TEACHER EDUCATION FROM THE FINAL YEARS OF ELEMENTARY SCHOOL FOR INCLUSION

FORMAÇÃO DE PROFESSORES DOS ANOS FINAIS DO ENSINO FUNDAMENTAL PARA A EDUCAÇÃO INCLUSIVA

FORMACIÓN DE PROFESORES DE AÑOS FINALES DE LA ENSEÑANZA PRIMARIA PARA LA INCLUSIÓN

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ABSTRACT: This study aimed to analyze, between theses and dissertations, proposals for training teachers in the Final Years of Elementary School on the theme of Inclusive Education. For this purpose, a bibliographic search was carried out on the CAPES Catalog of Theses and Dissertations platform, where four Theses and three Dissertations were selected for analysis. The results showed collaborative training and the enhancement of dialogue and articulation between teachers as a strategy for professional teacher training and the construction of inclusive pedagogical practices. Likewise, training proposals must consider the demands of teachers' professional practice. For this reason, the importance of training that recognizes the reality and specificities of each level of education is highlighted, aiming at implementing school activities that enable quality education for all and constructing a collaborative culture among teachers.


RESUMO: Este estudo teve como objetivo analisar, entre Teses e Dissertações, as propostas de formação de professores dos Anos Finais do Ensino Fundamental sobre a temática da Educação Inclusiva. Para tanto, a busca bibliográfica foi realizada na plataforma Catálogo de Teses e Dissertações da CAPES, onde foram selecionadas quatro Teses e três Dissertações para análise. Os resultados evidenciaram a formação colaborativa e a potencialização do diálogo e articulação entre os professores como estratégia para a formação profissional docente e para a construção de práticas pedagógicas inclusivas. Do mesmo modo, considera-se fundamental que as propostas de formação considerem as demandas da prática profissional dos professores. Em razão disso, ressalta-se a importância de formações que reconheçam a realidade e as especificidades de cada nível de ensino, visando a efetivação de atividades escolares que possibilitem uma educação de qualidade a todos, e a construção de uma cultura colaborativa entre os professores.


RESUMEN: Este estudio tuvo como objetivo analizar, entre tesis y disertaciones, propuestas para la formación de profesores de los Años Finales de la Enseñanza Fundamental en el tema de la Educación Inclusiva. Para ello, se realizó una búsqueda bibliográfica en la plataforma Catálogo de Tesis y Disertaciones de la CAPES, donde se seleccionaron cuatro Tesis y tres Disertaciones para su análisis. Los resultados mostraron la formación colaborativa y la potenciación del diálogo y la articulación entre docentes como estrategia para la formación profesional docente y para la construcción de prácticas pedagógicas inclusivas. Asimismo, es fundamental que las propuestas de formación consideren las exigencias del ejercicio profesional docente. Por eso, se destaca la importancia de una formación que reconozca la realidad y las especificidades de cada nivel educativo, visando la implementación de actividades escolares que posibiliten una educación de calidad para todos, y la construcción de una cultura colaborativa entre los docentes.

Introduction

Since the publication of the Guidelines and Bases Law in 1996, special education has been considered a modality of education that permeates all school levels, from Early Childhood Education to Higher Education (BRASIL, 1996). Subsequently, the number of students with disabilities, global developmental disorders, and high abilities or giftedness\(^4\), according to School Census data, has shown significant growth over the years (BRASIL, 2020a), especially since the creation of the Implementation Program for Multifunctional Resource Rooms in regular classrooms (BRASIL, 2007a). This program was fostered by the Goals Plan Commitment All for Education (BRASIL, 2007b) of the federal government, aiming to improve basic education quality.

However, despite this growth and all subsequent documents and regulations supporting Inclusive Education in schools, such as the National Policy on Special Education in the Perspective of Inclusive Education (BRASIL, 2008) and Decree No. 7,611 of November 17, 2011 (BRASIL, 2011), school inclusion is still considered a challenge in today's schools, "of organizational, political, pedagogical, cultural, and subjective nature for the actors and institutions that make up the education systems" (SANTOS, MARTÍNEZ, 2016, p. 3, our translation). In this context, Mantoan and Lima (2017) emphasize that educational institutions often fail to accommodate the diversity present in schools, mainly due to an exclusionary pedagogical organization that does not address the specific needs of students.

In this perspective, considering the organizational reality of schools and their teaching stages, and based on the analysis of the School Census of the last ten years (BRASIL, 2020a), it is evident that the number of public students in Special Education enrolled in Elementary School is significantly lower than the enrollments in High School in all years analyzed, indicating potential dropout of these students in the Final Years of Elementary School. In this context, researchers (MENDES, SANTIAGO, ANTUNES, 2018; TANNÚS-VALADÃO, MENDES, 2016; ZERBATI, 2014) point out factors that hinder the effective implementation of inclusion in schools and the provision of adequate and quality education for all, such as Specialized Educational Assistance (SEA) being offered in the opposite shift and the lack of adequate support networks for inclusion, low education quality, and the lack of teacher training to address the specific needs of students.

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\(^4\) Considering the audience of Special Education according to the National Policy on Special Education in the Perspective of Inclusive Education (BRASIL, 2008).
According to the data from the Basic Education Development Index (Ideb) in recent years, the quality of the schooling process throughout the stages of primary education has shown a sharp decline, reaching the statistical target only in the Initial Years of Elementary School (BRASIL, 2020b). These estimates have presented low indices in the Final Years of Elementary School and even lower scores in High School, considering the average of all Brazilian states (BRASIL, 2020b).

Thus, according to Pletsh (2011, p. 1, our translation), despite numerous inclusive policies, in the country's educational scenario, "the individual continues to be excluded because effective conditions for integration and social mobility in the current economic system are not provided." According to the author, ensuring access and persistence in school does not guarantee reduced social inequalities and improved quality of education (PLETSH, 2011).

In this scenario of weaknesses in the education system in the country, some researchers invest in teacher professional development (IMBERNÓN, 2011; NÓVOA, 2017; TARDIF, 2014), as a strategy to overcome existing challenges at all levels and modalities of education. In this regard, Diniz-Pereira (2014) considers the school space as a formative environment for the collective construction of knowledge, while Nôvoa et al. (2011) highlight in-service training based on research, the valorization of the reflective teacher and the construction of a collaborative culture in schools as fundamental measures for practice in the school environment.

Thus, considering the context of teacher professional development for Inclusive Education, some authors (RABELO, 2012; TOLEDO, VITALIANO, 2012; VILARONGA, 2014) emphasize the importance of it being carried out in the school environment, allowing the effective establishment of support networks for inclusion, as well as better coordination and exchange of information between regular and special education teachers.

To identify teacher professional development strategies for inclusive education in the country, this study aimed to analyze, among the Theses and Dissertations published from 2007 onwards, the organization and outcome of proposals for the training of teachers working in the Final Years of Elementary School.
Development

This study is a systematic literature review, which, according to Gavião and Pereira (2014), is characterized as a type of investigation aimed at identifying, synthesizing, and evaluating relevant available evidence. According to Segura-Muñoz et al. (2002), this type of study is widely used and aims to gather existing research, synthesizing scientific information objectively. Furthermore, Bento (2012) emphasizes its importance in obtaining a precise idea of the current state of knowledge on the studied topic, as well as its gaps and the contribution of the research to knowledge development.

The literature search was conducted in May 2020, using the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES) for execution, as it is the platform where the country's postgraduate works are stored, providing comprehensive data on scientific studies. It is important to note that the platform used encompasses all postgraduate programs in the country, especially in the fields of Education and Teaching, which are the focus of this study.

The following descriptors were used for the search: teachers, training, inclusive education, special education, inclusion, and basic education. Boolean operators "AND" and "OR" were used to combine these keywords, allowing for a broader search to encompass the relationships between terms and the grammatical variations of descriptors. After the initial search, additional filters available on the data platform were applied: type - Master's and Doctorate; year - 2007 to 2020; major knowledge area - Humanities and Multidisciplinary; evaluation area - Education and Teaching. The initial period of 2007 was delimited considering the year the Implementation Program for Multifunctional Resource Rooms was created (BRASIL, 2007).

The selection of Theses and Dissertations proceeded through four stages, as outlined in Figure 1. After the initial screening of studies, the title and abstract were analyzed to check the availability of works in the databases. Subsequently, only studies proposing teacher training strategies for the Final Years of Elementary School, addressing inclusive education comprehensively and encompassing the Special Education public in general, were included.

Next, a thorough reading of the works was conducted, opting for studies involving basic education teachers acting as class teachers, regardless of the taught curricular component. This process resulted in the final selection of four Theses and three Dissertations, totaling seven studies.
Documentary analysis was employed after a preliminary evaluation of each document to analyze the selected studies and their teacher training proposals. According to Cellard (2008) and Sá-Silva et al. (2009), this involves thoroughly examining the selected studies, considering elements such as context, interests, the nature of the text, reliability, and key concepts. From the perspective of Oliveira (2007), documentary analysis, through data treatment, makes the analyzed information more understandable and socially contextualized. Therefore, teacher training proposals were analyzed considering the context, methodology used, the participating audience, and the outcome of the interventions in the selected studies.

In this regard, the results are presented in two chapters to better discuss and present the elements that permeate each of the analyses and deepen the theoretical understanding of teacher training for Inclusive Education in the Final Years of Elementary School.

In the first chapter, considering the similarity of the training proposals in the selected studies, the methodological aspects of the interventions are discussed as to how this
characterizes and contributes to the inclusive process in schools. In the second chapter, the pathways of each proposal are highlighted, and how they contributed to the teachers' training and the promotion of inclusion in the educational environment.

Collaborative Training as a Strategy for Inclusive Education

To present the selected studies and the method used, Table 1 was developed, which is subsequently detailed and discussed to address the objective of this chapter, i.e., the discussion of the methods used for teacher training from the inclusive perspective.

Table 1 - Presentation of Selected Studies

<table>
<thead>
<tr>
<th>Author/(Year)</th>
<th>Type of Study/Institution</th>
<th>Overall Objective</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIEIRA, A.B. (2008)</td>
<td>Dissertation/Federal University of Espirito Santo</td>
<td>Establish continuous training processes with teachers, aiming at creating supportive contexts for reading and writing for students with special educational needs enrolled in the final grades of Elementary School with difficulties in reading and writing.</td>
<td>Collaborative-critical action research</td>
</tr>
<tr>
<td>VILARONGA, C.A.R. (2014)</td>
<td>Thesis/Federal University of São Carlos</td>
<td>Build collaboration proposals in the pedagogical practices of the Special Education teacher in the regular classroom of the regular school, which already had a co-teaching initiative in progress.</td>
<td>Collaborative action research</td>
</tr>
<tr>
<td>MAHL, E. (2016)</td>
<td>Thesis/Federal University of São Carlos</td>
<td>Analyze if and how a Continuing Education Program for Physical Education teachers contributes to constructing and reconstructing knowledge about school inclusion, enabling (more) inclusive discourses and practices, especially for students with disabilities.</td>
<td>Action research</td>
</tr>
<tr>
<td>SILVA, E.P.D. (2018)</td>
<td>Thesis/Federal University of São Paulo</td>
<td>Analyze and understand how Vygotsky's concepts, based on Defectology studies, can contribute to teacher training, aiming at the reconstruction of an inclusive pedagogical practice that ensures the access and permanence of students with specific educational needs in regular education.</td>
<td>Critical collaborative research</td>
</tr>
<tr>
<td>BUENO, M.B. (2018)</td>
<td>Dissertation/Federal University of São Carlos</td>
<td>Analyze together with teachers of Youth and Adult Education and Special Education their practices.</td>
<td>Collaborative research</td>
</tr>
</tbody>
</table>

Source: Authors' elaboration, 2020.
As described in Table 1, the selected works are presented chronologically (from the oldest to the most recent). Additionally, four studies (BUENO, 2018; MAHL, 2016; VILARONGA, 2014; ZERBATO, 2018), originate from the same Higher Education Institution (HEI) and are linked to this institution's Graduate Program in Special Education. In this regard, Almeida (2010) supports this information by emphasizing that some universities dedicate more attention to these themes, such as the Federal University of São Carlos (UFSCAR), attributing this emphasis to study groups or professors focusing on this area of knowledge and being pioneers in Special Education studies.

The researchers characterized all selected studies as action and collaborative. According to Thiollent (2011), action research is a methodology that seeks to transform the researched reality based on understanding, knowledge, and commitment. In this methodology, researchers and participants work cooperatively to solve problems.

Similarly, considering the selected studies, the methodological aspects adopted by the authors can be considered a strategy for teacher training from the perspective of school inclusion. In this context, Vilaronga (2014, our translation), in her thesis, addresses the need for teacher training to be conceived and conducted "on the ground of the school," whether in planning meetings or the classroom. According to the author, these spaces "will be the places where training for collaboration must be completed" as long as they allow reflection on practice and the collective construction of skills and knowledge for the improvement of teaching and school for all students (VILARONGA, 2014, p. 170).

Analyzing Zerbato's study (2018, p.230, our translation), the author notes that, although evidence of the benefits of collaborative formative processes was found, the "redefinition and transformation of teaching practice do not occur at the same level." According to the author, the transformation of pedagogical practices depends on aspects such as the valorization of teaching work, improvement of working conditions, investment in in-service training aligned with the school context, development of actions that ensure partnership between professionals and specialized teachers, and finally, conditions that sustain an inclusive and collaborative culture in schools.

In the considerations of the study conducted by Mahl (2016, p. 220, our translation), the author emphasizes the need to "give voice and time, the exchange of experiences, the construction and reconstruction of knowledge facilitated the appreciation of the pedagogical practices of the participants." According to the author, this approach is appropriate because these professionals routinely experience the anxieties associated with professional
responsibility and the social and educational commitment to provide inclusion to all students in their classes. This initiative can facilitate the collective construction and reconstruction of knowledge about inclusion and its implications by allowing analysis and reflection on the practices that can and should be adopted by teachers who believe in inclusion.

Bueno (2018), reported that collaborative training provided participants with spaces to share questions and experiences and a reexamination of previously addressed topics, enabling group reflection. Additionally, the author observed that the results highlight the contributions of the formative process to the reflection on teaching practices, considering the practices and perceptions regarding students from the Special Education audience with whom the teachers were involved. Furthermore, there was an awareness of the mutual collaboration process and an indication of a possible articulation among teachers arising from the training.

In Alcântara's study (2014), the author discusses the importance of dialogue as a guide for collaborative work, as knowledge is constructed through interaction involving encounters and clashes of ideas. The exchange of ideas enabled the construction of a working and study group where all participants envisioned the same direction, and through the sharing of common goals, they aspired to transformation. Moreover, the author highlights points of reflection on the exercise of collaboration among teachers during action research:

Collaborative work, as proposed, stems from the understanding that through interaction with others, we can confront, (re)affirm, refute, define positions, and (re)create roles. Utterances occur in a relationship of alterity within a given situational context amidst intersubjectivity; thus, it was necessary to comprehend the dialogical dimension of educational action (ALCÂNTARA, 2014, p. 192, our translation).

In alignment with the results of the previously mentioned studies, Vieira (2008) demonstrates adopting action research through participant involvement throughout the formative process, justifying this methodological choice by highlighting aspects of their experience since initial training.

The possibility of achieving the goals proposed by this research and transforming school routines through the involvement of professionals responsible for educational acts and the imprints of our training and teaching practice led us to adopt action research as the methodology for this study (VIEIRA, 2008, p. 88, our translation).

Moreover, authors Menezes et al. (2020a), report that action research, besides helping identify the needs and interests of the investigated school community, provided space and time for teacher training in their teaching context. They also emphasize the potential of collaborative
work between the school and the university, with the guiding axis being the intentionality of the research practice for the collective construction of knowledge. Such investigations provided "important subsidies to reframe pedagogical processes, serving as a starting point for further research" (MENEZES et al., 2020a, p. 9, our translation).

Vieira (2008) reflects that action research enables immersion in the school context, assessing the challenges faced and constructing possibilities for overcoming them. The formative structure of this methodology "allows educators to come together, sit down, reflect on the issues experienced in the classroom, and collectively devise learning contexts for students with or without disabilities" (VIEIRA, 2008, p. 228, our translation). Moreover, it highlights the potential constitution of the school curriculum according to the needs of students and evaluation processes so that the school can collectively monitor the progress and setbacks of students.

Silva (2018) highlights that action research in the school context fosters interaction between the external researcher and teachers. The dialogue between these professionals can result in an integration of knowledge production activities and simultaneous reflection on practice, offering contributions to pedagogical training and aiming for the transformation of teaching practice.

The author notes that the interaction between subjects "enabled teachers to promote a process of adapting activities in the construction of quality education with the attribution of meanings to content that makes sense for inclusion students" (SILVA, 2018, p. 121, our translation).

Based on the analyses conducted in the studies, it is concluded that collaborative teacher training proposals, structured to encourage dialogue and information exchange among educators, play a fundamental role in an inclusive context. It is worth noting that all studies, at some point, considered the construction of a collaborative culture in school crucial to realizing truly inclusive education. Additionally, training proposals conducted in the school environment, where researchers' and teachers' research and action intertwine collaboratively, contribute to reconfiguring pedagogical practices and building a more inclusive school environment.

From the perspective of collective construction, Franco (2016) emphasizes the fundamental nature of creating pedagogical strategies that function as structural models for building a common knowledge environment between researchers, collaborators, and teachers. Identifying demands, theorizations, and concepts and developing an action plan allows the incorporation of investigative processes that problematize the reality of students and stimulate...
the search for thought and reflection alternatives articulated with action (MENEZES et al., 2020a).

The studies by Menezes et al. (2020a) and Menezes et al. (2020b) highlighted promising possibilities of action research for the professional development of the involved teachers, anchored in the self-organization of the teacher and support for improving the quality of education. The authors above argue that valuing collaborative practices instigates critical reflection on their reality, intervention, and opportunities to experiment with new classroom practices.

The Paths for Teacher Training in the Perspective of Inclusive Education

In Table 2, the training proposals from the selected studies were presented, taking into account the participants, the duration, the main findings, and the aspects that will be analyzed and discussed below.

**Table 2 – Presentation of Selected Studies, Considering the Conducted Training**

<table>
<thead>
<tr>
<th>Author/Year</th>
<th>Participants/Educational Level</th>
<th>Period/Hours</th>
<th>Main Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIEIRA, A. B.</td>
<td>7 teachers/Upper grades of Elementary School</td>
<td>1 semester</td>
<td>Continuous training is essential and feasible for educators to enhance their practices. However, it should be embraced as a political and pedagogical action by all social actors involved in the educational processes. Through formative processes and collaborative actions, teachers experience the possibility of forming a critical and reflective study group, fostering pedagogical practices conducive to reading and writing for students with and without disabilities.</td>
</tr>
<tr>
<td>ALCÂNTARA, J. N.</td>
<td>22 teachers/Elementary and High School</td>
<td>80h</td>
<td>Significant changes were observed in the meanings attributed to the inclusive process as effects of the possibilities arising from the dialogical interactive field constituted in the training course. The power of theoretical immersion in conjunction with practices and the need for deeper theoretical-practical understanding were highlighted. There is an emphasis on investing in the continued training of these teachers in a perspective that produces conditions for reflective/emancipatory training through proposals that use practical elements as triggers for new movements and the redefinition of crystallized functions.</td>
</tr>
</tbody>
</table>

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5 Term altered by Resolution No. 3 of August 3, 2005, which established the expansion of Elementary School to nine years, dividing it into Early Years and Upper Grades, comprising the periods from the first to the fifth year and from the sixth to the ninth year, respectively (BRASIL, 2005). The term was officially discontinued in the country in 2010, the deadline set by the Ministry of Education for the expansion of this level of education in all regions (BRASIL, 2020c).
### Teacher Education from the Final Years of Elementary School for Inclusion

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Teachers/Institutional Levels</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VILARONGA, C. A. R. (2014)</td>
<td>30 teachers/Preschool and Elementary Schools</td>
<td>90h</td>
<td>The thesis argues that collaborative teaching is essential to strengthen the proposal of school inclusion. It advocates for the idea that students with special educational needs have the right to receive specialized support in the regular classroom. Collaboration between Special Education professionals and regular classroom teachers is considered essential for building this inclusive space, considering each professional's specificities and recognizing the formative nature of these daily exchanges.</td>
</tr>
<tr>
<td>MAHL, E. (2016)</td>
<td>5 teachers/Elementary and High School</td>
<td>40h</td>
<td>The activities developed in each meeting, through dialogue, allowed the collective construction and reconstruction of knowledge about inclusion in the Program and beyond. Participants were able to analyze, reflect, and position themselves as teachers who believe in inclusion, seeking inclusive knowledge and theories. The knowledge proposed and discussed in the Continuing Education Program significantly contributed to the participants' daily actions.</td>
</tr>
<tr>
<td>Zerbato, A. P. (2018)</td>
<td>18 teachers/Preschool, Elementary, and High School</td>
<td>33h</td>
<td>The Training Program on Universal Design for Learning (UDL) demonstrated that pedagogical practices in the perspective of inclusive education are different ways of teaching that can include various aspects, from different arrangements of school spaces, organization of time, use of technologies, to the preparation of teaching materials, depending on each school environment and the needs of each student. However, school inclusion is not limited to classroom activities performed by the regular education teacher. These activities are only one of the elements that must be ensured in the Pedagogical Political Project and school curricula for effective students’ schooling, whether they are in Special Education or not.</td>
</tr>
<tr>
<td>Silva, E. P. D. (2018)</td>
<td>80 teachers/Elementary and High School</td>
<td>50h</td>
<td>The course allowed teachers to appropriate some conceptual and practical instruments about inclusive education. The acquired knowledge has effectively contributed to the change in pedagogical practice regarding curricular adaptations for students with specific educational needs.</td>
</tr>
<tr>
<td>Bueno, M. B. (2019)</td>
<td>8 teachers/Youth and Adult Education - Elementary School</td>
<td>13h</td>
<td>Emphasizes the relevance of the proposal for ongoing in-service training for teachers of Youth and Adult Education working with students in the target audience of special education. It covers theoretical aspects, situations experienced by teachers, reflection on teaching practice, and the importance of collaboration among teachers, which needs to be enabled and facilitated.</td>
</tr>
</tbody>
</table>

Source: Authors' Compilation, 2020

To conduct interventions with teachers, five studies (ALCÂNTARA, 2014; MAHL, 2016; SILVA, 2018; VILARONGA, 2014; ZERBATO, 2018;) considered different levels of education, including the Upper Grades of Elementary School. Only the studies by Vieira (2008) and Bueno (2018) focused solely on the desired educational stage for this review. The most...
recent study (BUENO, 2018) included teachers working in the context of Youth and Adult Education (EJA), which, according to the Brazilian Law of Guidelines and Bases of National Education (LDB), is a teaching modality that spans all stages of basic education and encompasses those individuals who did not complete their studies in the regular age (BRASIL, 1996).

In this context, the analysis of the studies emphasized the importance of training proposals that address the reality and elements of professional practice at different levels of education (ALCÂNTARA, 2014; BUENO, 2018; VIEIRA, 2008; VILARONGA, 2014; ZERBATTO, 2018). Therefore, it is emphasized that specific training for each level of education is necessary, considering the particularities of each stage, especially regarding curriculum organization and school routines. These elements can sometimes facilitate or hinder the collaboration between teachers for the exchange of information and the effective implementation of collaborative work. According to Gatti (2017), teacher training should address situational aspects of the educational context, assuming an ethical and social commitment. This implies providing reflective training based on the reality and specificities of each institution and stage of education.

Regarding the participant audience, the studies by Vieira (2008), Silva (2018), and Bueno (2018) were conducted with teachers from a specific educational institution, while the studies by Alcântara (2014), Vilaronga (2014), Mahl (2016) and Zerbato (2018) proposed training with teachers from different educational institutions. Despite this organizational difference in the training programs, it is noteworthy that all proposals included both theoretical and practical components, had practicing teachers in basic education as the main audience, and utilized various methodological approaches to enhance teachers to improve the inclusive process in schools collaboratively.

Similarly, all studies conducted training sessions exceeding 10 hours, structured to address, at some point, the demands of the professional practice of participating teachers regarding inclusive education. In this perspective, Vieira (2008) and Bueno (2018) highlighted as a fundamental aspect of their interventions that dialogue and collaborative work among teachers should be facilitated to enhance the teaching-learning process in schools, providing suitable and quality education to all students. From this standpoint, Glat (2018) emphasizes that building a collaborative culture among teachers is essential for improving schools' curricular dynamics and ensuring all students' inclusion, participation, and learning.
Building on this assumption, regarding the methodological approach of the conducted training sessions, it is noteworthy that the intervention proposals in the selected studies were collaboratively constructed with the participating subjects. Researchers began with a preliminary organization and structure, but the training proposals evolved, collaboratively and critically reflective throughout the process, addressing the demands and needs identified by the teachers. Similarly, it is observed that the selected studies were grounded based on the assumptions of some common theorists, such as Paulo Freire (ALCÂNTARA, 2014; BUENO, 2018; SILVA, 2018; VIEIRA, 2008;), Antônio Nóvoa (ALCÂNTARA, 2014; MAHL, 2016; SILVA, 2018; VIEIRA, 2008; VILARONGA, 2014; ZERBATO, 2018), Philippe Meirieu (ALCÂNTARA, 2014; VIEIRA, 2008;), Lev Vygotsky (ALCÂNTARA, 2014; SILVA, 2018) and Philippe Perrenoud (MAHL, 2016; SILVA, 2018; VILARONGA, 2014).

Furthermore, it is worth noting that some studies used specific approaches for teacher training, such as the Co-teaching proposal (VILARONGA, 2014), Universal Design for Learning6 (ZERBATO, 2018), and Vygotsky's socio-historical-cultural theory7 (SILVA, 2018). Among these approaches, the UFSCAR studies (VILARONGA, 2014; ZERBATO, 2018), stand out, which also include other studies selected for this research (MAHL, 2016; BUENO, 2018), as the municipality of São Carlos/SP has a differentiated organization regarding Inclusive Education in basic education schools.

Among the proposals currently in effect in the municipality is the Co-teaching, developed in Vilaronga's study (2014), which trained a group of teachers for the proposal that has been ongoing in the municipality for many years, a result of the work carried out by the Special Education Postgraduate Program at UFSCAR.

According to Vilaronga (2014), Co-teaching or Collaborative Teaching is a proposal for the organization of school networks to enhance the inclusive process and build more inclusive spaces in schools. In this approach, the Specialized Educational Assistance teacher works collaboratively with the regular classroom teacher during regular class hours rather than separately in the Multifunctional Resource Room and during off-hours, as is the case in most schools in the country. Thus, for Rodrigues and Lima-Rodrigues (2011), Inclusive Education should be understood as an educational reform, and based on this, professional training

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6 The Universal Design for Learning is a tool that enables the provision of accessible content to all students, regardless of their specificities and learning styles (ZERBATO, 2018).

7 Silva's thesis (2018) was based on studies on Vygotsky's (1924-1934) Defectology, which relates Vygotsky's socio-historical-cultural theory to children with disabilities, proposing practices and instruments that enhance the teaching-learning process for this audience.
proposals on the subject should emphasize teaching models that deviate from traditional molds, aiming for transformation of reality and teacher empowerment to become agents of change in schools.

Other highlighted benefits, based on the conducted training sessions, include the strengthening of the relationship between theory and practice, where the training sessions allowed the improvement of teachers' pedagogical practice for attending to students with special educational needs (ALCÂNTARA, 2014; MAHL, 2016; SILVA, 2018; VILARONGA, 2014; ZERBATO, 2018). Similarly, continuing education proved to be a potentializer of teachers' pedagogical practice for inclusion in a critical-reflective and collaborative manner through moments of dialogue and exchange of experiences among teachers, often not provided in school routines (BUENO 2018; SILVA, 2018; VIEIRA, 2008).

On the other hand, some authors (BUENO, 2018; MAHL, 2016; VILARONGA, 2014) pointed out in their studies the need to consider an organization of collective work in training sessions so that exchange spaces can be more productive, reflective, and provide engagement to teachers, as they should arise from their needs and experiences. Similarly, Silva (2018) pointed out in her study that although the training provided moments of reflection and stimulated the reflective process of the professional practice of the teacher, it does not guarantee that the teacher becomes a reflective professional, as this is a process that develops over time and through pedagogical practice, primarily depending on the engagement of each professional.

In this context, Alcântara (2014) highlighted many teachers' difficulty in critically reflecting on their practices, a factor that often becomes a barrier to building more reflective practices for inclusion. Thus, Rodrigues and Lima-Rodrigues (2011, p. 15, our translation) emphasize the importance of creating moments of reflection on teachers' practices, stating that this "[...] constitutes a powerful tool for improvement towards an increasing adaptation of teaching to the learning of students with difficulties and for the use of unusual learning strategies." Similarly, Vieira (2008) emphasizes the need to strengthen the bond between teachers to establish a collaborative culture in school and dialogue among teachers, which enhances the construction of more inclusive practices.

Furthermore, although numerous benefits of collaborative formative processes were identified in the selected studies, Zerbato (2018) emphasized in their research that the transformation of the teacher's pedagogical practice depends not only on the factors mentioned earlier, such as innovative training proposals but also on ensuring conditions for schools and teachers to sustain a collaborative and inclusive culture in educational institutions. To achieve
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this, significant investment and appreciation for education and teachers are required, a scenario that, according to Saviani (2020) and Garcia (2020), becomes unfeasible in the current context of education precarization, which has been fragmented and devalued for years by the current political landscape of the country.

From this perspective, according to Teixeira and Copetti (2020), there are still many barriers to overcome for the realization of a truly inclusive school in the present, and in this context, there is a need for investment in public policies that guarantee the necessary subsidies for the realization of quality education for all. In this context, teacher training emerges as a crucial ally, and from the analysis of the studies, it is observed that proposals for teacher training in the perspective of Inclusive Education share various aspects, even when developed in different moments and regions of the country.

Therefore, it is emphasized that the organizational and methodological elements highlighted in the studies for teacher professional training can be considered viable and empowering strategies for more inclusive practices in schools, especially in the Final Years of Elementary School, where the need for dialogue and coordination among teachers is more pressing.

Final considerations

Considering the results presented, it is noted that the demand for studies on teacher professional development for inclusive education has been gaining increasing prominence in the country's postgraduate programs in the fields of education and teaching. This has proven to be an opportunity to improve and construct more inclusive practices in schools. In this context, the data analysis demonstrated that collaborative training, reflective practice, and strengthening dialogue and coordination among teachers emerge as fundamental strategies for teachers' professional development and for developing pedagogical practices that ensure appropriate and quality education for all students.

Furthermore, the importance of training proposals that address the demands of teachers' professional practice at different levels of education is emphasized, given the scarcity of studies addressing the topic, especially in the later years of basic education. From this perspective, there is a need for research that develops proposals for teacher professional development, considering the reality and peculiarities of each level of education, aiming to build comprehensive
pedagogical practices for all students in various areas of knowledge and promote a collaborative culture among teachers.

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