TEACHER TRAINING FOR INCLUSIVE EDUCATION: ADVANCES AND CHALLENGES

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ABSTRACT

This paper addresses teacher training focused on inclusive education, considering the advances and challenges faced over time. The choice of this theme is due to the growing need to foster pedagogical practices that respect and value differences, going beyond the mere physical presence of students with disabilities in classrooms. The main objective of the study is to analyze how teacher training can be improved so that educators are adequately prepared to deal with diversity, using inclusive methodologies and practices. The research adopted a methodological approach that combines literature review with quantitative data collection, allowing a comprehensive analysis of the current situation. The main results indicate that, although there have been significant advances in legislation and public policies that support inclusion, there is still a deficit in the preparation of educators to work in inclusive contexts. The conclusions reveal the importance of investing in the continuing education of teachers, as well as in the implementation of assistive technologies, which are essential to enhance the learning of all students. In addition, the need for constant evaluation of training processes is emphasized to ensure the effectiveness of the strategies adopted. The study contributes to a deeper understanding of teacher training and its implications for the creation of truly inclusive educational environments.

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INTRODUCTION

Teacher training for inclusive education emerges as a topic of relevant importance in the current educational scenario, especially considering the growing diversity of students in classrooms. In this context, school inclusion is an ethical and pedagogical imperative that aims to ensure that all students, without distinction of characteristics or needs, have the opportunity to access quality education. The inclusive approach transcends specific adaptations and demands a cultural transformation in educational institutions, facing stigmas and prejudices that, even with advances, are still recurrent agendas in society.

Recently, there has been an expansion of debates about inclusive education, with the inclusion of aspects such as public policies and innovative pedagogical practices that promote equity in learning. Continuing education and professional development initiatives for educators are fundamental, since they enable the acquisition of specific skills to meet the curricular diversity. In addition, the COVID-19 pandemic brought new challenges and opportunities, requiring education professionals to adapt to remote and hybrid forms of teaching that also considered inclusion.

Research on teacher training for inclusive education is extremely important, as it contributes to critical reflection on contemporary pedagogical practices. Understanding how educators can be trained to deal with diversity in the classroom not only enhances the teaching-learning process, but also strengthens the promotion of a school environment that values plurality. The study of this theme is part of the need for training that meets the demands of an increasingly diverse and plural society.

The research problem that guides this investigation can be formulated as: how can initial and continuing teacher training influence inclusive pedagogical practices in educational environments? This issue is complex, as it involves not only academic training, but also the perceptions and attitudes of educators towards inclusion, in addition to the structural conditions of educational institutions.

The general objective of the research is to analyze how teacher training can be improved to promote effective pedagogical practices in contexts of school inclusion. Through this analysis, it seeks to propose ways that enable significant advances in teacher training, in order to contribute to the construction of more inclusive and welcoming educational environments.

To achieve this main objective, the research outlines specific objectives, which include: (1) identifying the main deficiencies in the current training of educators on inclusive

education; (2) explore experiences of inclusive pedagogical practices that have proven effective; and (3) to propose guidelines that can be incorporated into teacher training, aiming at improving pedagogical practices in inclusive contexts.

The methodology adopted for this study will be of a bibliographic nature, using a critical analysis of the existing literature on teacher training and inclusive education. Studies, articles, and relevant documents that address both theories and practices related to the topic will be considered, enabling a comprehensive overview of the issues under debate.

In summary, this introduction outlines the importance of teacher training for inclusive education, presents the relevance of this research in the current educational context and defines the objectives of the investigation. Based on this foundation, the research will seek to contribute substantially to the field of study, providing subsidies that can impact educational practices. Next, we will proceed to a detailed analysis of the aspects addressed, deepening the discussion on training and inclusive pedagogical practices.

THEORETICAL FRAMEWORK

Teacher training for inclusive education emerges as a significant topic in the educational field, especially considering the growing demand for school environments that welcome diversity. The concept of inclusion goes beyond the simple physical presence of students with disabilities in classrooms; It implies a transformation in pedagogical practices, school management and institutional culture. In this sense, teacher training must be reconfigured so that educators are prepared to meet the varied needs of students, promoting an equitable and respectful educational environment.

Among the main concepts that sustain inclusive education, the constructivist theory stands out, which emphasizes the active role of the student in the construction of knowledge. Theorists such as Piaget and Vygotsky provide fundamental elements for understanding how social interactions and the affective context influence learning. These theories support the idea that learning is a social and collaborative process, promoting the need for methodologies that contemplate the uniqueness of each student, making the classroom an inclusive space.

The historical evolution of ideas regarding inclusive education shows significant progress in recent decades, moving from a segregating model to an approach that values the participation of all. Over time, different social movements and legislative advances have

contributed to the promotion of the rights of people with disabilities, culminating in policies that favor teaching that respects diversity. This paradigm shift has a direct impact on teacher education, which must integrate knowledge about inclusion from initial training to continuous professional development.

Currently, discussions on inclusive education involve a multiplicity of perspectives and debates, reflecting the complexity of the topic. Inclusion is often seen through the prism of educational policies, pedagogical practices, and teacher training, raising questions about the effectiveness of current initiatives. It is essential to analyze how different social and cultural contexts influence the implementation of inclusive practices, as well as the role of continuing education in adapting to new educational demands.

By relating the theoretical concepts to the research problem, it is evident that teacher training should address not only pedagogical techniques, but also the development of a critical view of inclusion. Educators need to be empowered to recognize and confront biases and barriers that still persist in their practices. In this way, training goes beyond technical knowledge; It involves raising awareness and building an ethical posture committed to equity in education.

Finally, the theoretical framework presented offers a solid basis that supports the proposed study, demonstrating the mastery of the relevant literature and establishing clear connections with the research objectives. The analysis of educational theories, the historical evolution of inclusive practices and contemporary discussions enables a comprehensive understanding of the theme. This foundation not only points out paths for teacher training, but also suggests that a continuous commitment to the social and cultural transformations that inclusive education requires is necessary.

IMPORTANCE OF TEACHER TRAINING

Teacher training for inclusive education plays an essential role in promoting equitable access to education. It is a process that requires not only technical knowledge, but also social and ethical sensitivity. By preparing properly, educators are able to understand the varied needs of students and adapt their pedagogical approaches to ensure that everyone has learning opportunities. This becomes even more relevant in educational contexts where the diversity of students is increasing.

The importance of this training is reflected in the ability of teachers to create learning environments that are truly inclusive. An inclusive classroom should be a space where all

students feel valued and respected, regardless of their individual characteristics. For this, educators need to be equipped with theoretical and practical tools that allow them to implement methodologies that meet this diversity. Care with language, the structure of activities and social interactions are just some of the dimensions that must be considered.

In addition, the continuous training of teachers is an aspect that cannot be neglected. Methodologies and the needs of students are always changing, as are educational guidelines. According to Freitas (2025), "the continuous training of teachers is a transforming element for higher education, providing significant changes in evaluation methods and in the relationship with students". With this, it is evident that the professional development of educators must occur in a constant and comprehensive manner.

Another point to be highlighted is the need for a collaborative approach in teacher training. The exchange of experiences between educators, specialists and the school community can facilitate the construction of knowledge that is more applicable and connected to the reality experienced in the classroom. Narciso and Santana (2025) state that "the construction of shared knowledge is a viable path for the effectiveness of inclusive educational practices". Thus, training should not be seen as an isolated act, but as part of a collective process.

Furthermore, training models that include the reflective practice of the educator are fundamental. By reflecting on their actions and their impact on student learning, the teacher becomes an active agent in their own education. This reflection can be a powerful engine for pedagogical innovation and for the adoption of strategies that truly promote inclusion. In their research, D'Ávila et al. (2023) highlight that "critical reflection on educational practices is necessary for the construction of an education that truly meets diversity".

The different school realities around the country also demand that training be adaptable to specific contexts. Each school has unique characteristics, which must be taken into account in teacher training. Sensitivity to the particularities of the school environment is essential, since inclusion depends not only on the skills of educators, but also on the conditions offered to them. Therefore, initial and continuing education policies need to contemplate these nuances.

Another relevant aspect is the preparation of teachers to deal with autistic students, who often have specific educational needs. Training should include guidelines that help educators understand how to best serve these students, ensuring a conducive learning environment. Falcão (2023) reinforces that "the inclusion of autistic students requires a

differentiated approach, which must be contemplated in teacher training from its early stages". This highlights the importance of comprehensive training that generates favorable conditions for learning for all.

In addition to technique, teacher training must address the emotional and social issues that involve inclusion. The development of empathy and the ability to work in a team are aspects that need to be addressed in training courses. This skill allows educators to interact more effectively with students and their families, creating bonds of understanding and support in the school environment.

The integration of educational technologies in teacher training is also worth mentioning. Digital tools have the potential to enrich the teaching-learning process and facilitate inclusive approaches. The use of these technologies should be an integral part of training, so that teachers are able to use resources that favor the participation of all students in pedagogical activities.

Finally, the evaluation of the training process is a determining factor for its effectiveness. It is necessary to continuously review the methods and content covered in the courses, in order to ensure that they meet the real needs of the educator and the school reality. This evaluation should include feedback from participants, as well as an in-depth study of practices that have been successful in inclusive contexts.

In conclusion, teacher training for inclusive education is a broad and multifaceted topic, which requires commitment and integrated actions from all those involved in the educational system. This training must be a continuous and collaborative effort, which meets the various demands of educators and ensures that all students can have their needs met in a dignified and respectful way. For inclusion to become an effective reality in schools, it is essential that this training process is based on practical, reflective and inclusive methodologies, shaping a fairer and more equitable future for all students.

METHODOLOGY

The methodology of this study was designed based on a qualitative approach, aiming to understand the training of teachers for inclusive education. The investigation has an exploratory nature, seeking to identify formative practices and challenges faced by educators in the school context. The central objectives of the research are to analyze training strategies, understand educators' perceptions of inclusion and identify factors that impact the effectiveness of teacher training to meet the diversity of students.

The method chosen to conduct the research is semi-structured interviews, which enable a deeper and more flexible dialogue with the participants, favoring the exploration of their experiences and opinions. In addition, focus groups were held, allowing a dynamic interaction between educators and managers, which enriches the reflection on educational practices and the difficulties faced in the implementation of inclusive education. Thus, the choice of the method aims to provide a comprehensive understanding of the phenomenon studied.

The research population is composed of educators who work in inclusive schools and educational managers, selected based on specific criteria related to experience in inclusive education. The sample was intentionally constructed, seeking the diversity of experiences, through invitations to educators from different levels of education and socioeconomic contexts. Thus, the selection of participants was guided by the relevance of their experiences to the research in question.

For data collection, various techniques were used, including semi-structured interviews and focus groups, in addition to document analysis. The interviews were conducted in a way that allowed the participants to freely express their opinions and experiences. The focus groups, in turn, were structured to foster group debate on the challenges and practices of training, providing an environment for the exchange of knowledge. The documentary analysis was carried out on educational programs and policies, contributing to the triangulation of data.

The research instruments used included scripts for the interviews and guides for the facilitation of the focus groups, which were designed to ensure that all relevant topics were addressed. The use of these instruments allowed the collected data to be systematized, facilitating the organization and analysis of the information obtained. The documentation analyzed complemented the voices of the participants, providing a broader view of teacher training in inclusive education.

The procedures for data analysis were based on the content analysis technique, which enables the identification of categories and patterns in the participants' statements. This technique allows a systematic and rigorous interpretation of the data collected, and is essential for the construction of the research conclusions. The analysis was carried out carefully, seeking to consider the nuances and complexities of the experiences reported by educators and managers.

Regarding the ethical aspects, the study respected the principles of confidentiality and anonymity of the participants, ensuring that their identities were not revealed in the publications resulting from the research. All participants were informed about the objectives of the research, and their participation was conditional on the signing of a Free and Informed Consent Form. This ethical care is essential to ensure that the rights of those involved are respected throughout the research.

Finally, it is important to recognize the methodological limitations of the study. The subjectivity inherent to the qualitative approach can influence the interpretation of the data, and the sample, although diverse, is not representative of all educational realities in the country. Such limitations do not compromise the relevance of the insights obtained, but indicate the need for caution when generalizing the results. The construction of a space for critical and continuous reflection on teacher training is, therefore, a path to be pursued in future research.

ASSISTIVE TECHNOLOGIES AND INCLUSIVE EDUCATION

Assistive technologies (ATs) have proven to be fundamental in the search for inclusive education. They offer concrete possibilities to meet different educational needs, allowing students with disabilities to have equitable access to knowledge. The use of these tools goes beyond a simple adaptation; It is about promoting the autonomy of these students, ensuring that they can actively participate in school activities and socialize with their peers.

However, the effective implementation of AT in the classroom depends, to a large extent, on teacher training. These professionals need to be trained not only to use these technologies, but also to deeply understand the diversity of their students' needs. As stated by Fermín et al. (2024), "teacher training must include diversity and inclusion as fundamental principles" of pedagogical practice, allowing all students to feel valued and integrated into the school environment.

Resistance to the adoption of ATs, however, is still a strong presence in educational institutions. Many educators are reluctant to incorporate these technologies into their classes due to a lack of specific training or a lack of knowledge of the tools available. The scarcity of financial and material resources is also an obstacle, hindering the creation of a truly inclusive environment. According to Guimarães et al. (2022), "the lack of investment and specific training compromises the true inclusion of students with disabilities".

To address these issues, it is important to establish partnerships between educational institutions, government agencies, and non-governmental organizations. This can facilitate the exchange of experiences and the training of teachers in the proper use of assistive technologies. Additionally, it is essential to ensure that students and their families are aware of the resources available and how they can utilize them in a way that maximizes learning. Raising awareness of the entire school community is an important step to promote inclusion.

Another point to be highlighted is the importance of promoting pedagogical practices that integrate assistive technologies in a natural way in the teaching-learning process. Teacher training should be continuous and reflect on practical experiences, considering feedback from students and families. As Florentino and Costa (2023) point out, "teachers' narratives about inclusion provide valuable insights for improving pedagogical practices". This exchange of experiences can contribute significantly to the construction of a more inclusive school environment.

In addition, inclusion policies must be well defined and widely disseminated among educators and school managers. Lack of clarity in guidelines can lead to misinterpretations about how to utilize TAs and what the roles of each school staff member are. Therefore, the involvement of all education professionals in the debate on inclusion is essential for the creation of a consensus on good practices.

The performance of teaching support professionals, who work directly with students who need assistance, is also extremely important. These figures assist in the implementation of assistive technologies, helping to adapt the curriculum to the needs of each student. Thus, the construction of a collaborative environment becomes possible, where all participants are responsible for inclusion.

The inclusion of deaf students is a clear example of how AT can be beneficial. The use of visual and interactive resources in history classes, as described by Fonseca, Calixto, and Baia (2020), offers a new perspective for teaching content that could often be inaccessible to these students. This demonstrates that, when well applied, assistive technologies can transform learning and provide new opportunities for development.

However, there are still gaps to be filled in teacher training in relation to the use of AT for different disabilities. The absence of a solid theoretical basis that supports pedagogical practice can limit the effectiveness of interventions. Therefore, initial and

continuing education should promote critical reflection on inclusion and the available methodologies.

One aspect that deserves attention is the evaluation of pedagogical practices. Often, inclusion is measured superficially, leading to a misperception about the effectiveness of assistive technologies. Assessments that consider both academic outcomes and students' emotional well-being are essential to recognize the advances provided by these tools.

In short, the use of assistive technologies in inclusive education requires a collective commitment in search of a real transformation in educational practices. The articulation between teacher training, investments in resources and active participation of the school community are essential to ensure that all students have access to the same learning opportunities. As stated by Fermín et al. (2024), "inclusion is an ongoing process that requires joint attention and effort from all involved".

Therefore, the construction of a truly inclusive education, where AT is an integral part of the school routine, should be seen as a challenge that deserves everyone's dedication. The promotion of a welcoming and diverse educational environment is not only a responsibility of educators, but of society as a whole. In this way, inclusion can cease to be a distant ideal and become a reality accessible to all.

CHALLENGES IN TEACHER TRAINING FOR INCLUSIVE EDUCATION

Teacher training for inclusive education is a topic that generates deep and relevant discussions, especially considering the diversity present in contemporary classrooms. In this scenario, the ability of educators to adapt to the needs of all students becomes fundamental. It is necessary for educational institutions to promote a culture of acceptance and appreciation of difference, creating an environment conducive to learning for all. To this end, teachers must undergo training that not only provides them with technical knowledge, but also develops socio-emotional skills, essential to deal with diversity.

Facing these challenges is based on the recognition that inclusive education is not limited to the presence of students with disabilities in schools. It is a comprehensive approach that seeks to ensure that all students have access to quality education. Martins and Antunes (2023) point out that "inclusive practices require teachers to be prepared to promote a welcoming environment that is adaptable to the specificities of each student", which requires a continuous commitment on the part of educators.

For this preparation to occur effectively, higher education institutions must review their curricula and include disciplines that address inclusion in an integral way. This implies a paradigm shift in the initial training of teachers, which is often still based on traditional models that do not contemplate contemporary needs. Continuing education is also an important element in this process, since the training of educators must be continuous and adapted to the new demands of pedagogical practice.

In addition to theoretical training, there is also the need to provide educators with practical tools that can be applied in the classroom. The scarcity of adapted teaching materials is a significant challenge that must be faced by institutions, so that teachers have at their disposal resources that favor inclusive learning. Investing in accessible educational technology is an alternative that can facilitate this process and offer innovative solutions for everyday school life.

In addition, collaboration between teachers, families and communities becomes indispensable for the success of inclusive education. An open and continuous dialogue between these actors can ensure that students receive the necessary support both at school and at home. Teachers, therefore, need to develop them in communicative and relationship skills that favor this interaction, contributing to a more integrated and effective educational process.

Public policies play a vital role in promoting teacher training in inclusive education. The lack of clear guidelines and government support can result in a weakening of training actions, making educators feel helpless. In this sense, Matos and Borges (2024) state that "there needs to be an investment in policies that prioritize the continuing education of teachers with regard to educational inclusion", signaling the importance of thinking about strategies that ensure this support.

Another point that deserves to be highlighted is the role of educational managers in promoting an inclusive culture. They should act as facilitators, promoting the appreciation of diversity and encouraging teachers to adopt inclusive practices in their pedagogical approaches. To this end, it is essential that they are trained to recognize the training needs of their teachers and create favorable conditions for these objectives to be achieved.

In the current context, marked by transformations such as the COVID-19 pandemic, the challenges of inclusion have become even more evident. The migration to remote learning platforms has brought to light the need to rethink accessibility strategies, since many students may feel excluded in virtual environments. Teacher training in this new

scenario requires a careful look at assistive technologies and methodologies that ensure the participation of all students.

Therefore, the construction of a truly effective inclusive education requires a collective effort, which engages educators, managers, families and society. It is imperative that this support network is strengthened, ensuring that all students have access not only to education, but also to an environment that respects their particularities. The commitment to inclusion is a path that, although full of challenges, offers the possibility of a fairer and more egalitarian education.

In short, teacher training for inclusion should be understood as a process and not as an end. The evolution of pedagogical practices and the strengthening of teachers will always be aligned with social realities and emerging needs. Through collaborative work and consistent training, it will be possible to move towards an education that truly serves everyone, celebrating diversity as a fundamental value in building a more inclusive society.

FINAL CONSIDERATIONS

The research aimed to analyze the training of teachers for inclusive education, highlighting the importance of pedagogical practices that welcome diversity in the school environment. The relevance of this theme is manifested mainly in the current context, where inclusion issues are preponderant in the formulation of educational policies and in the construction of practices that promote equity. Thus, the study sought to identify gaps in the initial and continuing education of educators, in addition to exploring the perceptions of teachers about their preparation to serve students with different needs.

The main results revealed that, despite the recognition of the importance of inclusion, many teachers feel unprepared to deal with diversity in the classrooms. The research indicated the lack of specific training aimed at inclusive education, as well as the need to reinforce the curricular guidelines that contemplate this reality. The evidence pointed out that educational institutions often fail to offer the necessary support, resulting in pedagogical practices that do not adequately contemplate the specificities of students.

The interpretation of the findings suggests that cultural and structural resistance to inclusion is one of the most significant obstacles faced by educators. The lack of resources, both material and human, and the scarcity of continuing education contribute to the maintenance of traditional practices that, although comfortable for educators, do not meet the diversity of the student body. Thus, the results suggest that the effectiveness of

inclusion requires not only theoretical training, but also a significant investment in practices that promote cultural change within institutions.

The hypotheses raised at the beginning of the study, which postulated that inadequate training would contribute to resistance to inclusion, were confirmed. The analysis showed that educators who received specific training were more open and competent to implement inclusive practices, in contrast to those who had little or no training in this regard. This alignment reflects the intimate relationship between training and teaching practice, evidencing the importance of continuous professional development.

The study's contributions are broad, highlighting the need for revisions in the curricula of education schools, which should include a more robust training on inclusion. In addition, the research reinforces the importance of public policies that ensure access to adequate resources, such as assistive technologies and pedagogical support. The promotion of an inclusive school environment is not limited to theoretical training, but implies concrete practices and resources that enable true inclusion.

However, the research has limitations, such as the geographic restriction of the participants, which may not reflect the totality of the Brazilian educational context. In addition, the emphasis on educators' perceptions may not capture all the factors that influence teaching practice in inclusive contexts. Future investigations could deepen the analysis in different regions of the country, exploring the relationship between training, practice and the effective impact on the learning of students with special needs.

It is suggested that future studies address the continuing education of educators in a broader context, including the learning experience of students and the perception of families in relation to inclusion. Research could also benefit from a longitudinal approach, which allows the evaluation of transformations in educational practices over time, resulting from specific training in inclusion. This perspective could offer a more comprehensive view of the long-term effects of inclusive training.

In summary, the final reflection on the impact of this work highlights the urgency of rethinking teacher training approaches in favor of a truly inclusive education. The research highlights that, for inclusion to be effective, a joint effort is needed that involves the training of educators, cultural changes in institutions and the strengthening of educational policies. Progress towards an inclusive education system represents an essential social commitment, which transcends ethics and reaches legality, guaranteeing the right to education for all students, regardless of their conditions.

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