


BNCC AND TEACHER TRAINING FOR INCLUSIVE PRACTICES

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ABSTRACT

The National Common Curricular Base (BNCC) establishes guidelines for Basic Education in Brazil, including principles focused on teacher training for inclusive practices. This article analyzes how the BNCC addresses teacher training to promote inclusion, identifying gaps and potentialities in the document. The research, of a qualitative nature, was based on a documentary analysis of the BNCC and some academic studies on teacher training and inclusion. The results show that, although the BNCC recognizes diversity and the need for inclusive practices, there are shortcomings in the articulation of concrete strategies for initial and continuing teacher training. The discussion highlights the importance of teaching competencies focused on inclusion and the role of public policies that promote continuing training aligned with the challenges of heterogeneous classrooms. It is concluded that strengthening the relationship between the BNCC and teacher training requires greater investment in continuing education programs, the development of inclusive teaching materials, and the integration of educational policies with the daily practice of teachers. This study contributes to reflections on the implementation of inclusive practices in the context of Brazilian education and points to ways to advance the training of teachers capable of meeting the demands of a school for all.

Keywords: BNCC. Teacher Training. School Inclusion. Inclusive Practices.

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INTRODUCTION

The National Common Curricular Base (BNCC) is a regulatory framework that defines guidelines for basic education in Brazil, promoting equity, inclusion, and quality in teaching. Its implementation aims to ensure the learning and development rights of all students, by the ethical, political, and aesthetic principles established by the Law of Guidelines and Bases of National Education (LDB), which guides basic education in the country (Carvalho, 2004).

However, the implementation of the BNCC principles faces significant challenges in the Brazilian educational context, especially when it comes to ensuring that these learning rights are fully respected. Among the main obstacles are regional and socioeconomic inequalities, which directly impact school infrastructure and access to quality pedagogical resources. In addition, adapting national guidelines to local specificities requires constant coordination between managers, teachers, and school communities, to ensure that the curriculum is not only a normative prescription but also an instrument of transformation and inclusion. In this sense, the BNCC must be accompanied by public policies that promote ongoing teacher training and technical support, ensuring that the principles of equity and quality are implemented in daily educational practices.

Among its objectives, the BNCC seeks to overcome historical educational inequalities, ensuring that all students develop essential skills for exercising citizenship and participating in the world of work. In this context, inclusion is presented as one of the pillars for building a more just and democratic society and is a task that requires consistent institutional and pedagogical efforts (Pletsch, 2009).

School inclusion is directly related to the promotion of pedagogical practices that respect diversity and value the uniqueness of students. These practices require ongoing and reflective teacher training, capable of preparing teachers to deal with the challenges of heterogeneous classrooms, as emphasized by Bezerra (2020).

This article aims to analyze how the BNCC addresses teacher training for inclusive practices, identifying gaps and potentialities in the document and related educational policies. This analysis is crucial to understanding how curricular guidelines can transform the educational reality, especially about inclusion (Lopes et al., 2019).

Teacher training, both initial and ongoing, is one of the main factors for the implementation of inclusive practices in schools. The BNCC recognizes the importance of aligning teacher training with the competencies necessary to meet the demands of

educational diversity. However, there are gaps between the BNCC requirements and current teacher training, which highlights the need for improvements in training programs (Carvalho, 2004; Bezerra, 2020).

This study uses a qualitative approach, with a documentary analysis of the BNCC and a bibliographic review of public educational policies and school inclusion. This methodology allows for an in-depth understanding of the interrelationships between normative aspects and pedagogical practices that are fundamental to inclusion (Pletsch, 2009). The results highlight that, although the BNCC emphasizes equity and inclusion, there are challenges in operationalizing specific guidelines for teacher training. These difficulties directly impact the practical application of inclusive competencies in everyday school life (Oliveira, 2018). The discussion addresses the need for innovative pedagogical strategies aligned with contemporary demands, as well as public policies that ensure ongoing teacher training in diverse contexts. Emerging educational technologies, such as augmented reality and robotics, are highlighted as promising tools for promoting inclusion in schools (Lopes et al., 2019). In addition, teacher training should consider regional and local specificities, promoting a contextualized curricular approach that values the experiences and knowledge of students and their communities. The BNCC seeks to ensure comprehensive learning that encompasses both cognitive and socio-emotional development (Oliveira, 2018).

Effective implementation of the BNCC requires the involvement of the entire school community, with the active participation of teachers being essential to translating the guidelines into inclusive and transformative pedagogical practices. Teacher training should be understood as a continuous process of adaptation and innovation, as noted by Pletsch (2009).

It is concluded that the articulation between the BNCC and teacher training is essential for a more inclusive and equitable education. Investing in teacher training is a fundamental step to ensure the right to learn for all students, according to the principles of the BNCC (Bezerra, 2020; Santos; Lima, 2016).

THEORETICAL FRAMEWORK

Inclusive education in Brazil has been the subject of intense debates and reflections, especially about teacher training. Bezerra (2020) highlights that the National Common Curricular Base (BNCC) represents a significant advance in the incorporation of inclusion

as one of the central pillars of basic education. However, the author points out gaps in the implementation of specific guidelines that guarantee adequate training of teachers to meet the demands of diversity in the classroom.

According to Carvalho (2004), school inclusion is a process that requires structural changes in the educational system and in pedagogical practices. The author argues that, although there is a discourse in favor of inclusion, many challenges still persist, such as insufficient teacher training and the lack of material and human resources in schools. These factors compromise the implementation of inclusive policies, even in contexts regulated by the BNCC.

Pletsch (2009) emphasizes that initial teacher training must be combined with ongoing training to ensure that educators acquire skills to deal with diversity. The author reinforces the need to integrate theoretical and practical aspects in teacher training, promoting the development of inclusive and adaptive pedagogical strategies.

The relationship between curriculum and inclusion is also addressed by Oliveira (2018), who identifies the BNCC as a normative instrument capable of guiding the construction of inclusive curricula. However, the author emphasizes that the practical application of these guidelines depends on a contextualized approach that takes into account local and regional specificities.

Bezerra (2020) argues that inclusion in the context of the BNCC requires a paradigm shift in the role of the teacher. It is not enough to simply comply with guidelines; Teachers must be protagonists in the implementation of inclusive practices, using innovative methodologies focused on students' needs.

The use of emerging technologies is highlighted by Lopes, Ferreira, and Silva (2019) as a promising tool for promoting school inclusion. The authors highlight that technologies such as augmented reality and digital resources can facilitate access to knowledge and meet the demands of students with different educational needs, contributing to the implementation of the inclusive guidelines of the BNCC.

Continuing education also plays a fundamental role in the development of inclusive practices, as discussed by Santos and Lima (2016). The authors emphasize that training programs must be continuous and dynamic, offering support to teachers so that they can face the challenges of inclusion in an increasingly diverse school environment.

According to Carvalho (2004), school inclusion is not limited to the physical presence of students in the classroom, but involves their effective participation in

pedagogical activities. This perspective requires teachers to develop practices that promote the engagement of all students, regardless of their characteristics.

Oliveira (2018) argues that the construction of inclusive curricula should consider the active participation of teachers in the planning and implementation process. This approach promotes greater alignment between the normative guidelines of the BNCC and the practical reality of schools, favoring inclusion as an everyday practice.

Pletsch (2009) emphasizes that the success of school inclusion depends on teacher training that integrates critical reflection on pedagogical practice. Teachers need to be trained to identify barriers to learning and implement strategies that promote equity and the participation of all students.

Finally, Bezerra (2020) concludes that teacher training for inclusive practices should be seen as a continuous process of learning and adaptation. The BNCC, despite its limitations, offers an important starting point for strengthening school inclusion, as long as the challenges identified are addressed with effective educational policies that are committed to equity.

RESULTS AND DISCUSSION

The National Common Curricular Base (BNCC) is a regulatory framework that aims to guarantee essential learning for all students, promoting inclusive and equitable education. However, the implementation of this proposal faces challenges related to the adaptation of pedagogical practices and teacher training to deal with the diversity present in classrooms. According to Bezerra (2020), although the BNCC includes guidelines aimed at inclusion, there are still significant gaps in the initial and continuing training of teachers, highlighting the need for more robust pedagogical strategies.

The BNCC presents ten general competencies that guide teacher training and teaching practices. Pedagogical ethics. Among them, competence number 1 stands out, which guides teachers to develop actions that value diversity and contribute to the construction of a fair, democratic, and inclusive society. The document reinforces:

Value and use historically constructed knowledge about the physical, social, cultural and digital world to understand and explain reality, continue learning and collaborate in the construction of a fair, democratic and inclusive society." (Brazil, 2017, p. 9)

This competence is essential to prepare teachers to promote equity and human rights, fundamental values for inclusive pedagogical practices.

The BNCC also presents a commitment to comprehensive education, an aspect that requires a broader vision of human development, considering the singularities and diversity of students.

The document emphasizes that the school must be a space of acceptance, recognition, and respect for differences, promoting practices that break discrimination and prejudice. As highlighted: "The school, as a space for learning and inclusive democracy, must strengthen itself in the coercive practice of non-discrimination, non-prejudice and respect for differences and diversity." (Brazil, 2017, p. 14). To this end, it is essential that teacher training includes curricular adaptation and the use of differentiated methodologies that value students' cultural and social experiences.

The BNCC emphasizes the need to align initial and ongoing teacher training with the document's principles. This alignment is crucial for educators to develop skills that integrate cognitive, socio-emotional, and ethical aspects: "The first task that is the direct responsibility of the Union will be to review initial and ongoing teacher training to align them with the BNCC." (Brazil, 2017, p. 21)

This training should include support for the use of educational technologies and innovative practices, enabling teachers to work with heterogeneous classes and meet the specific demands of students with disabilities or other educational needs.

THE BRAZILIAN INCLUSION LAW AND THE BNCC

The articulation between the National Common Curricular Base (BNCC) and the Brazilian Inclusion Law (LBI - Law No. 13,146/2015) demonstrates the Brazilian education system's commitment to inclusive pedagogical practices. The LBI, also known as the Statute of Persons with Disabilities, establishes guidelines to ensure the rights of people with disabilities, including access to education under equal conditions. In this context, the BNCC complements this legal framework by reinforcing the need for pedagogical practices that promote equity, respect diversity, and meet the specific needs of students.

In the text of the BNCC, inclusion appears as a fundamental principle to ensure equity in the school environment. The document emphasizes that pedagogical practices must be planned to meet the needs of different groups of students, with an emphasis on those with disabilities. This approach is aligned with what the LBI determines about

curricular differentiation, which aims to adapt the curriculum to offer real learning conditions for all. As explained in the BNCC: "It requires a commitment to students with disabilities, recognizing the need for inclusive pedagogical practices and curricular differentiation." (Brazil, 2017, p. 16).

In addition, the LBI emphasizes the role of the teacher in implementing school inclusion, highlighting the importance of initial and ongoing training to enable educators to develop inclusive practices. In a convergent manner, the BNCC indicates that teacher training must be reformulated to align with the principles of equity and inclusion. This implies that teachers must be able to use diverse methodologies, technological resources, and pedagogical strategies that promote the active participation of all students in the teaching-learning process.

The implementation of inclusive pedagogical practices also requires the use of assistive technologies and other tools that aid the learning of students with disabilities. Both the LBI and the BNCC highlight the importance of providing adequate resources, including accessible teaching materials and training so that teachers can use them effectively. For example, the use of emerging technologies, such as text-reading software or alternative communication devices, is one way to meet the specific needs of each student and promote their autonomy in the school environment.

Another relevant aspect is the need for adaptive assessment, a point reinforced by the LBI and which is also implicit in the BNCC. Assessment should consider the conditions and particularities of students with disabilities, valuing individual progress instead of applying uniform criteria that may disregard the different learning trajectories. This approach is essential to ensure that all students are assessed fairly and have their achievements recognized.

Finally, the relationship between the BNCC and the LBI goes beyond ensuring the inclusion of students with disabilities; it promotes a broader vision of equitable and democratic education. This articulation reinforces the commitment to transforming schools into welcoming and learning spaces for all, regardless of their conditions or characteristics. However, for this to be fully effective, a continuous effort is needed to adapt the curriculum, train teachers, and invest in accessible resources, consolidating legislative advances into concrete practices in the school routine.

FINAL CONSIDERATIONS

The analysis of the National Common Curricular Base (BNCC) from the perspective of teacher training for inclusive practices highlights important advances and significant challenges. The BNCC reinforces the commitment to equity and the appreciation of diversity, presenting guidelines that recognize the need for inclusive pedagogical practices. However, the research reveals gaps in the articulation of concrete strategies for initial and ongoing teacher training, indicating that the document, by itself, is not enough to transform the Brazilian educational reality without the support of public policies and structured actions.

Teacher training emerges as a central element for the effective implementation of the inclusive practices provided for in the BNCC. The alignment between initial and ongoing training and the demands of school diversity is essential to ensure that teachers are prepared to deal with the specificities of students in heterogeneous classrooms. Investing in training programs, inclusive teaching materials, and educational technologies can enhance inclusion, promoting a fairer and more democratic education, as advocated by both the BNCC and the Brazilian Inclusion Law.

Finally, the implementation of school inclusion depends on a systemic approach, which integrates the BNCC guidelines with the strengthening of daily pedagogical practices. This requires not only the involvement of teachers but also coordination between managers, public policies, and school communities. The challenge is great, but the commitment to a school for all must continue to be the horizon that guides the transformations necessary to guarantee the right to quality education, with respect for the differences and potential of each individual.

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