by the entire school community.

The year of 2020 was characterized by the understanding of the imposed reality and the attempt to adapt to the context, also seeking ways to appropriate technological resources and develop teleworking. In 2021, it was no longer a period of adaptation, but of reassessment of the paths that were taken. However, it did not fail to bring concerns, especially in the face of silence, disconnected cameras and fatigue, increasingly present.

It is impossible to account for all that was developed in the period in which the work was carried out remotely. There is also no way to measure the impacts caused, as time passed, without prospects of a return to what was part of our routines before the pandemic. On the other hand, we considered that the use of digital technologies was part of our learning and the development of collaborative practices of pedagogical work, so that some were re-signified and continued after returning to face-to-face activities.

We believe that, in spite of the challenges experienced in this period, it was possible to adopt other perspectives of pedagogical practices with learning and experiences that has become part of everyday education. Therefore, we hope that this study can broaden the discussions about the experiences and practices of education professionals, as well as bring contributions within the scope of research and to the existence of records on educational practices.

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