



The place of inclusive education in continuing education: actions in the Brazilian contexto

Vívian Almada Dutra Salmitoⁱ 

Universidade Estadual do Ceará, Fortaleza, CE, Brasil

Rafaela de Oliveira Falcão Freitasⁱⁱ 

Universidade Estadual do Ceará, Fortaleza, CE, Brasil

Giovana Maria Belém Falcãoⁱⁱⁱ 

Universidade Estadual do Ceará, Fortaleza, CE, Brasil

1

Abstract

This writing aimed to investigate actions that have been developed to promote inclusive education in continuing education in Brazilian municipalities, understanding that discussions on this topic are relevant and arouse concerns among teachers. Based on a qualitative perspective, a bibliographic research was carried out, using the Brazilian Digital Library of Theses and Dissertations (BDTD) as a database. Through interpretive analysis, 12 works were investigated, of which 05 theses and 07 dissertations, published in the interstice of 2017 and 2021. The results point to the prevalence of joint actions between teachers and other education professionals for the construction of an inclusive proposal and the need to strengthen continuing education, in order to contemplate strategies for improving pedagogical practices and everyday situations in the inclusive context.

Keywords: Inclusive education. Continuing formation. Collaborative work.

O lugar da educação inclusiva na formação continuada: ações no contexto brasileiro

Resumo

Este escrito teve por objetivo investigar ações que vêm sendo desenvolvidas na promoção da educação inclusiva na formação continuada em municípios brasileiros, compreendendo que as discussões acerca desse tema são relevantes e despertam inquietações nos professores. Apoiando-se numa perspectiva qualitativa, realizou-se pesquisa bibliográfica, tomando por base de dados a Biblioteca Digital Brasileira de Teses e Dissertações (BDTD). Por meio da análise interpretativa, investigou-se 12 trabalhos, sendo 05 teses e 07 dissertações, publicados no interstício de 2017 e 2021. Os resultados apontam a prevalência de ações conjuntas entre professores e demais profissionais da educação para a construção de proposta inclusiva e a necessidade do fortalecimento da formação continuada, de modo a contemplar estratégias de melhoria das práticas pedagógicas e situações cotidianas do contexto inclusivo.

Palavras-chave: Educação inclusiva. Formação continuada. Trabalho colaborativo.

1 Introduction



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



2

The theme involving this study began to be discussed from the perspective of special education, dealt with in some documents to which Brazil was a signatory. Historically, people with disabilities had no rights, were segregated and did not attend schools - only institutions that attended them - living, for many years, on the margins of society. This problem generated several prejudiced situations, which led family members to mobilize in favor of the state safeguarding these people. In fact, this history has been changing, albeit slowly.

In this context, one of the significant advances is the National Policy of Special Education in the Perspective of Inclusive Education (BRASIL, 2008), a milestone in the search for the recognition of the rights of students with disabilities. The implementation of this policy ensured to people with disabilities access to regular schools, which needed - and still need - an adaptation and preparation to attend with quality. Inclusive education provides an opportunity for fundamental changes in the educational environment, requiring the entire school community to work collaboratively in face of everyday situations. After all, it requires welcoming the differences and the individuality of each student. That said, it is essential that the teacher carries out a planning and seeks strategies that contemplate diversified and attractive activities for the students.

The studies by Figueiredo and Poulin (2020, p. 128), emphasize, in this direction, the importance of discussing:

[...] the principles and values that guide inclusive education, ensuring the understanding that this is not an action focused on students targeted for special education, but for a school proposal that includes all students and the know-how of all teachers and other school professionals.

From this perspective, inclusive education allows frequent reflection and interaction between aspects related to the teaching action, enabling the verification of weaknesses and limitations still found in the continuing education of teachers. We reflect, above all, on the urgency and relevance of a continuing education that favors moments of listening and prepares teachers to welcome all students. Without forgetting

PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



3

the school context itself, this proposal allows education professionals to act in a reflective and motivated way, based on the use of diversified teaching strategies.

Consider, as an illustration, the municipal network of Fortaleza, nationally recognized as inclusive. It has more than nine thousand students with disabilities enrolled, a number that has been growing significantly, leading to the expansion of the number of multi-functional resource rooms. However, studies (LIMA et al. 2019; NUNES, 2022) point out that continuing education in this perspective still has weaknesses, which justifies our interest in learning about the reality of other Brazilian municipalities.

In a survey conducted to learn about the training needs of teachers in the Fortaleza network, from the perspective of inclusive education (NUNES, 2022), teachers expressed the need for training that addresses inclusive education and promotes strategies that meet their real needs in the educational process. Thus, it was evidenced that these professionals recognize the lack of continuing education focused on inclusive education and the due confrontation of the complex school routine.

According to Lima et al. (2019), still in the context of Fortaleza, common classroom teachers are not contemplated with continuing education in the inclusive perspective, since the training is focused on content and pedagogical strategies, often distant from the school context. These professionals often feel distressed not knowing how to meet the specific needs of students, relying only on the support of the Specialized Education Service (AEE) teacher.

In view of the above, this research aims to answer the following question: what actions have been developed in the Brazilian scenario to promote inclusive education in continuing education for teachers? Thus, the objective of this study aims to investigate, through bibliographic research, the training actions developed in the continuing education of teachers that collaborate with the promotion of inclusive education in several Brazilian municipalities. Next, the methodological approach to achieve this investigative intention will be presented.

2 Methodology



The present study was developed through a qualitative approach, which allows an interpretive view of the investigated phenomenon, "which means that its researchers study things in their natural settings, trying to understand, or interpret, the phenomena in terms of the meanings that people give to them" (DENZIN; LINCOLN, 2006, p. 17).

Given the theme - which is full of questions - a literature review was conducted, using as a research source the Brazilian Digital Library of Theses and Dissertations (BRASIL, 2022), identifying papers published in the last five years (2017 to 2021). After the temporal cut, the research was dedicated to the issue of continuing education for teachers from the perspective of inclusive education.

Using the descriptors "continuing education", "inclusive education" and "collaborative work", we found 42 papers. The abstract and methodology sections were read, to verify those that met the objective proposed in this study. Of these works, 12 were selected to compose the corpus of this research, being 05 theses and 07 dissertations, with emphasis on collaborative actions in the promotion of inclusive education, challenges experienced in the inclusive context, proposals for continuing education and the importance of collaborative work, contemplating experiences in early childhood education, elementary school and Youth and Adult Education (YAE).

In the following topic, we will discuss the results of the analysis undertaken in the theses and dissertations in question.

3 Results and Discussions

We begin this topic with the study by Araruna (2018), conducted with two schools in Fortaleza, about the articulation between AEE and common room teachers. This is a research-intervention, with systematic meetings and interviews with collaborators, two AEE teachers and eight common room teachers. In her research, the author found the need to promote studies among teachers on an ongoing basis to solve problems inherent to inclusion, and the importance of investment in continuing education that mobilizes



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do Pemo



5

collaborative practices, avoiding isolated and decontextualized actions. Furthermore, the relevance of the collaborative work developed with two groups of professionals in the school context is highlighted.

Another pertinent study is that of Silva (2019), who examined, in Rio de Janeiro, the "Teacher Collaboration Program in Early Childhood Education: the resource room as a mediator of professional development for inclusion." The author used the action-research methodology, with the participation of three teachers - two from early childhood education and one from the resource room. The research promoted meetings that provided the opportunity for the expansion of joint actions among the participants in favor of changes in the educational space, favoring the process of reflection on the practice and other perceptions related to the pedagogical work. In this sense, enabling negotiations and reflections on the school daily life, change in practices, and strengthening of partnership and shared work.

Salomão (2019), in Rio Grande do Sul, in a research conducted in a state school, with the participation of teachers of the early years, pedagogical coordinator and special education teacher, found, in summary: weaknesses in the dialogue between teachers of the early years of elementary education, pedagogical coordination and special education teachers; lack of understanding about inclusive education and its target audience; lack of collaborative actions among professionals. Given the findings, it was perceived that there are alternatives aimed at organizing the teaching work, such as greater articulation of the special education teacher with other teachers and the pedagogical coordination, the creation of spaces for dialogue and the need for continued training.

Also in Rio Grande do Sul, Wisch (2020), in his work concerning the emerging contexts in the Colégio de Aplicação, adopting the sociocultural narrative methodology, through narrative interviews with teachers collaborating in the study, in Santa Maria, concluded that the inclusive processes need to be recognized as an organizing principle of teaching practice, requiring the continuity of learning, reinforcement of the importance of concrete actions in basic education and recognition of the richness of differences,



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



6

since the school is a continuous space of transformation and construction of new knowledge.

In Paraíba, Brito (2021) defended the thesis entitled "Critical-collaborative continuing education in youth and adult education: an experience focusing on the inclusion of students with disabilities", carried out in partnership with a group consisting of five professionals, being teachers, supervisors and braille transcriptionists. The findings of the study pointed out that the training provided an opportunity for changes in the inclusive pedagogical practices. The need to strengthen the collaborative work networks and to invest in teacher education was evidenced.

Following in our investigative purpose, we have Miranda (2020), who conducted research in the context of São Paulo, in three schools in the cities of Biritiba, Mogi das Cruzes and Salesópolis, in which 31 teachers participated. Working in collaborative groups, according to the author, favored the understanding that there is no ideal student, and strategies should be sought to meet the real student. In this sense, a training proposal was suggested based on the demands presented by the teachers, aimed at the development of new pedagogical practices.

From another perspective, Hilbig (2021), in Mato Grosso do Sul, researched the training of special education teachers in schools in the Pantanal Waters. The results indicate that teachers are interested in participating in continuing education from the perspective of inclusive education, as long as it offers subsidies to meet the specific needs of students with disabilities. It is also noteworthy that the measure provided an opportunity to expand the notions about school inclusion, suggested the need for continued training and recognized the relevance of considering the local and cultural knowledge presented by students.

Investigating the challenges and possibilities evidenced in teaching in the municipal network of Silvânia, Goiás, Nordony (2021) found that managers and teachers recognize the importance of inclusion and appreciation of the potential of students. However, they claim that, because they have no training in the area, they cannot satisfactorily meet the needs of students with disabilities. The author states that there are



notorious advances concerning inclusive education; however, the participants are far from an efficient inclusive process, which, in addition to respect and recognition of differences, takes into account the real needs of students. The study also allowed the perception that teachers understand school inclusion according to its principles and foundations. However, they fail to develop effective changes in their pedagogical practice in favor of inclusion.

Evangelista (2019) verified, in his research on the training and performance of teachers of students with disabilities, conducted in three schools, the urgency of changes in initial training courses for teachers, seeking, through theory and practice, the development of strategies that promote the preparation to act in the inclusive context. Moreover, it highlights the indispensability of expanding the supply of continuing education for in-service teachers, especially for those in the common classroom. In the end, it was noticeable that the schools analyzed did not know how to develop strategies directed to students with disabilities, which revealed the urgency of taking the measures brought by the dissertation.

In the context of São Paulo, we found a study by Bueno (2019), within the scope of EJA, whose objective was to analyze, together with teachers of youth and adult education and special education, their practices, through collaborative research. The research had eight participants, being one special education teacher and seven from curricular subjects working in EJA. Interviews were conducted, as well as a script of the collaborative training and participation in the virtual environment. The study pointed to the relevance of in-service continuing education for teachers, since, in addition to theoretical knowledge, it provided opportunities to experience daily situations, reflect on the teaching practice and the importance of collaborative work.

Silva (2017), researched on formative dialogues for inclusive pedagogical practices in early childhood education, in a municipal school in Sergipe, adopting the critical collaborative action-research methodology, when dialogues were promoted in teacher training. The collaborative work developed with teachers in the meetings proved



to be of great relevance in the processes of professional development of teachers and students.

The study conducted by the author Pereira (2021) on collaborative work in the context of inclusive school in Rio Grande do Sul is based on the idea that collaborative work is built with joint actions, recognizing that each subject is co-responsible for what he or she does in the promotion of a common goal. Seeking an encounter among educational researchers for the construction of an inclusive school through collaborative work, a bibliographic research was carried out in the Virtual Environment Cartographies, a space that represents collaborative action among three federal universities - UFRGS, UFSCar and UFES, which have a history of contributions in the area of special education from the perspective of inclusive education. The research brought evidence of the contributions of collaborative work for strengthening and qualifying the processes in the educational context.

From the analysis of the studies, it was possible to find experiences in early childhood education, elementary school, and EJA. The different realities adopted collaborative work in their educational processes, recognizing that the inclusive education proposal requires commitment, participation, and articulation of all those involved in the school dynamics. In this way, we could see how important it was to provide the opportunity to listen and involve teachers, enabling collective thinking in the search for strategies that meet their real needs, thus experiencing a collaborative and participatory training, which considers the educational context.

4 Final Considerations

It is considered that the objective of this study, namely, the actions taken to promote inclusive education in continuing education in Brazilian municipalities, investigated through scientific productions in several Brazilian municipalities, accessing various realities, showed a common feature among the analyzed research: the search for



promoting joint actions among teachers and other professionals involved in the context of inclusive education.

It is clear that, despite the advances in public policies and the consolidation of documents guiding special education, from the perspective of inclusive education, there are still many obstacles. It is evident, in this sense, the need to strengthen the continuing education for teachers that include strategies to improve pedagogical practices, addressing everyday situations of the inclusive context, in line with the theory and practice.

This study is a synthesis of contributions, emerging from research applied in several educational contexts around the country. The main intention is that, based on it, there is continuity in the investigations, that there may be greater depth on the subject through reflective actions, recognizing the importance of continuous training that favors the collaborative work among education professionals.

References

ARARUNA, Maria Rejane. **Articulação entre o professor do Atendimento Educacional Especializado (AEE) e o professor do ensino comum**: Um estudo das perspectivas do trabalho colaborativo em duas escolas municipais de Fortaleza. 2018. 197 f. Tese (Doutorado em Educação) – Universidade Federal do Ceará, Fortaleza, 2018.

BRASIL. Ministério da Ciência, Tecnologia e Inovações. **Biblioteca Digital Brasileira de Teses e Dissertações**. 2022. Disponível em: <https://bdtd.ibict.br/vufind/>. Acesso em: 2 jul. 2022.

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

BRITO, R. M. A. de. **Formação continuada crítico-colaborativa na educação de jovens e adultos**: uma experiência com enfoque na inclusão de educandos com deficiência. 2021. 271 f. Tese (Doutorado em Educação) – Universidade Federal da Paraíba, João Pessoa, 2021.

BUENO, Melina Brandt. **Educação de Jovens e Adultos**: Formação continuada colaborativa entre professores da sala comum e educação especial. 2019. 143 f.



Dissertação (Mestrado em Educação) – Centro de Educação e Ciências Humanas, Universidade Federal de São Carlos, 2019.

DENZIN, N. K; LINCOLN, I. **O planejamento da pesquisa qualitativa: teorias e abordagens.** Porto Alegre, RS: Artmed, 2006.

EVANGELISTA, R. R. do N. **Formação e atuação de professores de alunos com deficiência.** 2019. 164 f. Dissertação (Mestrado em Educação) – Universidade Federal de Goiás, Catalão, 2019.

FIGUEIREDO, R. V. de; POULIN, J. Construindo uma escola inclusiva. *In*: MACHADO, R.; MANTOAN, M. T. E. (org.). **Educação e Inclusão: Entendimento, proposições e práticas.** Blumenau: Edifurb, 2020.

HILBIG, M. C. V. **Formação de professores para a inclusão de estudantes da educação especial nas escolas das Águas do Pantanal.** 2021. 131 f. Dissertação (Mestrado em Educação) – Fundação Universidade Federal de Mato Grosso do Sul, Corumbá, 2021.

LIMA, A. P. de H. *et al.* A interlocução entre professores de Sala de Recursos Multifuncionais (SRM) e sala regular: desafios e possibilidades. *In*: GOMES, R. V. B. *et al.* (Orgs.). **Educação inclusiva e educação especial: perspectiva na aprendizagem escolar.** Fortaleza: Impreco, 2019. p. 139-222.

MIRANDA, L. H. M. de. **Necessidades formativas dos professores do ensino fundamental II quanto à inclusão escolar dos alunos público-alvo da educação especial (PAEE).** 2020. 219 f. Tese (Doutorado em Educação) – Pontifícia Universidade Católica de São Paulo, São Paulo, 2020.

NORDONY, D. G. M. **Inclusão escolar: desafios e possibilidades evidenciados na profissão docente, na rede municipal de Silvânia-GO.** 2021. 134 f. Dissertação (Mestrado em Educação, Linguagem e Tecnologias) – Universidade Estadual de Goiás, Anápolis, 2021.

NUNES, M. V. T. C. **Necessidades formativas de professores da rede pública municipal de Fortaleza: diálogo com a educação inclusiva.** 2022. 166 f. Dissertação (Mestrado em Educação) – Universidade Estadual do Ceará, Fortaleza, 2022.

PEREIRA, R. M. da R. **O trabalho colaborativo no contexto da escola Inclusiva.** 2021. 135 f. Dissertação (Mestrado em Educação) – Faculdade de Educação, Universidade Federal do Rio Grande do Sul, 2021.



SALOMÃO, C. J. R. **Possibilidades de interlocução da coordenação pedagógica com o professor de educação especial na organização e desenvolvimento do trabalho docente.** 2019. 206 f. Dissertação (Mestrado em Educação) – Universidade Federal de Santa Maria, Santa Maria, 2019.

SILVA, A. F. da. **Diálogos formativos para práticas pedagógicas inclusivas na educação infantil.** 2017. 124 f. Dissertação (Mestrado em Educação) - Universidade Federal de Sergipe, São Cristóvão, 2017.

SILVA, M. C. da. **Programa de Colaboração Docente na Educação Infantil: a sala de recursos como mediador de desenvolvimento profissional para inclusão.** 2019. 273 f. Tese (Doutorado em Educação) – Universidade do Estado do Rio de Janeiro, Rio de Janeiro, 2019.

WISCH, T. F. **Contextos emergentes no Colégio de Aplicação: tessituras das docências na perspectiva inclusiva.** 2020. 272 f. Tese (Doutorado em Educação) – Universidade Federal de Santa Maria, Santa Maria, 2020.

i **Vívian Almada Dutra Salmito**, ORCID: <https://orcid.org/0000-0001-9171-7610>

Universidade Estadual do Ceará; Centro de Educação; Programa de Pós-Graduação em Educação
Doutoranda em Educação pela Universidade Estadual do Ceará (UECE); Mestra em Saúde da
Criança e do Adolescente (UECE); Especialista em Educação Especial pela Universidade Federal do
Ceará (UFC) e em Psicopedagogia (UECE); Graduada em Pedagogia (UVA).

Contribuição de autoria: pesquisa documental, análise e relatório final.

Lattes: <http://lattes.cnpq.br/8302116994198300>

E-mail: vivian.salmito@aluno.uece.br

ii **Rafaela de Oliveira Falcão Freitas**, ORCID: <https://orcid.org/0000-0001-7471-6552>

Universidade Estadual do Ceará; Centro de Educação; Programa de Pós-Graduação em Educação
Doutoranda em Educação pela Universidade Estadual do Ceará (UECE); Mestre em Psicologia pela
Universidade de Fortaleza (UNIFOR); Especialista em Psicopedagogia e Graduada em Pedagogia
(UECE); Professora da Rede Municipal de Ensino de Fortaleza.

Contribuição de autoria: análise e revisão de relatório final.

Lattes: <http://lattes.cnpq.br/5573291699957119>

E-mail: rafaela.falcao@aluno.uece.br

iii **Giovana Maria Belém Falcão**, ORCID: <https://orcid.org/0000-0003-0995-1614>

Universidade Estadual do Ceará; Centro de Educação; Programa de Pós-Graduação em Educação
Doutora em Educação pela Universidade Estadual do Ceará (UECE); Mestra em Educação Brasileira
pela Universidade Federal do Ceará (UFC); Professora Adjunta da Universidade Estadual do Ceará;
Professora do Programa de Pós-Graduação em Educação da UECE.

Contribuição de autoria: orientação e revisão de relatório final.

Lattes: <http://lattes.cnpq.br/4445200634509031>

E-mail: giovana.falcao@uece.br

Editores responsáveis: Cristine Brandenburg



PRÁTICAS EDUCATIVAS, MEMÓRIAS E ORALIDADES

Rev.Pemo – Revista do PEMO



Ad-hoc expert: Sammia Castro Silva

How to cite this article (ABNT):

SALMITO, Vivian Almada Dutra; FREITAS, Rafaela de Oliveira Falcão; FALCÃO, Giovana Maria Belém. O lugar da educação inclusiva na formação continuada: ações no contexto brasileiro. **Rev. Pemo**, Fortaleza, v. 4, e49282, 2022. Disponível em:

<https://doi.org/10.47149/pemo.v4.9282>

12

Received September 5, 2022.
Accepted on November 22, 2022.
Published on November 22, 2022.