

## Continuing teacher education and Special Education: The development of the State of the Question



**Kaciana Nascimento da Silveira Rosa<sup>i</sup>** 

Universidade Federal do Maranhão, São Luís, MA, Brasil

**Cassandra Cristine Cutrim Silva<sup>ii</sup>** 

Universidade Federal do Maranhão, São Luís, MA, Brasil

**Fernanda Monteles de Oliveira Azevedo<sup>iii</sup>** 

Universidade Federal do Maranhão, São Luís, MA, Brasil

### Abstract

This article presents the construction of the State of the Question on the subject of continuing teacher training for inclusive special education in the light of cultural-historical theory. The aim is to understand how this topic is being dealt with in current Brazilian scientific production, exploring its main approaches and contributions. To this end, we opted for a qualitative approach and bibliographic research, based on the mapping of Brazilian scientific articles, theses and dissertations on the Brazilian Portal of Publications and Scientific Data in Open Access, on the Journals Portal of the Coordination for the Improvement of Higher Education Personnel and the Digital Library of Theses and Dissertations, with a time frame from 2014 to 2024. The results show that, although there is a general consensus among the works on the importance of reflective and collaborative training, there are still clear gaps in the effective implementation of these practices, as well as in the evaluation of their real impacts.

### Keywords

teacher training; cultural-historical theory; inclusion; teaching.

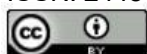
### Formação continuada de professores e Educação Especial: a elaboração do Estado da Questão

### Resumo

Este artigo apresenta a construção do Estado da Questão sobre a temática formação continuada de professores para a Educação Especial Inclusiva à luz da teoria histórico-cultural. O objetivo é compreender como essa temática está sendo tratada na produção científica brasileira atual, explorando suas principais abordagens e contribuições. Para isso, optou-se por uma pesquisa de abordagem qualitativa e tipo bibliográfica, a partir do mapeamento de artigos científicos, teses e dissertações brasileiras no Portal Brasileiro de Publicações e Dados Científicos em Acesso Aberto, no Portal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior e na Biblioteca Digital de Teses e Dissertações, com recorte temporal de 2014 a 2024. Os resultados apontam que, apesar de haver um consenso geral entre os trabalhos sobre a importância de uma formação reflexiva e colaborativa, permanecem evidentes lacunas na implementação efetiva dessas práticas, bem como na avaliação de seus impactos reais.

### Palavras-chave

formação de professores; teoria histórico-cultural; inclusão; ensino.



## **Formación permanente del profesorado y Educación Especial: el desarrollo del Estado de la Cuestión**

### **Resumen**

Este artículo presenta la construcción del Estado de la Cuestión sobre el tema de la educación continua de los maestros para la Educación Especial Inclusiva a la luz de la teoría histórico-cultural. El objetivo es comprender cómo se aborda este tema en la producción científica brasileña actual, explorando sus principales enfoques y contribuciones. Con este fin, se eligió una investigación cualitativa y bibliográfica, basada en el mapeo de artículos científicos brasileños, tesis y disertaciones en el Portal Brasileño de Publicaciones y Datos Científicos en Acceso Abierto, en el Portal de Periódicos de la Coordinación para la Mejora del Personal de Educación Superior y en la Biblioteca Digital de Tesis y Disertaciones, de 2014 a 2024. Los resultados indican que, a pesar de existir un consenso general entre los trabajos sobre la importancia de la formación reflexiva y colaborativa, persisten brechas evidentes en la implementación efectiva de estas prácticas, así como en la evaluación de sus impactos reales.

### **Palabras clave**

formación del profesorado; teoría histórico-cultural; inclusión; enseñanza.

## **1 Introduction**

In recent years, educational policies emphasizing inclusion (Brazil, 2008, 2015) have underscored the significance of expanding access to education and fostering the democratization of teaching within a framework that values diversity. An important milestone in Brazil's process was the adoption of the United Nations (UN) International Convention on the Rights of Persons with Disabilities in 2006. As a state party, Brazil began to be guided by the precepts of this document, committing to promoting accessibility and inclusion for all citizens (Brazil, 2009).

In this context, Special Education from an inclusive education perspective involves providing specialized services using pedagogical practices that address the needs of students with disabilities, global developmental disorders, and high abilities/intellectual giftedness. Designed as a transversal modality (Brazil, 2008), this approach seeks to guarantee these students' learning in both regular classes and Multifunctional Resource Rooms (MRRs). In this scenario, the teacher training plays a central role because the quality of inclusive practices depends directly on the teacher's work (Jesus; Effgen, 2012; Pletsch, 2009).

Teacher training has been widely discussed nowadays, especially with the constant demands for improvements in the teaching and learning processes (Machado; Boruchovitch, 2021; Peres *et al.*, 2013; Silva; Souza, 2022; Vieira; Sampaio; Oliveira, 2023). Regarding continued education, it should be understood as an ongoing process merging theoretical updates, critical reflection, and hands-on experience in various school settings (Lima; Moura, 2021). In this endeavor, social experience – defined by interactions with colleagues, students, families, and other participants of the school community – plays a pivotal role in the expansion of teaching knowledge and the redefinition of pedagogical practice. This concept aligns with historical-cultural theory, as articulated by Vygotsky (2004), which posits that human development is intrinsically tied to social experiences historically constructed. In Vygotsky's words (2004, p. 64-65):

Our entire life, work, and behavior are based on the very broad use of the experience of previous generations, that is to say, an experience that is not transmitted from parents to children through birth. We will conventionally call it historical experience. Alongside this must be placed social experience, that of other people, which constitutes an important component of human behavior.

Prestes, Tunes, and Silva (2024) argue that, based on Vygotsky's (2003) studies, professional teaching practice is inextricably connected to a continuous process of reflection and improvement within the context of school life and educational environments. Therefore, when viewed through the lens of historical-cultural theory, the process of teacher training must acknowledge teaching as a form of work in its ontological essence (Moretti; Moura, 2010).

At the beginning of 2024, the research project “As significações dos professores sobre as práticas pedagógicas para alunos com deficiência no movimento da pesquisa-trans-formação” began, associated to the Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq), call no. 10/2023. Based on historical-cultural theory, the study seeks to understand how formative experiences influence teachers' pedagogical practices, investigating the meanings they attribute to their ongoing training. The objective is to promote critical reflection that enables the transformation of educational practices and contributes to the construction of a more inclusive school.

That said, this article presents a State of the Question (SQ) on continuing teacher education for inclusive special education in light of historical-cultural theory. The goal is to

understand the current state of research on this topic in Brazil by exploring its main approaches and contributions.

Pedagogical practice is understood as a social phenomenon, existing within a context of relationships and meanings (Moretti; Moura, 2010). According to historical-cultural theory, teacher training is considered a collective and transformative process (Almeida; Biajone, 2007). Continued education provides an essential space for dialogue among teachers, facilitating reflection on challenges and the development of inclusive pedagogical practices.

Furthermore, historical-cultural theory emphasizes the importance of social interactions in the learning process, highlighting that teacher training should involve not only the transmission of content but also the development of critical and reflective skills (Faria *et al.*, 2021). In this sense, it is believed that proposals for continued education must consider the specificities of the social context and promote training actions that engage with teachers' daily practices.

In this article, through the development of the SQ, we hope to contribute to a more comprehensive understanding of how continued education can be an agent of (trans)formation of pedagogical practices, promoting the redefinition of educational environments that support school inclusion.

## 2 Methodology

This qualitative, theoretical, bibliographic study developed an SQ to provide a comprehensive overview of existing research in the field through a detailed bibliographic review (Nóbrega-Therrien; Therrien, 2004). The objective goes beyond a simple review, trying to identify and define the theoretical frameworks and analytical categories that support the topic under investigation.

This section describes the construction of the SQ of the project, "Teachers' Meanings about Pedagogical Practices for Students with Disabilities in the Research-Trans-Formation Movement," which examines the current state of continuing education for inclusive special education in Brazil based on historical-cultural theory.

To this end, we chose to follow the methodological path of Moraes et al. (2023), in their work on SQ, which consists of: selecting the database; defining and applying the search criteria; defining and applying the inclusion and exclusion criteria; reading the titles, abstracts and keywords of the pre-selected publications; selecting the publications for the final sample; reading and analyzing the selected publications; and presenting the results.

The initial bibliographic mapping employed the Portal Brasileiro de Publicações e Dados Científicos em Acesso Aberto (Oasisbr), which compiles a variety of document types and permits open access to scientific production and research data. The platform also allows data to be downloaded in spreadsheets, facilitating the organization and analysis of information.

For the present study, the documentary typologies selected for analysis encompassed articles published in indexed national journals and Brazilian theses and dissertations. This approach was adopted due to the understanding that OASISBR also has access to the scientific content present in the Repositório Científico de Acesso Aberto de Portugal (RCAAP).

The time frame covers 2014 to 2024, and it includes the scientific production of the last decade. At first, the time frame was from 2020 to 2024, but due to the impact of the Covid-19 pandemic on continued education and research, the period was expanded to include previous years. This allowed for a more comprehensive analysis of discussions on teacher training in Special Education, especially from a historical-cultural perspective.

In the search, we used the descriptors "Teacher training" and combined them with the Boolean operator AND to form the following combinations: "Teacher training" AND "historical-cultural theory" AND "Special Education." The searches took place between November and December 2024 and resumed in May 2025, considering the expansion of the time frame from five to ten years. The initial search for works on the Oasisbr platform identified 292 works, including 36 articles, 92 theses, and 164 dissertations.

The inclusion criteria were: focusing on continued education and full availability. Introductory texts, duplicates, initial training, incomplete, or unavailable texts were excluded. For theses and dissertations, only those addressing continued education in

Inclusive Special Education, based on historical-cultural theory, and originating from stricto sensu programs in Education or related fields were considered. Duplicate, incomplete, or inaccessible works were excluded.

After applying the inclusion criteria, 243 papers (theses and dissertations) were discarded because they did not directly address the topic of continued education in Inclusive Special Education from the perspective of historical-cultural theory. All articles were also excluded, as none specifically addressed the proposed topic.

Due to the absence of articles in the preliminary search of the Oasisbr database, a subsequent search was conducted on the JPortal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) and the Biblioteca Digital de Teses e Dissertações (BDTD), employing the same descriptors. In this additional stage, nine scientific articles, 90 theses, and 162 dissertations were identified, thereby expanding the mapping and ensuring greater consistency in the data collected.

This search revealed that one article addressed initial teacher training; another was a dossier presentation; two articles did not address the topic of inclusive special education; and one addressed teacher training more broadly, encompassing both initial and continued education. These works were excluded, resulting in four articles relevant to our study found in the Portal de Periódicos da Capes.

After applying the inclusion criteria to the theses and dissertations in the BDTD, 13 relevant works remained. We compared this data with the Oasisbr database and found that they were the same works. This confirmed that the results were correct. Table 1 shows the number of productions found, grouped by document type.

Table 1 – Works found on Oasisbr and Portal de Periódicos da Capes from 2014-2024

Type of document	Works found			Selected works
	Oasisbr	Portal de Periódicos da Capes	BDTD	
These	92	-	90	6
Dissertation	164	-	162	7
Articles	36	9	-	4
<b>Total number of works about the topic</b>				<b>17</b>

Source: Authors' own (2025).

The data indicate a scarcity of scientific production in the area from 2014 to 2024, only 17 papers. These papers served as the basis for the construction of the SQ, which will be presented in the next section.



### 3 Results and discussion

To present the results of the survey, this section was structured as follows: first, there is an exhibition of the mapped articles (Chart 1), followed by the Brazilian theses and dissertations (Chart 2), and, finally, a critical analysis that highlights trends, gaps and possible future research directions. The content analysis, guided by Bardin's (1977) proposal, resulted in three categories: (1) the relationship between continuing education and teaching practice, focusing on the interaction between Specialized Educational Services (SES) and regular education teachers; (2) collaborative work among teachers and the challenges related to this; and (3) the construction of professional teacher identity, highlighting self-criticism and continuous development in the face of the demands of Inclusive Education. These categories underlie the construction of the SQ on continuing education in the field of Inclusive Special Education, in light of historical-cultural theory.

#### ***3.1 Continued teacher training for Inclusive Special Education in light of historical-cultural theory: what do the articles say?***

Mapping articles on the Capes Journal Portal from 2014 to 2024 revealed a scarcity of research on this topic. As shown in Chart 1, the few studies found were concentrated in the years 2020, 2023, and 2024.

Chart 1 – Articles found in the Capes Journal Portal from 2014 to 2024

Year	Authors	Analytical categories	Objective
2020	Lima <i>et al.</i>	Teacher training and identity construction	Approach Inclusive Education in light of historical-cultural theory by thinking about teacher training from the perspective of Inclusive Education and contextualizing it based on the construction of teachers' knowledge about this process.
2023	Daroque; Lacerda	Collaborative work	Address the importance of the training space in the regular school between teacher and educational interpreter of Libras, based on discussions and analyses in this field of research.
2023	Gomes; Cenci	Relationship between continued education and teaching	Present training developed at a state school in the city of Natal/RN.
2024	Campos; Rosa	Teacher training and identity construction	Investigate the practice and teacher training within the scope of the SES for teaching students with intellectual disabilities in the Teaching Centers of the Regional Education Unit of São Luís/MA.

Source: Authors' own (2025).

The studies presented in Chart 1 present complementary approaches to the topic of continued education of teachers. The article by Lima et al. (2020) analyzed teacher training for Inclusive Education in light of historical-cultural theory, based on the mapping of BDTD theses and dissertations between 2008 and 2018, using the descriptors “inclusive teacher training” AND “historical-cultural theory”. Unlike the present study, which focuses specifically on continued education and also includes the analysis of scientific articles, Lima et al. (2020) addressed both initial and continued education. Despite the difference in time frames (2014 to 2024, in this study), the works identified in the overlapping years were the same (Lara, 2017; Oliveira, 2017), except Caldas' thesis (2015), absent in the review by Lima et al. (2020). In total, the authors found seven studies (five dissertations and two theses), highlighting the scarcity of productions on the subject from the perspective of historical-cultural theory.

The results were organized into three areas: teacher identity, initial and continued education, and institutional policies. The analyses revealed that the professional identity of inclusive teachers is shaped by pedagogical activities and social interactions. However, they also highlighted weaknesses in initial education, ineffective continuing education initiatives, and an absence of robust public policies. The research advocates for continuous, contextualized, and integrative training capable of fostering pedagogical practices aligned with social transformation and the humanization of school relationships (Lima *et al.*, 2020).

Daroque and Lacerda's (2023) study emphasizes the importance of creating educational spaces that promote collaboration between teachers and Brazilian Sign Language (Libras) interpreters. These spaces should prioritize the needs of deaf students and the professionals who assist them. Their results showed that these shared spaces encourage joint reflection and align pedagogical practices with the demands of daily school life. Based on Vygotsky's historical-cultural theory (2021), the study emphasizes that social interactions among professionals transform their teaching practices. The research concluded that formative meetings are necessary and fundamental to improving the quality of teaching for deaf students, promoting cultural changes in schools and aligning with the principles of school inclusion.



Gomes and Cenci (2023) conducted a study on a collaborative training experience in a state school in Natal, Rio Grande do Norte (RN). The study was anchored in historical-cultural activity theory and expansive learning (Engeström, 2013, 2016). The proposal aimed to promote inclusive pedagogical practices by encouraging the collective analysis of contradictions and seeking transformations in the school routine. The results indicate that, although challenging, the collaborative approach encouraged critical reflection and teacher engagement. However, despite advances in pedagogical awareness, the training did not result in structured changes in practices, but rather triggered a continuous process of review and adaptation, aiming for inclusion.

Campos and Rosa's (2024) research investigated pedagogical practice and teacher training in the Specialized Educational Services (SES) for students with intellectual disabilities in the Regional Education Unit of São Luís, Maranhão (MA). The study showed that the participating teachers consider teaching practice and professional training to be inseparable, highlighting the importance of mediation and social interactions in the educational process. However, a mismatch was identified between training needs and the training offered. The latter often focused on normative aspects and was insufficient in methodological terms. Therefore, there is an urgent need for continuing education policies that address the pedagogical specificities of SES.

### ***3.2 Continued teacher training for Inclusive Special Education in light of historical-cultural theory: what do Brazilian theses and dissertations say?***

Continuing the analysis for the construction of the SQ, the survey of theses and dissertations is presented in Chart 2.

Chart 2 – Theses and dissertations found on Oasisbr and BDTD from 2014 to 2024

Year	Type	Author	HEI	Analytical categories
2015	Thesis	Caldas	UFES	Relationship between continued education and teaching.
2017	Dissertation	Oliveira	UFPA	Relationship between continued education and teaching.
2017	Thesis	Lara	Unesp	Relationship between continued education and teaching.
2019	Dissertation	Dorini	Unicentro	Relationship between continued education and teaching.

2020	Thesis	Luna	UFAM	Teacher training and identity construction.
2020	Dissertation	Teixeira	UFRRJ	Relationship between continued education and teaching.
2020	Dissertation	Lagassi	Ufscar	Teacher training and identity construction.
2021	Thesis	Pereira	USP	Relationship between continued education and teaching.
2021	Thesis	Fonseca	Unesp	Teacher training and identity construction.
2021	Thesis	Araújo	UFRRJ	Collaborative work.
2022	Dissertation	Gomes	UFRN	Collaborative work.
2022	Dissertation	Jungo	Ufscar	Teacher training and identity construction.
2023	Dissertation	Carvalho	UnB	Collaborative work.

Source: Authors' own (2025).

Between 2014 and 2024, a reduced number of theses and dissertations on the topic was observed. Of the 13 studies identified, eight were from the Southeast region, while the others were distributed among the North (2), Northeast (1), Central-West (1), and South (1) regions. The years with the highest production were 2020 and 2021, with three works each. No research was recorded in 2014, 2016, 2018, and 2024.

In terms of content, Caldas's (2015) thesis examined teacher training in the use of assistive technology for special education, with a focus on MRRs. Qualitative research revealed that most teachers lack adequate training that integrates theory and practice in the pedagogical use of technology. The study emphasized the urgent need for in-person, contextualized training programs that facilitate the use of computer resources to mediate the learning processes of students with disabilities.

Oliveira's dissertation (2017) investigated the continued education of Early Childhood Education teachers in Belém, focusing on the inclusion of children with disabilities. Oliveira found that the training offered by the Centro de Referência em Inclusão Educacional (Crie) is narrowly focused on special education and lacks a clear connection to general training. Although teachers recognize the value of Crie, they request more frequent, in-depth, and accessible training. The study highlights the importance of public policies that ensure continuity and alignment of training with the school's real needs.

Lara's (2017) thesis investigated the continuing education policy for Special Education implemented by the São Paulo Municipal Department of Education for

students with intellectual disabilities. The study focused on the postgraduate course offered by São Paulo State University (UNESP)/Marília, analyzing its curriculum and the perceptions of teachers who participated in the training. The results showed that teachers perceived improvements in the use of pedagogical resources and in the development of more inclusive strategies, indicating that the training contributed to the transformation of their practices in the face of the diversity present in regular schools.

Dorini's (2019) dissertation sought to evaluate the impact of a continued education course on the giftedness/high-ability of a sample of 27 teachers in Paraná. The initial research findings indicated a pervasive lack of knowledge regarding this subject. However, following the implementation of the training program, the participating teachers demonstrated an expansion in their understanding and a recognition of the significance of identifying and assisting these students. The study underscores the necessity of incorporating this subject matter into both initial and continued educational programs to promote inclusive pedagogical practices.

Luna's (2020) thesis investigated the continued education of early childhood education teachers in Manaus, Amazonas (AM), focusing on the development of teacher educators' identities. Based on historical-cultural theory, Luna demonstrated that training processes centered on the relationship between teachers and their practice foster awareness of teacher identity. Luna also highlights the importance of reflective and dialogical practices to promote changes in pedagogical practice.

Teixeira's (2020) dissertation investigated continued education for teachers working with students with Autism Spectrum Disorder in the municipal school system of Paty do Alferes, Rio de Janeiro (RJ). Through collaborative action research, including a symposium and study group, the training deepened knowledge about inclusion and encouraged creative pedagogical practices, particularly in teaching history with visual aids. The study highlights the need for training connected to the school environment that promotes reflection and solutions based on meaningful social interactions, as proposed by historical-cultural theory.

Lagassi (2020) analyzed school census data from 2007 to 2017 to investigate the training of Science teachers for Inclusive Special Education, using historical-critical pedagogy and historical-cultural theory. The study showed that few teachers are

prepared to assist students with disabilities or teach Libras, and that the increasing hiring of temporary teachers hinders inclusion. Lagassi (2020) highlights the importance of data in guiding policies and reinforces the need for continued education focused on Inclusive Special Education.

Pereira (2021) investigated how the continued education of Basic Education teachers, in light of historical-dialectical materialism and historical-cultural theory, can promote the transformation of pedagogical practices, especially for students with disabilities, in the context of the Política Nacional de Educação Especial (Brazil, 2008). The study indicates that this transformation occurs through critical reflection that goes beyond pragmatism, approaching an effectively transformative praxis.

Fonseca (2021) analyzed the continued education of SES teachers for students with intellectual disabilities, based on historical-cultural theory. The research identified a deficiency in the implementation of a structured training sequence and a lack of theoretical depth, resulting in superficial concepts that exert minimal influence on teaching practice. However, in-service training, especially with collective reflective exchange, has proven effective in modifying perceptions, indicating that innovative strategies can improve the quality of SES.

Araújo (2021) investigated the continued education of teachers to include children with Congenital Zika Virus Syndrome in Early Childhood Education. Based on historical-cultural theory and collaborative action research, Araújo highlighted that in-service training, combined with collaborative practices, is essential to ensure effective inclusion, benefiting all children.

Gomes (2022) investigated a continued education program focused on collaborative work for the inclusion of Special Education students in a public school in Natal (RN). Based on historical-cultural activity theory and Engeström's (2002, 2016) concept of expansive learning, the research highlighted the transformative potential of collaboration, resulting in the creation of a guide to guide collective practices in the school environment.

Jungo (2022) analyzed the training of Mathematics teachers for Inclusive Education in regular schools in São Paulo, based on historical-cultural theory and historical-dialectical materialism. The research underscored the necessity of integrating

theory and practice in teacher training, thereby reinforcing the notion that continuing education should complement initial education. The study underscores the importance of a comprehensive review of public policies to enhance inclusivity and address stigma.

Carvalho (2023) investigated the performance of specialist teachers in Generalist Resource Rooms in the SES in the Federal District, based on Vygotsky's concepts. The research indicated a favorable impact on the practices of the teachers, but it also emphasized the limited time of specialists and the necessity to review the itinerancy of the SES. A collaborative model involving all educational actors was proposed to improve the education of students with disabilities.

### ***3.3 Synthesis of studies on continued teacher training for inclusive Special Education in light of historical-cultural theory***

In the previous topics, analyses of articles, theses, and dissertations found in Oasisbr, BDTD, and the Capes Periodicals Portal from 2014 to 2024 were presented, aligned with our research objective.

Consequently, a critical evaluation of these findings necessitates a consideration of the dialectical totality of the teacher training process. In this process, the subjective aspects (e.g., professional identity) and the objectives (e.g., concrete working and training conditions) are not presented in a fragmented manner, but rather, they are intertwined. Thus, for the construction of the SQ, as already mentioned, three main categories emerged: the relationship between continued education and teaching; collaborative work; and training and construction of teachers' professional identity.

Considering the category "relationship between continued education and teaching," the analysis of the studies reveals a predominant tendency to understand continued education as a reflective, dialogical, and collaborative process that should enable teachers to reframe their practices, aligning them with the needs of all students, especially those with disabilities (Dorini, 2019; Gomes; Cenci, 2023; Lara, 2017; Pereira, 2021; Teixeira, 2020). Despite this, the studies indicate that there is still a gap between formative proposals and their effective implementation in everyday school life, particularly

concerning the implementation of inclusive pedagogical practices and the evaluation of their effects on student development (Caldas, 2015; Oliveira, 2017).

In the context of historical-cultural theory, this discrepancy between intention and practice cannot be interpreted simplistically as a mere failure of application. This phenomenon can be considered an articulation of the contradictions inherent in the process of teacher training, which emerges from the interplay between institutional demands, objective working conditions, and the subjective meanings attributed to pedagogical activity. Vygotsky (2004) understands human development as a socially mediated process, constituted in and by practical activity with others. It is through language, cultural mediation, and social relations that the subject appropriates historically produced knowledge and transforms their consciousness.

In this sense, continued education, beyond specific events or content transmissions, must be conceived as a guided activity, as postulated by Leontiev (2017), for significant reasons that mobilize the teacher to critically reflect on their practice, in dialogue with their historical context and with the subjects that constitute it. When teaching is conceptualized as a social practice, it assumes a formative character on a technical level, as well as on ethical, political, and ontological levels. Consequently, the absence of transformation in pedagogical practices cannot be solely attributed to a deficiency in knowledge; it is also attributable to the inability to establish a unifying meaning that integrates formative activities with specific pedagogical actions. Overcoming this fragmentation requires that continued education be based on collective, mediated processes intentionally aimed at transforming practice, allowing teachers to critically appropriate knowledge and attribute meaning to it in their daily activities.

As for the “collaborative work” category, the studies by Araújo (2021), Carvalho (2023), Daroque and Lacerda (2023) and Gomes (2022) converge on the idea that collaboration is not limited to work between teachers, but also involves the participation of other professionals, such as Libras interpreters, SES specialists and students' families. Collaborative work, therefore, can be defined as a mediated social activity that fosters the collective construction of knowledge and pedagogical practices. Teacher professional development is not a solitary process; rather, it is constituted by meaningful social exchanges that occur in collaborative and dialogical contexts (Gomes, 2022). From this



perspective, continued education and pedagogical practice cannot be thought of as individual actions, but as collective and historical processes.

Studies that address the construction of professional teacher identity indicate that available continued education often does not adequately respond to the specific demands of serving students with disabilities, especially in the Specialized Educational Services (SES) (Campos; Rosa, 2024; Fonseca, 2021). In a similar vein, Lagassi (2020) has noted deficiencies in teacher preparation and has advocated for the implementation of public policies aimed at enhancing continued education to address these challenges.

While the studies address aspects related to continued education and collaborative work, it is the constitution of the teaching professional identity that stands out as a central category. Lima et al. (2020) emphasize that this identity is constructed based on sociocultural experiences and interactions in daily school life, and is influenced by the historical and institutional context in which the teacher is inserted. It is, therefore, an ongoing process, marked by personal experiences and relationships that attribute meaning to teaching and pedagogical practice.

It is understood, therefore, that the teacher's professional identity is not something given or static, but a procedural construction, historically situated and culturally mediated, constituted in and by concrete teaching activity. Teachers develop their awareness and identity as they appropriate cultural instruments, participate in meaningful social relationships, and critically reflect on their pedagogical practice. When continued education distances itself from the reality of teaching, it loses its formative potential, hindering the objectification of pedagogical awareness and resulting in fragmented, non-dialogical practices devoid of transformative intentionality.

This disconnect between training and practical activity also compromises the meaning of teaching. As Leontiev states, (2017, p. 50):

An activity that lacks a general and broad motive lacks meaning for the individual who performs it. Not only can this activity not be enriched or improved in its content, it also becomes a burden for the individual. This happens, for example, with everything that is done by imposition. Therefore, despite the importance of incentive motives, the pedagogical task consists of creating significant general motives, which not only incite action, but also give a specific meaning to what is done.

Nesse contexto, o conceito de atividade não deve ser confundido com ações pontuais ou tarefas isoladas, como aquelas comumente associadas à prática pedagógica imediata. A atividade docente, em sua essência, constitui uma estrutura complexa, mediada, coletiva e orientada por objetivos sociais amplos. É na realização dessa atividade – que envolve intenções, mediações, contradições e sentidos construídos historicamente – que o professor se constitui como sujeito histórico, consciente e profissional.

Em síntese, os estudos analisados reforçam a necessidade de fortalecer a formação continuada dos professores, especialmente no campo da Educação Especial Inclusiva. Embora se reconheça seu potencial reflexivo e colaborativo, persistem dificuldades na implementação concreta dessas propostas e na avaliação de seus efeitos sobre a prática pedagógica. Tais desafios provocam uma indagação necessária: até que ponto as formações oferecidas respondem, de fato, às necessidades reais dos professores e das escolas, considerando as especificidades históricas, sociais e culturais de cada contexto? A desconexão entre o que é apresentado nos espaços de formação e o que é vivenciado nas escolas é uma das principais barreiras para a transformação das práticas pedagógicas. Do ponto de vista da teoria histórico-cultural, a formação docente deve ser compreendida como processo contínuo e mediado, que favoreça a apropriação ativa de conhecimentos e contribua para o desenvolvimento da identidade profissional.

#### 4 Final considerations

The analyses developed in this study, based on the bibliographic survey in the Oasisbr, BDTD, and Capes Periodicals Portal databases, allowed the construction of the SQ on the continued education of teachers for Inclusive Special Education, based on the historical-cultural theory. There was a limited number of scientific productions directly connected to the topic, which highlights the need to expand studies that articulate the foundations of school inclusion with the formative mediation of teachers.

Three categories emerged with greater relevance: the relationship between continuing education and teaching, collaborative work, and the formation of professional identity. The data analyzed point to the importance of continued education of a reflective,

collaborative, and situated nature, but also reveal important gaps in the implementation of inclusive pedagogical practices and the evaluation of their impact on student learning. It has been noted that training is not always aligned with the practical realities of teaching, often relying on conventional or technical methods that may not always encourage the full exploration of knowledge.

According to the principles of historical-cultural theory, the professional development of teachers is understood to occur in concrete activities, social interactions, and the cultural mediations that constitute their practice. So, training cannot be thought of as a way to accumulate information. Instead, it should be seen as a continuous and humanizing process. In this process, teachers develop meanings about their work based on experiences lived in specific historical and social contexts. Teacher identity and teaching practices don't just happen. They result from deliberate, thoughtful processes that connect ideas with real-world practice. These processes are guided by a critical and empowering mindset.

The findings of this study suggest that continuing education should be conceptualized as a forum for listening, dialogue, and the reconstruction of pedagogical practice. This approach aims to enhance teachers' performance as historical subjects, fostering their awareness and commitment to an inclusive school environment.

## 5 References

ALMEIDA, P. C. A.; BIAJONE, J. Saberes docentes e formação inicial de professores: implicações e desafios para as propostas de formação. *Educação e Pesquisa*, São Paulo, v. 33, n. 2, p. 281-295, 2007. DOI: <https://doi.org/10.1590/S1517-97022007000200007>. Disponível em: <https://www.scielo.br/j/ep/a/8gDXyFChcHMD5p6drYRgQSn/?lang=pt>. Accessed on: November 29, 2024.

ARAÚJO, P. C. M. A. *A chegada de crianças com a síndrome congênita do Zika Virus na Educação Infantil: formação de professores e inclusão educacional*. 2021. Tese (Doutorado em Educação, Contextos Contemporâneos e Demandas Populares) – Programa de Pós-Graduação em Educação, Contextos Contemporâneos e Demandas Populares, Universidade Federal Rural do Rio de Janeiro, Seropédica, 2021.

BARDIN, L. *Análise de conteúdo*. Lisboa: 70, 1977.

Brasil. Lei 13.146, de 6 de julho de 2015. Institui a Lei Brasileira de Inclusão das Pessoas com Deficiência (Estatuto da Pessoa com Deficiência). *Diário Oficial da União* 2015.

BRASIL. Decreto nº 6.949, de 25 de agosto de 2009. Promulga a Convenção Internacional sobre os Direitos das Pessoas com Deficiência e seu Protocolo Facultativo, assinados em Nova York, em 30 de março de 2007. *Diário Oficial [da] República Federativa do Brasil*, Poder Executivo, Brasília, DF, 26 ago. 2009.

BRASIL. *Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva*. Brasília, DF: MEC/Seesp, 2008.

CALDAS, W. K. *Tecnologia assistiva e computacional: contribuições para o Atendimento Educacional Especializado e desafios na formação de professores*. 2015. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal do Espírito Santo, Vitória, 2015.

CAMPOS, N. M. C.; ROSA, K. N. S. O estudante com deficiência intelectual no Atendimento Educacional Especializado: um olhar sobre a prática docente. *Revista Pedagógica*, Chapecó, v. 26, n. 1, e8080, 2024. DOI: <https://doi.org/10.22196/rp.v26i1.8080>. Available at: <https://bell.unochapeco.edu.br/revistas/index.php/pedagogica/article/view/8080>. Accessed on: December 27, 2024.

CARVAHO, E. F. *Percepção do(a) professor(a) regente sobre a formação e orientação colaborativa do(a) professor(a) da sala de recursos*. 2023. Dissertação (Mestrado Profissional em Educação) – Programa de Pós-Graduação em Educação, Universidade de Brasília, Brasília, DF, 2023.

CNPQ. *Chamada CNPq/MCTI nº 10/2023 - Universal*. Brasília, DF: CNPq, 2023.

DORINI, E. B. C. *Altas habilidades/superdotação na perspectiva sociocultural: dilemas, desafios e direções futuras para formação de professores*. 2019. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Estadual do Centro-Oeste, Guarapuava, 2019.

DAROQUE, S. C.; LACERDA, C. B. F. A escola comum como espaço formativo para a dupla professor e intérprete educacional de Libras. *Signo*, Santa Cruz do Sul, v. 48, n. 93, p. 121-129, 2023. Available at: <https://online.unisc.br/seer/index.php/signo/article/view/18640> <https://doi.org/10.17058/signo.v48i93.18640>. Accessed on: Dec. 27, 2024.

ENGSTRÖM, Y. Aprendizagem por expansão na prática: em busca de uma reconceitualização a partir da teoria da atividade. **Cadernos de Educação**, n. 19, 11, 2002. Available at: <https://periodicos.ufpel.edu.br/index.php/caduc/article/view/1441>. Accessed on: dec. 7, 2024.

ENGESTRÖM, Y., Rantavuori, J. & Kerosuo, H. Expansive Learning in a Library: Actions, Cycles and Deviations from Instructional Intentions. **Vocations and Learning**. 6, 81–106, 2013. <https://doi.org/10.1007/s12186-012-9089-6> Available at: <https://link.springer.com/article/10.1007/s12186-012-9089-6#citeas> . Accessed on: dec. 7, 2024.

ENGESTRÖM, Y.; SANNINO, Annalisa; LEMOS, Monica. Formative Interventions for Expansive Learning and Transformative Agency. **Journal of the Learning Sciences**, 2016. p.599-633. DOI: 10.1080/10508406.2016.1204547. Available at: [https://www.researchgate.net/publication/304368493\\_Formative\\_Interventions\\_for\\_Expansive\\_Learning\\_and\\_Transformative\\_Agency](https://www.researchgate.net/publication/304368493_Formative_Interventions_for_Expansive_Learning_and_Transformative_Agency) . Accessed on: dec. 7, 2024.

FARIA, P. M. F. *et al.* Inclusão no Ensino Superior: possibilidades docentes a partir da teoria histórico-cultural. *Linhas Críticas*, Brasília, DF, v. 27, e35389, 2021. DOI: <https://doi.org/10.26512/lc.v27.2021.35389>. Available at: [http://educa.fcc.org.br/scielo.php?script=sci\\_arttext&pid=S1981-04312021000100106&lng=pt&nrm=iso](http://educa.fcc.org.br/scielo.php?script=sci_arttext&pid=S1981-04312021000100106&lng=pt&nrm=iso). Accessed on: Jan. 4, 2025.

FONSECA, K. A. *Formação de professores do Atendimento Educacional Especializado (AEE): inclusão escolar e deficiência intelectual na perspectiva histórico-cultural*. 2021. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Estadual Paulista, Marília, 2021.

GOMES, V. C. V.; CENCI, A. A colaboração na formação continuada de professores para contextos inclusivos e colaborativos. *Obutchenie: Revista de Didática e Psicologia Pedagógica*, Uberlândia, v. 7, n. 3, p. 1-24, 2023. DOI: <https://doi.org/10.14393/OBv7n3.a2023-72080>. Available at: <https://seer.ufu.br/index.php/Obutchenie/article/view/72080>. Accessed on: January 12, 2025.

GOMES, V. C. V. *Organização do trabalho colaborativo para inclusão*. 2022. Dissertação (Mestrado Profissional em Educação Especial) – Programa de Pós-Graduação em Educação, Universidade Federal do Rio Grande do Norte, Natal, 2022.

JESUS, D. M.; EFFGEN, A. P. S. Formação docente e práticas pedagógicas: conexões, possibilidades e tensões. In: MIRANDA, T. G.; GALVÃO FILHO, T. A. (org.). *O professor e a Educação Inclusiva: formação, práticas e lugares*. Salvador: EDUFBA, 2012. p. 17-24.

JUNGO, B. G. *A formação de professores de Matemática para atender alunos com deficiência intelectual: uma análise dos microdados do censo escolar*. 2022. Dissertação (Mestrado em Educação em Ciências e Matemática) – Programa de Pós-Graduação em Educação em Ciências e Matemática, Universidade Federal de São Carlos, Araras, 2022.



LARA, P. T. *Professor na área da deficiência intelectual: análise da formação na perspectiva docente*. 2017. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Estadual Paulista, Marília, 2017.

LAGASSI, P. L. *Formação de professores de Ciências e Educação Inclusiva: um olhar para os indicadores sociais das regiões Sul e Sudeste*. 2020. Dissertação (Mestrado em Educação em Ciências e Matemática) - Programa de Pós-Graduação em Educação em Ciências e Matemática, Universidade Federal de São Carlos, Araras, 2020.

LEONTIEV, A. N. As necessidades e os motivos da atividade. Tradução: Andréa Maturano Longarezi e Patrícia Lopes Jorge Franco. In: LONGAREZI, A. M.; PUENTES, R. V. (org.). *Ensino desenvolvimental: antologia* (Livro I). Uberlândia: UFU, 2017. p. 39-57.

LIMA, F. C. S.; MOURA, M. G. C. A formação continuada de professores como instrumento de ressignificação da prática pedagógica. *Linguagens, Educação e Sociedade*, Teresina, p. 242-258, 2021. DOI: <https://doi.org/10.26694/les.v1i1.8242>. Available at: <https://periodicos.ufpi.br/index.php/lingedusoc/article/view/1149>. Accessed on: November 7, 2024.

LIMA, M. M.; ARAÚJO, L. A.; PRATES, C. A.; DEMÍCIO, M. S. Formação do professor inclusivo à luz da teoria histórico-cultural: uma análise da sua produção acadêmica (2008-2018). *Cadernos de Pós-Graduação*, São Paulo, v. 19, n. 2, p. 15-32, 2020. DOI: <https://doi.org/10.5585/cpg.v19n2.16774>. Available at: <https://periodicos.uninove.br/cadernosdepos/article/view/16774>. Accessed on: June 4, 2025.

LUNA, R. E. F. *Processos de formação e autoformação de professores(as) formadores(as) da Educação Infantil na Semed/Manaus: vivências à luz da perspectiva histórico-cultural*. 2020. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal do Amazonas, Manaus, 2020.

MACHADO, A. C. T. A.; BORUCHOVITCH, E. Formação docente: efeitos de um programa autorreflexivo de intervenção em teorias sociocognitivas da motivação. **Pro-Posições**, Campinas, v. 32, e20200101, 2021. DOI: <https://doi.org/10.1590/1980-6248-2020-0101>. Available at: <https://www.scielo.br/j/pp/a/VLddZHTyxvcZJxCwTTY8W8D/>. Accessed on: January 4, 2025.

MORAES, L. L.; NASCIMENTO da S. R., Kaciana; ZAQUEU, Lívia da Conceição Costa; FRANCO, Vitor Daniel Ferreira. Intervenção precoce para crianças com transtorno do espectro autista: análise de dissertações e teses brasileiras. **Atos de Pesquisa em Educação**, [S. l.], v. 18, p. e11217, 2023. DOI: 10.7867/1809-03542022e11217. Available at: <https://ojsrevista.furb.br/ojs/index.php/atosdepesquisa/article/view/11217>. Accessed on: dec. 7, 2024.

MORETTI, V. D.; MOURA, M. O. A formação docente na perspectiva histórico-cultural: em busca da superação da competência individual. *Revista Psicologia Política*, São



Paulo, v. 10, n. 20, p. 345-361, 2010. Available at:  
[http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S1519-549X2010000200012&lng=pt&nrm=iso](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1519-549X2010000200012&lng=pt&nrm=iso) . Accessed on: January 4, 2025.

NÓBREGA-TERRIEN, S. M.; TERRIEN, J. Trabalhos científicos e o estado da questão. *Estudos em Avaliação Educacional*, São Paulo, v. 15, n. 30, p. 5-16, 2004. DOI: <https://doi.org/10.18222/eae153020042148>. Available at: <https://publicacoes.fcc.org.br/eae/article/view/2148> . Accessed on: November 4, 2024.

OLIVEIRA, M. F. *Formação continuada para atuação pedagógica inclusiva na Educação Infantil: um estudo no sistema municipal de ensino de Belém - Pará*. 2017. Dissertação (Mestrado em Educação) – Programa de Pós-Graduação em Educação, Universidade Federal do Pará, Belém, 2017.

PEREIRA, E. C. *Formação continuada de professores para a Educação Inclusiva: pela superação do pragmatismo reflexivo - contribuições da perspectiva histórico-cultural*. 2021. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade de São Paulo, São Paulo, 2021.

PERES, M. R.; RIBEIRO, R. D. C.; RIBEIRO, L. L. L. P.; COSTA, A. F. de R.; ROCHA, V. D. A formação docente e os desafios da prática reflexiva. *Educação*, Santa Maria, v. 38, n. 2, p. 289-303, 2013. DOI: <https://doi.org/10.5902/198464444379>. Available at <https://periodicos.ufsm.br/reveducacao/article/view/4379>. Accessed on: November 7, 2024.

PLETSCH, M. D. A formação de professores para a educação inclusiva: legislação, diretrizes políticas e resultados de pesquisas. *Educar em Revista*, Curitiba, n. 33, p. 143-156, 2009. DOI: <https://doi.org/10.1590/S0104-40602009000100010> Available at: <https://www.scielo.br/j/er/a/VNnyNh5dLGQBRR76Hc9dHqQ/?lang=pt>. Accessed on: November 7, 2024.

PRESTES, Z. R.; TUNES, E.; SILVA, R. R. Para uma nova sociedade, uma nova escola: Vigotski, Desenvolvimento Humano e Formação Docente. *Revista de Educação Pública*, Cuiabá, v. 33, p. 161-172, 2024. DOI: <https://doi.org/10.29286/rep.v33ijan/dez.17020>. Available at: <https://periodicoscientificos.ufmt.br/ojs/index.php/educacaopublica/article/view/17020>. Accessed on: January 5, 2025.

SILVA, F. O.; SOUZA, G. F. R. Formação permanente de professores no cotidiano escolar: o real e o possível. *Educação & Formação*, Fortaleza, v. 7, e8002, 2022. DOI: <https://doi.org/10.25053/redufor.v7.e8002>. Available at: <https://revistas.uece.br/index.php/redufor/article/view/8002>. Accessed on: June 4, 2025.

TEIXEIRA, M. P. *Formação continuada de professores: o ensino de História numa perspectiva inclusiva*. 2020. Dissertação (Mestrado Profissional em Ensino de História) –

Programa de Pós-Graduação em Ensino de História, Universidade Federal Rural do Rio de Janeiro, Seropédica, 2020.


VIEIRA, J. A.; SAMPAIO, D. D.; OLIVEIRA, G. S. Formação de professores para a Educação Profissional e Tecnológica: adversidades e instrumentalidade. *Revista Educação e Emancipação*, São Luís, v. 16, n. 2, p. 222-248, 2023. Available at <https://periodicoseletronicos.ufma.br/index.php/reducacaoemancipacao/article/view/20847>. Accessed on: November 7, 2024.

VIGOTSKI, L. S. *Psicologia, educação e desenvolvimento*: escritos de L. S. Vigotski. Organização e tradução: Zoia Prestes e Elizabeth Tunes. São Paulo: Expressão Popular, 2021.

VIGOTSKI, L. S. *Teoria e método em Psicologia*. 3. ed. São Paulo: Martins Fontes, 2004.

VIGOTSKI, L. S. *Psicologia pedagógica*. Porto Alegre: Artmed, 2003.

**Kaciana Nascimento da Silveira Rosa**, Universidade Federal do Maranhão (UFMA), Programa de Pós-Graduação em Gestão do Ensino da Educação Básica (PPGEEB)

 <https://orcid.org/0000-0002-6655-9953>

PhD in Education (Educational Psychology) from Pontifícia Universidade Católica de São Paulo (PUC-SP). Assistant Professor at UFMA. Professor of PPGEEB at UFMA.

Authorship contribution: study organization, theoretical basis, methodological organization, critical analysis, and text final review.

Lattes: <http://lattes.cnpq.br/1938411783822467>

E-mail: [kaciana.rosa@ufma.br](mailto:kaciana.rosa@ufma.br)

**Cassandra Cristine Cutrim Silva**, Universidade Federal do Maranhão (UFMA)

 <https://orcid.org/0009-0003-6316-8126>

Undergraduate in Pedagogy at UFMA. Scholarship holder of Programa Institucional de Bolsas de Iniciação Científica (Pibic) at UFMA.

Authorship contribution: bibliographic survey in the search databases, mapping of scientific productions, systematization of data in tables, discussion of results, and partial preparation of the article.

Lattes: <http://lattes.cnpq.br/6404820881931866>

E-mail: [cutrim.cassandra@discente.ufma.br](mailto:cutrim.cassandra@discente.ufma.br)

**Fernanda Monteles de Oliveira Azevedo**, Universidade Federal do Maranhão (UFMA), Programa de Pós-Graduação em Gestão de Educação de Ensino da Educação Básica (PPGEEB)

 <https://orcid.org/0009-0008-8649-7711>

Master's student of PPGEEB at UFMA. Specialized Educational Assistance Teacher in the Maranhão state network.

Authorship contribution: critical analysis of the data, discussion of the results, and partial preparation of the article.

Lattes: <http://lattes.cnpq.br/2072822061852043>

E-mail: [fernanda.monteles@discente.ufma.br](mailto:fernanda.monteles@discente.ufma.br)

**Responsible editor:** Lia Machado Fiuza Fialho

**Ad hoc experts:** Maria Aparecida Alves da Costa e Isabel Maria Sabino de Farias

**Translator:** Marina Pompeu

**How to cite this article (ABNT):**

ROSA, Kaciana Nascimento da Silveira; SILVA, Cassandra Cristine Cutrim; AZEVEDO, Fernanda Monteles de Oliveira. Formação continuada de professores e Educação Especial: a elaboração do Estado da Questão. *Educação & Formação*, Fortaleza, v. 10, e14831, 2025. Available at: <https://revistas.uece.br/index.php/redufor/article/view/e14831>



Received on January 28, 2025.

Accepted June 10, 2025.

Published on July 15, 2025.

