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## DIDACTIC-PEDAGOGICAL PLANNING IN THE CLASSROOM: A LITERATURE REVIEW

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### ABSTRACT

The objective of this paper is to analyze didactic-pedagogical planning in the classroom. As is known, didactic-pedagogical planning is one of the central functions of a teacher's work. It is a process based on the anticipation and organization of educational activities, based on the establishment of objectives, content, methodologies and assessment. However, planning should not be understood as a bureaucratic and formal document. On the contrary, planning requires an analysis based on its correlation with pedagogical mediation, critical reflection and the ability to reinterpret the school reality. It is, therefore, an instrument with high possibilities of redefining the teaching-learning process and the actors involved in such a context. However, even so, when analyzing the theme, it is necessary to recognize that the issue is more complex and includes a series of aspects presented in the literature as capable of compromising the potential that didactic-pedagogical planning has to foster the teaching-learning process. The methodology used to construct this work was based on the use of the deductive method. Based on the approach criteria, the research is categorized as qualitative. Regarding the research techniques, a systematic literature review was used.

**Keywords:** Didactic-Pedagogical Planning. Teaching Practice. Possibilities. Challenges.

## INTRODUCTION

Didactic-pedagogical planning is a central function of the teaching profession. It involves the process of anticipating and organizing educational activities based on objectives, content, methodologies, and assessment. However, planning should not be viewed merely as a bureaucratic document, but rather as a tool for pedagogical mediation, critical reflection, and the reinterpretation of school reality. To this end, this article aims to analyze key theoretical contributions regarding didactic planning at the "classroom level", seeking to understand how it takes shape in practice and identifying its associated challenges and potential.

The act of planning is intrinsic to history and plays a vital role in transforming aspirations into reality. In the educational sphere, didactic-pedagogical planning takes various forms ranging from the national level down to individual lesson plans manifesting as a continuous, organizational, flexible, and essential process. Its primary purpose is to address the fundamental individual and collective needs of society.

Within the educational process, the school plays a significant role in the formation, growth, and development of students. Consequently, planning serves as an indispensable tool, ensuring effective didactic organization for the learning situations facilitated by teachers in the classroom. These learning situations are carefully considered to meet the needs of the students, who are the primary stakeholders and beneficiaries of the success of the proposed activities and the teaching-learning process that defines daily school life.

Planning, as a tool, must take into account variables external to the school environment that nonetheless influence the educational context, the student's process of grasping teaching and learning, and the very makeup of the teacher who mediates the entire landscape of information and instruction. There are manifold possibilities for employing the didactic-pedagogical project as a key instrument in this context, particularly from a dialogic perspective. Even so, despite the potential and possibilities inherent in didactic-pedagogical planning, one must acknowledge that the teacher's role is challenging, presenting a series of obstacles and impediments that impact and compromise the success of such planning.

## METHODOLOGY

The methodology employed in this study was based on the deductive scientific method. Regarding the second scientific method the inductive approach it was also applied in the analysis of the study's central subject. In terms of research techniques, this is a qualitative study; it relies predominantly on information collected by the researcher that is not expressed numerically or, where numerical data is present, such figures and the conclusions drawn from them play a minor role in the analysis.

Tesch (1990) aptly notes that qualitative data also encompasses information not expressed in words. Furthermore, as this is a case study, the starting point involved selecting theoretical material using the keywords "Didactic-Pedagogical Planning," "Teaching Practice," "Possibilities," and "Challenges" combined using the Boolean operator "and" (or "e") across research platforms such as SciELO, Scopus, the CAPES Journal Portal, and Google Scholar, with selection based on random sampling.

The data collection method utilized secondary data to establish a theoretical foundation, which was subsequently compared against the data and information gathered through the case study. Moreover, as Yin (2001) advises, this type of research requires access to multiple sources of information to ensure a diverse range of data.

## ANALYSIS AND DISCUSSION OF RESULTS

### Fundamentals of Didactic-Pedagogical Planning

According to Saviani (2009), instructional planning embodies a process of thinking in a radical manner (seeking the root of the problem), a rigorous way (employing the scientific method), and a holistic approach (viewing the whole), with the aim of understanding the development, implementation, and evaluation of lesson plans. Complementing this, Peixoto and Araújo (2012, p. 4) further state that “planning has been reduced to an activity in which the teacher fills out and submits the schedule and updates the course syllabus in accordance with institutional standards,” when considering contemporary teaching practice and the commitment to the actual objectives of the processes involved in learning.

The act of planning involves the teacher's continuous self-reflection: Why did I choose this method? Why do I teach this way? Why do I prefer teaching these specific topics over others? Through such reflection, pedagogical practice gains new breadth; it is no longer limited merely to the teacher's preferences, what they do best, or what is dictated by the administration or the textbook (Liidtkke, 2016, p. 28).

According to the author, planning prompts teachers to question their classroom practice and their "pedagogical praxis," enabling reflection on the process to be undertaken and the tools and methods to be employed throughout that journey. Thus, when considering didactic-pedagogical planning, there is constant reflection on the implications and impacts of how teachers conduct their activities and the resulting effects on students (Liidtkke, 2016).

Moura (2009) adds that the way teachers plan and carry out their work directly impacts the selected objectives and content organization, as well as the choice of methodology, assessment forms, and evaluation tools, thereby ensuring their interrelationship. Consequently, the results of pedagogical planning reveal the underlying intent of a subject's educational practice, allowing for the systematization of the teaching-learning process within a political perspective of education. Addressing this same issue.

Fusari (1990, p. 45) observes that the "concrete performance of educators in the daily routine of their pedagogical work encompassing actions and situations involves constant interaction among educators and among the students themselves". In their analysis of key planning stages, Abreu and Masetto (1990) argue for the need to consider the teacher's conception of education and learning, as well as their understanding of learning as a process.

Obviously, these steps have direct implications for thinking, from the teacher's perspective, about the most efficient ways to establish learning in the classroom and the skills they possess to deal with such methods. Peixoto and Araújo add that:

When undertaking a course, one must make a series of decisions based on one's vision of education, as well as one's understanding and knowledge of the teaching-learning process and the most effective ways to implement it in the classroom. Therefore, when developing a lesson plan, the teacher needs to decide, for instance, what they intend for students to learn by the end of the term, what content will be covered in class, and what resources will be used to facilitate student learning and make it more meaningful (Peixoto & Araújo, 2012, p. 5).

Castro et al (2008) point out that the understanding of didactic-pedagogical planning tends to encompass at least three stages: preparation, monitoring, and improvement. Now, the set of values, attitudes, skills, and knowledge weigh heavily in the elaboration of the course plan as well as in the lesson plans, so there is an interrelation between the entire teaching-learning process.

Regarding the preparation phase, it is based on the course program, which must fulfill, in whole or in part, the proposed syllabus. Thus, in this phase, the competencies and objectives of the course are established, as well as the forecast of all procedures to be employed to guarantee the achievement of

such competencies and objectives. According to Santos and Perim,

The teacher outlines the content to be covered and the approach to be taken that is, seeking an appropriate methodology and didactic and technological resources that contribute to the effective development of the material. Subsequently, the objectives to be achieved are defined, and strategies are established to ensure these goals are met throughout the process (Santos & Perim, 2013, p. 6)

The second phase, which consists of monitoring, is premised on tracking the teacher's educational actions and the student's learning. In turn, the enhancement phase involves evaluating the extent to which the competencies and objectives proposed during the preparation phase have been achieved. "Based on this evaluation (conducted at least once a semester), any adjustments necessary to realize these competencies and objectives are made" (Peixoto; Araújo, 2012, p. 5). It must be remembered that planning is often influenced by the teacher's vision, beliefs, and expectations, as well as their awareness of the need for pedagogical training factors that render the teaching-learning process more effective and committed to holistic development.

Abreu and Masetto (1990) clarify that the teacher's role is not merely to teach, but to help the student understand; not to transmit information, but to create conditions enabling the student to acquire it; not to deliver brilliant lectures to disseminate culture, but to organize strategies and mechanisms that allow the student to engage with existing culture and create culture.

Thus, planning should be viewed as a facilitator of the teaching-learning process, particularly because it takes into account students' expectations, difficulties, and interests, as well as the specific nature of the subject matter, the context, and the target audience. Consequently, it must be flexible, allowing for adaptations to content and logical sequencing. Reis et al. further argue that

Planning establishes various connections and lends stability to the elements involved in the comprehensive process of knowledge construction. Thus, it can be stated that this is a complex task requiring numerous activities for successful execution, including the pursuit of continuous professional development and the individual or collective work of educators (Reis et al., 2024, p. 9).

According to Reis et al. (2024), planning enables the establishment of connections between the elements that constitute the knowledge-building process, while also providing stability. It is a complex task requiring numerous activities to be successfully guided including the pursuit of continuous professional development and the individual or collective work of the educators involved in the teaching-learning process.

### **Planning in Daily School Life**

In the classroom context, planning unfolds in a dynamic, interactive, and adaptive manner. Although institutional plans exist organized into annual, semester, or weekly documents daily school life necessitates constant reinterpretation and adjustment, requiring teachers to adopt a reflective stance regarding events that emerge in the classroom. According to Freire (1996), teaching demands inquiry and openness to the novel that is, to the needs and knowledge students bring with them, which are not always anticipated in formal planning.

Libâneo (2013) reinforces that planning must serve meaningful learning, taking into account both educational objectives and the concrete reality of the individuals involved. Complementing this, Perrenoud (2000) points out the need to plan for diversity, recognizing that every class is unique and requires differentiated pedagogical responses. Thus, planning is not a static act but a continuous decision-making process that engages with practice, teacher knowledge, and the school's contextual challenges.

Furthermore, effective planning on the ground within the classroom requires time, active listening, diagnostic observation, and a willingness to adjust one's course. It takes shape through the teacher's mediation between the initial vision and what is actually feasible given the material, human, and pedagogical conditions of the school environment. It must also be acknowledged that, within the reality of Brazilian schools, planning encompasses a continuous, dynamic process of reflection, decision making, implementation, and monitoring (Vasconcellos, 2009). Indeed, Santos and Perim add that:

In this case, we can state that meaningful learning results from quality education that aligns with the student's needs; we also assert that quality education is achieved only through the construction of knowledge, based on actions aimed at the student's cultural development (Santos; Perim, 2013, p. 6).

In this same vein, didactic-pedagogical planning must be sensitive to the specific aspects that shape the reality in which the teacher operates; this entails implications that are not merely structural but also socioeconomic, cultural, environmental, and even related to the identities of the students involved. Thus, as a didactic-pedagogical tool, planning allows for a rethinking of the teaching-learning process's potential as well as the associated competencies and skills without becoming detached from the reality in which this mediation takes place.

Understanding the student's social context is crucial for better grasping how education is put into practice and for defining the issues that guide knowledge construction, ensuring that such knowledge remains relevant and meaningful regarding the students' social, economic, political, and cultural needs. This process of creating meaning particularly when planning acknowledges the external variables affecting the teaching-learning process fosters a sense of agency and emancipation among students as they grasp and construct knowledge.

In advocating for dialogic planning, Padilha (2001) describes a new conception of the planning activity: it serves as a form of resistance and, in this context, represents an alternative to authoritarian, bureaucratic, centralized, and top-down planning. It is a form of planning that is contextualized and capable of addressing the social aspects it targets. Furthermore, Silva and Hilgert point out:

This establishes a power dynamic capable of driving change and constructing new realities, while also influencing social living conditions; it becomes evident that teachers and students must work together, opening up a dialogue in pursuit of shared goals, so that decisions are not confined to the school environment but extend into other social relationships (Silva & Hilgert, 2017, p. 6).

As a process responsible for rationalizing, organizing, and coordinating teaching practice, planning must be capable of fostering a connection between school activities and the social context. Thus, the school, teachers, and students must be viewed as participants in the dynamics of social relations; everything that occurs within the school environment is encompassed by a society subject to economic, political, cultural, philosophical, and ethical influences specific to the times. Consequently, planning must not only be grounded in the technical content that shapes teacher training but must also remain sensitive to the social dynamics in which it is embedded. In this regard, Freire noted that:

Any educational planning, for any society, must respond to the characteristics and values of that society. Only in this way can the educational process function at times as a stabilizing force, at others as a factor of change. Sometimes preserving specific forms of culture; at other times, instrumentally intervening in the historical process. In any case, to be authentic, the educational process must establish an organic relationship with the fabric of the society in which it is applied. (Freire, 2001, p. 10).

School planning enables an understanding of reality through an evaluation process based on a future-oriented framework. According to Luckessi (2010), planning must be developed in alignment with the social context and external environmental factors so that problems can subsequently be

diagnosed and solutions identified. Any educational planning, for any society, must be capable of addressing the aspects that impact that society.

**Challenges and Possibilities in Didactic-Pedagogical Planning**

The importance of didactic-pedagogical planning is indisputable, especially considering that the teaching-learning process is neither static nor bound by a pre-established pattern. It involves more than just organizing and directing instruction; it entails creating a meaningful learning environment tailored to the needs and demands of the students involved. “Investing in effective planning is an essential step toward ensuring quality education and fostering the holistic development of students” (Prado et al., 2024, n.p.).

Beyond the definition itself, it is necessary to consider an organizational approach that provides a structure capable of fostering competencies and skills while strengthening the teaching-learning process. The goal is to improve educational quality through reflective planning practices that contribute to the educator's continuous professional development and enhance the quality of instruction by leveraging their potential. Thus, planning offers opportunities to integrate teaching and learning with active methodologies, innovative teaching practices, and mechanisms that promote student emancipation and agency.

To create a plan capable of positively impacting the teaching-learning process and yielding successful results, the teacher must act as a professional committed to their role. This entails meeting a range of demands that arise within the school environment. Medeiros (2015, p. 2) highlights that “our society demands that teachers be professionals defining professionals as those who possess all the competencies required of an educator who shapes citizens.”

Furthermore, teachers need to adopt a researcher-like stance, paying attention to student setbacks and seeking a continuous process of improving their teaching practices. In this regard, it is also essential for educators to be able to identify their students' actual needs; as noted by Prado et al. (2024, n.p.), “they must constantly update themselves, acquiring new knowledge and developing the qualities necessary for education.”

Despite its importance, pedagogical planning presents a series of challenges that can create obstacles and difficulties for its effective implementation. Indeed, an analysis of the relevant literature and studies (Peixoto & Araújo, 2012; Reis et al., 2024; Prado et al., 2024) reveals certain critical issues that pose genuine challenges within this process. Synthesizing the aspects highlighted in the literature review, the following overview can be outlined in the table below:

Table: Compromising aspects of didactic-pedagogical planning

| ASPECT            | IMPACT                                                                                                                                                                                                                                                            |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LACK OF TIME      | Teachers commonly face pressure stemming from tight schedules, which can impact the time available to develop detailed and reflective lesson plans.                                                                                                               |
| LIMITED RESOURCES | The scarcity of material and technological resources in schools can be a significant variable that restricts the range of available methodologies and activities. A lack of suitable materials hinders the development of diverse and innovative lesson planning. |

**RESISTANCE TO  
CHANGE**

backgrounds. Adapting lesson planning to address this diversity presents a significant challenge.

Some educators may show resistance to new approaches and methodologies, preferring the traditional methods they are more accustomed to using. This resistance can limit innovation and the effectiveness of planning.

**ASSESSMENT AND  
FEEDBACK**

The lack of a clear and consistent assessment system can hinder the monitoring of student progress and the effectiveness of planning. A lack of adequate feedback may compromise the understanding of weaknesses and the necessary adjustments.

**ADMINISTRATIVE  
OVERLOAD**

Teachers often face an excessive administrative workload that can compromise the attention devoted to instructional and pedagogical planning. This, in itself, can undermine the quality of teaching.

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Source: Peixoto & Araújo, 2012; Reis et al., 2024; Prado et al., 2024. Information organization: The authors, 2025.

Despite the possibilities recognized in didactic-pedagogical planning, the table above based on the selected literature review highlights problematic and challenging aspects of the teaching profession that directly impact the teacher's practice. The literature review identifies a range of issues affecting professional daily life that can compromise the quality of planning. Indeed, in their analysis of these aspects, Prado et al. (2024, n.p.) note that “overcoming these barriers is essential to ensuring that planning becomes an effective tool for promoting quality education and the holistic development of students.”

According to the authors, the barriers influencing professional teaching practice and the quality of didactic pedagogical planning have repercussions on the teaching-learning process, compromising both the quality of education and the developmental outcomes for the students involved. Approaching the concept of planning entails considering its manifold possibilities for student emancipation and development, while also requiring an understanding of the challenges inherent in the daily reality of the school environment.

## **FINAL CONSIDERATIONS**

Didactic-pedagogical planning serves as a resource that enhances and optimizes teaching-learning practices in the daily school routine, taking into account the individual and collective needs of the classroom environment and the full complexity surrounding it. In this context, as an instrument, planning is a vital tool for considering the actors involved in the process, the internal aspects of the school environment, and the external variables that often play a significant role in how students grasp and reinterpret information.

Planning plays a fundamental role in organizing content and methodologies, highlighting the need for constant re-evaluation and discussion. It is not merely a bureaucratic or mechanical activity; rather, it encompasses diverse possibilities and potential, capable of introducing active methodologies

and practices that foster student agency and empowerment, while also creating a space for dialogue grounded in the mastery of educational content.

Reviewing the literature on classroom level didactic planning reveals that it is more than an administrative obligation: it is an essential practice for building meaningful, contextualized instruction. Planning means reflecting on what is being done, why it is being done, and for whom it is being done. It is a political and pedagogical act that needs to be re-evaluated and strengthened within the daily life of the school.

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