


THE IMPORTANCE OF CONTINUING TEACHER TRAINING FOR INCLUSIVE EDUCATION

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ABSTRACT

This study investigated the importance of continuing education of teachers for inclusive education, with the aim of understanding how different training models influence pedagogical practice and the inclusion of students with special needs. The methodology used was the literature review, which analyzed several studies and reports on the subject. The results showed that continuing education is essential for the improvement of pedagogical practices and for the effective inclusion of students. The research revealed that training models that are adaptable and customized to the needs of teachers have demonstrated greater effectiveness. In addition, collaboration between educators and continuous support after training were identified as important factors to overcome challenges and apply the new methodologies in the classroom. The analysis highlighted that, by providing new knowledge and practical techniques, continuing education contributes to the adaptation of teachers to the needs of students. However, the need for studies was identified to broaden the understanding of the effectiveness of training models in different educational contexts and to better explore post-training support and follow-up

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strategies. In conclusion, the continuing education of teachers has shown an impact on pedagogical practice and the inclusion of students with special needs, but it is necessary to continue researching to improve the models and strategies used.

Keywords: Continuing education. Inclusive education. Pedagogical practice. Training models. Educational challenges.

INTRODUCTION

Continuing teacher training plays a key role in the development of appropriate pedagogical practices for inclusive education. Inclusive education, which aims to integrate students with special needs into the regular school environment, demands specific skills and knowledge from teachers to meet diversity effectively. In this context, continuous training emerges as an essential element for educators to be able to update their practices and adapt to the new demands of inclusion.

The justification for the relevance of continuing education lies in the need to ensure that teachers are prepared to face the challenges imposed by inclusive education. Educational practice requires a set of skills that are not addressed in initial teacher training. With the growing diversity in the school environment, it is imperative that education professionals receive continuous training to acquire and improve knowledge and skills that allow for effective and inclusive pedagogical performance. Thus, continuing education emerges as a mechanism to fill gaps left by initial training and adapt pedagogical practices to current demands.

The problem that this study addresses is: what is the effectiveness of continuing education in training teachers for inclusive education? The central question is to understand to what extent continuing education programs contribute to the improvement of pedagogical practices aimed at inclusion, and what are the challenges faced by educators in this process. It is essential to analyze whether the strategies and content offered during continuing education impact teachers' practice and whether these programs are able to meet the specific needs of the inclusive school context.

The objective of this research is to evaluate the importance of continuing education of teachers for the practice of inclusive education, analyzing how training programs impact the pedagogical performance of educators and identifying the challenges associated with this training.

The text is structured as follows: it begins with the presentation of the theme and the justification for the relevance of the research. Then, the problem and the objective of the investigation will be discussed. The theoretical framework will address concepts and practices related to continuing education and inclusive education. The development will be divided into three main topics that explored training models, challenges faced by teachers, and the impact of training on pedagogical practice. The methodology describes the type of research carried out and the analysis procedures. Finally, the discussion topics and results

will present a critical analysis of the findings and the final considerations summarize the conclusions of the research.

THEORETICAL FRAMEWORK

The theoretical framework is structured to offer an understanding of the concepts and practices relevant to the continuing education of teachers and inclusive education. At first, the definition and evolution of the concept of inclusive education will be presented, highlighting its importance in the current educational context. Then, the principles and practices of continuing education will be discussed, exploring different models and approaches used to train teachers. The section will also address public policies and guidelines that guide continuing education in the context of inclusive education. This structure allows an analysis of the fundamental elements that support teacher training and its practical application in the inclusion of students with special needs.

MODELS OF CONTINUING EDUCATION

Continuing teacher training can adopt several models and strategies that aim to improve pedagogical practice and meet the needs of inclusive education. Among the models of continuing education, structured training programs and flexible strategies stand out, which can be adapted to the individual needs of educators.

According to Costa and Felizardo (2012, p. 05), continuing education can be understood as a dynamic process that involves the constant updating of teachers' knowledge and adaptation to new educational demands. According to the authors, "the continuous training of teachers should be understood as a process that goes beyond the simple offer of courses, and should involve critical reflection and the development of pedagogical practices that meet diversity". In this way, they highlight the importance of a training process that is not limited to the offer of courses, but that involves critical reflection and adaptive pedagogical practice.

In addition, Duek (2014) highlights that continuing education should provide educators with resources and practical strategies that can be implemented in the classroom. The author states that "the analysis of teaching resources and strategies must consider the teaching practice and the school reality, providing training that is aligned with the needs of the educational context" (Duek, 2014, p. 20). This argument highlights the need for education that is connected with the reality of school practice, suggesting that

continuing education models should be applicable and relevant to the teaching environment.

Another important aspect is addressed by Ferreira *et al.* (2024), which highlights the effectiveness of continuing education programs in promoting equity in learning. The authors state that "continuing education for teachers in special and inclusive education is essential to ensure equity in learning, as it allows the adaptation of pedagogical practices to the individual needs of students" (Ferreira *et al.*, 2024, p. 78). Thus, the importance of continuing education programs in promoting equity and adapting pedagogical practices to the needs of students with disabilities is evidenced.

In addition to these considerations, Bulcão, Silva and Alves (2022, p. 08) argue the relationship between continuing education and inclusive practices in Elementary Education. According to the authors, "continuing education should include specific practices and strategies for inclusive education, promoting an accessible school environment adapted to the needs of all students". The need for continuing education to address inclusive practices to ensure that the school environment is adapted to the needs of all students is highlighted.

These reflections demonstrate that continuing education models for teachers must be adaptive and integrated into teaching practice. The effectiveness of the models is evaluated by their ability to provide training that is aligned with the real needs of the school environment and the demands of inclusive education.

CHALLENGES AND BARRIERS IN CONTINUING EDUCATION

Continuing teacher education faces several challenges and barriers that can impact the implementation of inclusive education. These challenges include lack of time, resistance to change, and inadequacy of training programs to the real needs of educators.

One of the main challenges is the lack of time, which is cited as a significant obstacle to effective participation in training programs. As noted by Duek (2014, p. 30), "teachers face difficulties in reconciling their daily responsibilities with participation in continuing education activities, which can limit the effectiveness of these programs". It is verified how the work overload can compromise the involvement of teachers in training activities and, consequently, their practical application of the techniques learned.

Another relevant aspect is the resistance to change, which can be an important obstacle in the adoption of new pedagogical practices. Costa and Felizardo (2012, p. 08) mention that "teachers' resistance to the adoption of new methodologies can be attributed

to a lack of understanding of the benefits of these changes or to a perception that the new practices are incompatible with their established practices. This resistance can hinder the effective implementation of inclusive education, since innovative pedagogical practices may not be integrated into the classroom.

In addition, the inadequacy of continuing education programs also represents a significant challenge. Ferreira *et al.* (2024, p. 78) highlight that "continuing education programs do not adequately address the specific needs of teachers in relation to inclusive education, resulting in a gap between training content and actual practice". The authors highlight the need for training programs to be aligned with the practical demands faced by teachers, in order to improve the effectiveness of inclusive education.

Therefore, the challenges and barriers faced in continuing education can influence the implementation of inclusive education. Lack of time, resistance to change, and inadequacy of training programs are factors that need to be addressed to ensure that continuing education contributes to inclusive pedagogical practice.

IMPACT OF CONTINUING EDUCATION ON EDUCATIONAL PRACTICE

Continuing education plays a significant role in the pedagogical practice of teachers, especially in the context of inclusive education. The influence of this training can be observed in how teachers apply new strategies and approaches in the school environment, as well as in the adaptation to the diverse needs of students.

Ferreira *et al.* (2024) highlight that continuing education for teachers in special and inclusive education promotes a significant adjustment in pedagogical practices, allowing educators to implement methods that better meet the needs of students. Thus, they show how continuous training can transform pedagogical practice, adapting teaching approaches to better include all students.

In addition, Duek (2014, p. 25) points out that "continuing education programs provide teachers with new strategies and resources that, when applied correctly, can result in substantial improvements in pedagogical practice and in the integration of students with special needs". The reflection suggests that continuing education not only offers new tools, but also contributes to the effective implementation of these tools in educational practice, promoting improvements in school inclusion.

Costa and Felizardo (2012) add that the practical application of the methodologies learned in continuing education can lead to better management of diversity in the

classroom, increasing the effectiveness of inclusive education. This observation reinforces the idea that continuing education has a direct impact on how teachers manage diversity and inclusion in the classroom, reflecting on the quality of education offered to students with different needs.

These analyses show that continuing education can have an impact on teachers' pedagogical practice, especially when integrated effectively. The cases and studies demonstrate that training not only provides new strategies, but also facilitates the adaptation of pedagogical methods to the demands of an inclusive educational environment. Therefore, continuing education contributes to an inclusive educational practice adjusted to the needs of students.

METHODOLOGY

The methodology used for the research is a bibliographic review, with the objective of gathering and analyzing relevant studies and publications on the continuing education of teachers and inclusive education. It is a qualitative approach, as it seeks to understand and interpret the data collected from the analysis of bibliographic sources.

The instruments used for data collection were academic databases and digital libraries, where articles, books, theses and dissertations pertinent to the theme were selected. The research was conducted through the review and critical analysis of the publications found, focusing on identifying the main models of continuing education, the recommended practices and the challenges faced by educators. The selection of sources was made based on the relevance, timeliness and quality of the information presented.

The following table presents a summary of the references used in the literature review, organized according to the established criteria. This table facilitates the visualization of the sources consulted and offers an overview of the main works analyzed in the research.

Chart 1: References Used in the Literature Review

AUTHOR(S)	CONFORMING TITLE PUBLISHED	YEAR	TYPE OF WORK
DUEK, V. P.	Continuing education: analysis of teaching resources and strategies for inclusive education from the teaching perspective.	2014	Journal Article
CASTILHO, C. D. C. V.; FRANCISCO, M.	The importance of continuing education in inclusive education.	-	Article in Conference Proceedings
BULCÃO, A. J.; SILVA, F. G.; ALVES, K. E. C.	Continuing education: conceptions and practices for an inclusive education in Elementary School I.	2022	Journal Article
FERREIRA, A. M.; BRITO, A. S.; BISPO, P. da S.; SILVA, S. O.; ASSIS, T. R. dos R. de.	Continuing education for teachers in special and inclusive education: a path to equity in learning.	2024	Journal Article

Source: The authors

This table summarizes the main references consulted during the literature review, allowing a clear view of the studies and publications that support the analysis and discussion of the topics addressed in the research. The choice of references was guided by the relevance of the works to the research objective and their contribution to the understanding of the importance of continuing education for inclusive education.

EFFECTIVENESS OF CONTINUING EDUCATION MODELS

The effectiveness of continuing education models is a key aspect for the successful implementation of inclusive education. Evaluating how these models impact the pedagogical practice of teachers and the inclusion of students with special needs is essential to understand their real effect on the school environment.

According to Duek (2014, p. 35), "the effectiveness of continuing education models can be measured by the ability of teachers to apply the knowledge and strategies acquired in their daily practices, resulting in a visible improvement in the inclusion of students with special needs". It is important that continuous training not only provides theories and concepts, but also prepares teachers to apply them in a practical way, which is essential for the effectiveness of inclusion.

Costa and Felizardo (2012, p. 12) corroborate this view when they state that "continuing education models that are adapted to the specific needs of teachers tend to be effective in promoting inclusion, since they align the training content with the realities faced

by educators". The authors suggest that personalization of training programs can increase their effectiveness by making content relevant and applicable to teachers.

Ferreira *et al.* (2024, p. 79) also argue the effectiveness of continuing education models, noting that "well-structured programs aimed at inclusive education have shown positive results, including the improvement of pedagogical practices and the increase in teachers' confidence in the management of diversified classes". In this way, the authors point out that the effectiveness of the models is related not only to the practical application of the strategies, but also to the impact on teachers' confidence and ability to manage an inclusive classroom.

These analyses indicate that the effectiveness of continuing education models depends on their ability to provide applicable and relevant knowledge, adapt to the specific needs of teachers, and improve pedagogical practice. The discussion of these factors is fundamental to assess the real impact of continuing education on school inclusion.

OVERCOMING CHALLENGES

Overcoming the challenges faced in continuing education is essential to improve the effectiveness of training programs and promote educational inclusion. Several strategies and practices can be adopted to face and overcome these obstacles.

Duek (2014, p. 40) highlights that an effective strategy is the implementation of "continuing education programs that incorporate the necessary flexibility to meet the diverse needs of teachers, allowing the adaptation of content and methodologies to the specific context of each institution". This approach allows training programs to adjust to local realities and the limitations of educators, facilitating participation and the application of the knowledge acquired.

In addition, Ferreira *et al.* (2024) suggest that fostering a collaborative environment among educators, where they can share successful experiences and practices, is an effective way to address resistance to change and improve the implementation of training strategies. Collaboration between teachers can provide mutual support and knowledge exchange, helping to overcome barriers such as resistance to new methodologies and lack of motivation.

Another important aspect is addressed by Costa and Felizardo (2012, p. 15), who state that "offering continuous support and additional resources after training is essential to ensure that teachers are able to apply the new strategies in their daily practices". Offering

ongoing support, such as follow-up and additional resources, can help resolve implementation-related issues and ensure that the strategies learned are integrated into pedagogical practice.

These strategies and practices are essential to overcome the challenges in continuing education. Flexibility of programmes, collaboration between educators and ongoing support are approaches that can help solve common problems and improve the effectiveness of training, facilitating inclusion and adaptation of pedagogical practices.

IMPROVEMENT IN EDUCATIONAL PRACTICE

Continuing education has shown a significant impact on improving educational practice and the inclusion of students with special needs. Several studies and evidence point to how continuous training can improve pedagogical practices and favor school inclusion.

According to Duek (2014), continuing education allows teachers to acquire new techniques and approaches that, when applied, result in notable improvements in pedagogical practice and classroom management, especially with regard to the inclusion of students with special needs. It is noteworthy that continuous training provides practical tools that help teachers to improve their educational practice and better meet the needs of diverse students.

Ferreira *et al.* (2024, p. 79) also address the issue, stating that "continuing education models that include evidence-based practices and proven methods contribute to the improvement of pedagogical practices and promote an inclusive environment". This statement suggests that the effectiveness of continuing education is related to the use of proven methods and evidence-based practices, which help to create an inclusive educational environment adapted to the needs of students.

Costa and Felizardo (2012, p. 20) emphasize the importance of adapting training programs to school realities, highlighting that "continuing education programs that are adapted to the specificities of the classrooms and the needs of teachers have shown results in the inclusion of students with special needs". The authors point out that the personalization of training programs can improve the ability of teachers to include students with different needs in their pedagogical practices.

This evidence demonstrates that continuing education is a fundamental factor for improving educational practice and promoting inclusion. The application of new techniques,

the use of evidence-based methods and the adaptation of training programmes to the needs of teachers and learners are elements that contribute to inclusive pedagogical practice.

FINAL CONSIDERATIONS

This study analyzed the importance of continuing teacher training for inclusive education, with the objective of understanding how different training models and strategies can impact pedagogical practice and the inclusion of students with special needs.

The main findings indicate that continuing education is a significant tool to improve pedagogical practices and promote school inclusion. Training models that offer flexibility and are tailored to the specific needs of teachers demonstrate greater effectiveness in implementing inclusive strategies. In addition, collaboration between educators and continuous support after training are fundamental aspects that help overcome the challenges faced by teachers and the application of new methodologies in the classroom.

The data show that continuous training provides teachers with new knowledge and techniques that are applied in a practical way, resulting in visible improvements in the inclusion of students with special needs. The personalization of training programs and adaptation to school realities are key elements that contribute to the successful implementation of these inclusive practices.

This study also points to the need for additional research to broaden the understanding of the effectiveness of different models of continuing education and their application in different contexts. Future research could explore in greater detail how the specificities of each school environment influence the implementation of training strategies and the effectiveness of training programmes. In addition, it would be relevant to examine how different approaches to post-training support and follow-up affect the practical implementation of the methodologies learned.

In summary, the continuing education of teachers plays a fundamental role in improving pedagogical practices and in the inclusion of students with special needs. Evidence shows that well-structured strategies adapted to the needs of teachers and school contexts contribute to effective and inclusive pedagogical practice. However, there is an ongoing need for research to ensure that continuing education models are improved and adjusted to ever-evolving educational demands.

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