BNCC AND INCLUSIVE EDUCATION: THE ROLE OF SCHOOL MANAGEMENT IN PROMOTING EQUITY

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ABSTRACT

The article discusses the importance of the National Common Curriculum Base (BNCC) and school management for the promotion of inclusive and equitable education. The BNCC, by establishing common guidelines for the school curriculum, reinforces the commitment to diversity and inclusion, ensuring that all students have access to essential knowledge, skills, and abilities. However, the implementation of these guidelines depends on the strategic performance of school management, which assumes a central role in mediating between public policies, pedagogical practices and the needs of the school community. School management is responsible for ensuring adequate resources and infrastructure, promoting the continuing education of teachers, and fostering an inclusive school culture. The article also addresses the challenges faced by school management, such as lack of

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resources, cultural resistance, and the articulation between public policies and local practices. In addition, strategies to overcome these challenges are presented, such as participatory planning, partnerships with families and the community, and the use of assistive technologies and curricular adaptations. Finally, the article highlights the importance of the manager's leadership in promoting inclusion and equity, reinforcing the transformative role of school management in building a fairer and more democratic education.

Keywords: BNCC. Inclusive Education. School Management. Equity. Pedagogical Practices.

INTRODUCTION

The National Common Curriculum Base (BNCC), established in 2018, represents a significant milestone for Brazilian education by establishing common guidelines for Basic Education throughout the country. Its main objective is to ensure that all students, regardless of their location or socioeconomic background, have access to a set of knowledge, skills and abilities essential for their integral development. The BNCC not only guides the design of school curricula, but also reinforces the commitment to an education that values diversity and promotes equity. In this sense, it is aligned with the principles of Inclusive Education, which aims to guarantee the right to education for all, without exceptions, respecting the singularities of each individual.

Inclusive Education, in turn, is an educational paradigm that seeks to break with the historical barriers of exclusion in the school environment. It is not limited to the inclusion of people with disabilities, but encompasses all forms of diversity – cultural, social, ethnic-racial, gender, among others. In the current scenario, marked by deep social and educational inequalities, Inclusive Education emerges as an urgent and necessary response to build a more just and democratic society. However, for this proposal to materialize, it is essential that school management assumes a central role, acting as a mediator between public policies, pedagogical practices and the needs of the school community.

The relationship between school management, equity and inclusion is, therefore, inseparable. School management is not restricted to the administration of resources or compliance with bureaucratic rules; It involves, above all, the ability to lead transformative processes that ensure the effectiveness of quality education for all. In this context, the BNCC serves as a powerful instrument to guide the actions of school management in the promotion of equity, as long as it is implemented in a critical and contextualized way. However, this process is not without challenges.

The central problematization of this article lies precisely in the obstacles faced by school management to promote equity from the perspective of the BNCC. Among these challenges, the lack of adequate training of education professionals, the lack of material and financial resources, cultural resistance and prejudices still rooted in society stand out. In addition, there is a need to articulate the national guidelines of the BNCC with local realities, which requires a collective effort and a strategic vision on the part of school

managers. Given this scenario, it is essential to reflect on how school management can overcome these barriers and become an effective agent of transformation.

One of the main challenges is the initial and continuing training of teachers and managers, who are not always prepared to deal with diversity in the classroom. The BNCC, by emphasizing the need for inclusive education, requires that education professionals be trained to develop pedagogical practices that meet the needs of all students. However, many times, the training offered does not contemplate this demand, leaving educators unprepared to face the challenges of everyday life. This highlights the importance of investing in public policies that ensure teacher training in line with the principles of inclusion and equity.

Another critical point is the infrastructure of schools, which is not always adequate to receive students with different needs. The lack of accessibility, technological resources and adapted pedagogical materials are obstacles that hinder the implementation of a truly inclusive education. School management, in this context, needs to act proactively, seeking partnerships and resources that allow the adaptation of physical spaces and the acquisition of necessary materials. In addition, it is essential that managers promote a school culture that values diversity and combats discriminatory practices.

The articulation between the BNCC and the political-pedagogical projects (PPPs) of schools is also a significant challenge. The BNCC offers a set of national guidelines, but it is up to school management to adapt them to local realities, considering the specificities of each community. This requires a participatory planning process, in which all actors in the school community – teachers, students, families and staff – can contribute. Democratic management, in this sense, is a fundamental principle to ensure that educational practices are inclusive and equitable.

The objective of this article is to analyze the role of school management in promoting equity, considering the guidelines of the BNCC and the principles of Inclusive Education. To this end, a methodological approach of bibliographic review was chosen, which allows exploring the theoretical contributions of renowned authors, as well as the official documents that underlie educational policies in Brazil. The choice of this methodology is justified by the need to build a solid and critical foundation, capable of subsidizing innovative reflections and practices in the field of school management and Inclusive Education. In addition, the literature review makes it possible to identify gaps and

challenges that need to be overcome so that the BNCC is effectively implemented as a tool for promoting equity.

THE BNCC AND INCLUSIVE EDUCATION: FOUNDATIONS AND GUIDELINES

The National Common Curriculum Base (BNCC) and Inclusive Education are two fundamental pillars for the construction of equitable and quality education in Brazil. While the BNCC establishes common guidelines for the school curriculum, Inclusive Education ensures that all students, regardless of their particularities, have access to this knowledge and opportunities. This chapter seeks to explore the foundations of the BNCC, its history, objectives, and structure, as well as its relationship with diversity and inclusion, highlighting how these two dimensions are articulated to promote a fairer and more democratic education.

WHAT IS THE BNCC?

The National Common Curriculum Base (BNCC) is a normative document that defines the essential knowledge, skills, and abilities that all students must develop throughout Basic Education in Brazil. Its construction was the result of a long process of discussions and public consultations, involving educators, specialists and civil society. Approved in 2018, the BNCC represents a significant advance in Brazilian education, as it seeks to ensure a comprehensive and common education for all students, respecting the country's regional and cultural diversities (Brasil, 2018).

The history of the BNCC dates back to the 1996 Law of Guidelines and Bases of National Education (LDB), which already provided for the creation of a national curriculum base. However, it was only with the National Education Plan (PNE), in 2014, that this process gained strength, establishing a deadline for the elaboration and implementation of the BNCC. The document was constructed in three preliminary versions, undergoing extensive discussions and revisions, until reaching the final version, approved by the Ministry of Education (MEC) in 2018 (Brasil, 2014; 2018).

The objectives of the BNCC are broad and comprehensive. It seeks to guarantee the right to learning and full development of all students, promoting equity and quality of education. In addition, the BNCC aims to guide the preparation of curricula in education networks, providing clarity and coherence in pedagogical practices. Its structure is organized into general and specific competencies, distributed by areas of knowledge and

curricular components, which must be worked on progressively throughout the stages of Basic Education (Brasil, 2018).

The BNCC incorporates diversity and inclusion as fundamental principles, recognizing that education should be a space for welcoming and valuing differences. The document highlights the importance of ensuring access, permanence and learning for all students, regardless of their individual, social or cultural characteristics. To this end, the BNCC proposes a curricular approach that contemplates the multiple dimensions of diversity, including ethnic-racial, gender, sexual orientation, religion, and disability issues (Brasil, 2018).

With regard to inclusion, the BNCC establishes clear guidelines to guarantee the right to education of people with disabilities, global developmental disorders and high abilities/giftedness. The document advises that schools must make curricular adaptations and provide accessibility resources, in order to meet the specific needs of each student. In addition, the BNCC emphasizes the importance of anti-racist, anti-sexist and anti-discriminatory education, promoting respect for differences and combating all forms of prejudice and exclusion (Brasil, 2018; Mantoan, 2015).

The BNCC also values the participation of the school community in the construction of inclusive practices, highlighting the role of managers, teachers, students and families in this process. By recognizing diversity as an enriching element of the educational process, the BNCC reinforces the need for school management committed to equity and inclusion, capable of transforming challenges into opportunities for learning and collective growth (Brasil, 2018; Stainback; Stainback, 1999).

INCLUSIVE EDUCATION: CONCEPTS AND PRINCIPLES

School inclusion is a process that aims to ensure access, participation, and learning for all students, regardless of their individual, social, or cultural characteristics. Unlike integration, which presupposes the adaptation of the student to the educational system, inclusion proposes the transformation of the system to meet the needs of all. In this sense, school inclusion is not limited to the inclusion of people with disabilities in regular education, but encompasses all forms of diversity, including ethnic-racial, gender, sexual orientation, religion, and socioeconomic conditions (Mantoan, 2015; Stainback; Stainback, 1999).

School inclusion is based on the principle that education is a fundamental human right and that all children and young people have the right to learn together, without

discrimination or segregation. This implies the creation of welcoming educational environments that value differences and promote the active participation of all students. To this end, it is necessary for schools to adopt flexible pedagogical practices, adapted curricula and teaching strategies that contemplate the multiple ways of learning (Mantoan, 2015).

School inclusion in Brazil is supported by a series of legal and normative frameworks that reinforce the right to education for all. The 1996 Law of Guidelines and Bases of National Education (LDB) establishes that education is a right for all and that the government must guarantee specialized educational assistance to students with disabilities, preferably in the regular school system (Brasil, 1996). This principle was reinforced by the 2014 National Education Plan (PNE), which includes specific goals for the inclusion of people with disabilities, global developmental disorders, and high abilities/giftedness in the education system (Brasil, 2014).

Another important milestone is the Convention on the Rights of Persons with Disabilities, adopted by the United Nations (UN) in 2006 and ratified by Brazil in 2008 with the status of a constitutional amendment. The Convention states that States Parties must ensure an inclusive education system at all levels, ensuring that persons with disabilities are not excluded from mainstream education and that they receive the necessary support for their full participation (UN, 2006).

In addition, the 2008 National Policy on Special Education in the Perspective of Inclusive Education reaffirms Brazil's commitment to school inclusion, guiding education systems to adopt practices that promote accessibility and participation for all students. This policy highlights the importance of teacher training, the adaptation of curricula and the elimination of architectural, pedagogical and attitudinal barriers (Brasil, 2008).

THE BNCC AS A TOOL FOR INCLUSION

The National Common Curriculum Base (BNCC) not only establishes guidelines for the school curriculum, but is also configured as a powerful tool for promoting inclusion. By incorporating diversity as a fundamental principle, the BNCC guides schools to develop pedagogical practices that ensure access, participation, and learning for all students. In this topic, general and specific competencies related to diversity will be addressed, as well as the BNCC guidelines for inclusive pedagogical practice.

The BNCC defines ten general competencies that must be developed throughout

Basic Education, many of which are directly related to valuing diversity and promoting inclusion.

General competence 9 proposes that students develop the ability to "exercise empathy, dialogue, conflict resolution and cooperation, making themselves respected and promoting respect for others and human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potentialities, without prejudice of any kind" (Brasil, 2018). This competence reinforces the importance of an education that combats all forms of discrimination and promotes respect for differences.

General competence 7 emphasizes the need to argue based on facts, data, and reliable information, in order to formulate, negotiate, and defend common ideas, points of view, and decisions that respect and promote human rights and socio-environmental awareness (Brasil, 2018). This competence is related to inclusion by promoting an education that considers environmental and social issues as an integral part of the educational process.

In addition to general competencies, the BNCC also establishes specific competencies for each area of knowledge, many of which address diversity in a transversal way. For example, in the area of Languages, the BNCC proposes that students develop the ability to recognize and value linguistic and cultural diversity as a right of peoples and individuals (Brasil, 2018). In the area of Human Sciences, the importance of understanding and valuing cultural, social, and historical diversity is highlighted, recognizing it as a right of peoples and individuals (Brasil, 2018).

By guiding inclusive pedagogical practice, the BNCC reinforces its commitment to an education that values diversity and promotes equity. However, for these guidelines to materialize, it is essential that schools have the support of public policies that guarantee the necessary resources and that school management assumes a central role in promoting inclusion (Mantoan, 2015; Stainback; Stainback, 1999).

THE ROLE OF SCHOOL MANAGEMENT IN PROMOTING EQUITY

School management plays a central role in promoting equity and inclusion in the educational environment. While the National Common Curriculum Base (BNCC) establishes the guidelines for inclusive education, it is school management that enables the implementation of these guidelines in practice, ensuring that all students have access to quality education. In this chapter, the concepts and functions of school management will be

addressed, with emphasis on the importance of the manager's leadership for the promotion of inclusion and equity.

SCHOOL MANAGEMENT: DEFINITION AND MAIN DIMENSIONS

School management refers to the set of actions and processes that aim to organize, coordinate and supervise the functioning of the school, with the aim of ensuring the quality of teaching and student learning. It involves pedagogical, administrative, financial and community dimensions, which must be articulated in an integrated way to promote an inclusive and equitable school environment (Lück, 2009).

School management is not limited to the administration of resources or compliance with bureaucratic rules; It implies, above all, the ability to lead transformative processes that ensure the effectiveness of the principles of inclusive education. In this sense, the school manager assumes a strategic role, acting as a mediator between public policies, pedagogical practices and the needs of the school community (Libâneo, 2001).

School management can be defined as the process of planning, organizing, directing and controlling the activities developed in the school, with the objective of achieving educational objectives. It is divided into four main dimensions:

Pedagogical management: It involves the planning and coordination of teaching and learning activities, including the elaboration of the political-pedagogical project (PPP), the continuing education of teachers and the evaluation of student performance. Pedagogical management is essential to ensure that educational practices are aligned with the principles of the BNCC and Inclusive Education (Lück, 2009).

Administrative management: This refers to the organization of the school's material, human, and financial resources, including infrastructure maintenance, personnel management, and resource allocation. Efficient administrative management is essential to ensure that the school has the necessary conditions to implement inclusive practices (Libâneo, 2001).

Financial management: This involves planning and executing the school budget, ensuring that resources are used efficiently and transparently. Financial management is crucial for the acquisition of teaching materials, the implementation of reforms and the implementation of inclusive projects (Lück, 2009).

Community management: This refers to the school's relationship with the community, including the participation of families, the partnership with local organizations, and the

promotion of a democratic and participatory school culture. Community management is fundamental to building a welcoming and inclusive school environment (Libâneo, 2001).

THE IMPORTANCE OF MANAGER LEADERSHIP IN PROMOTING INCLUSION

The leadership of the school manager is a determining factor for the promotion of inclusion and equity. The manager not only coordinates the school's activities, but also acts as an agent of transformation, capable of mobilizing the school community around a common project. In this sense, the manager's leadership involves:

Strategic vision: The manager must have a clear vision of the school's objectives and the strategies necessary to achieve them, considering the guidelines of the BNCC and the principles of Inclusive Education. This includes setting priorities, allocating resources, and monitoring results (Lück, 2009).

Continuing education: The manager must promote the continuing education of teachers and employees, ensuring that they are prepared to deal with diversity in the classroom. This includes training for curricular adaptations, the use of assistive technologies and the promotion of an inclusive school culture (Libâneo, 2001).

Democratic participation: The manager must encourage the active participation of all actors in the school community – teachers, students, families and employees – in the construction of inclusive practices. This includes holding meetings, forming school councils, and promoting open and respectful dialogue (Lück, 2009).

Promotion of an inclusive culture: The manager must act as an agent of change, promoting a school culture that values diversity and combats all forms of discrimination. This includes carrying out awareness campaigns, promoting cultural events and creating spaces for dialogue and reflection (Libâneo, 2001).

The manager's leadership is, therefore, essential to ensure that the school is a space of welcome, respect, and learning for all students. By taking an active role in promoting inclusion, the manager contributes to the construction of a fairer and more equitable education, in line with the principles of the BNCC and Inclusive Education (Lück, 2009; Libâneo, 2001).

School inclusion is intrinsically related to the concepts of equity and educational quality. While equity refers to ensuring that all students have access to the same opportunities, considering their specific needs, educational quality implies the provision of an education that promotes the integral development and school success of all (Mantoan,

2015; Stainback; Stainback, 1999).

Inclusion contributes to equity by ensuring that no student is excluded or marginalized because of their differences. This requires schools to adopt inclusive pedagogical practices that recognize and value diversity as an enriching element of the educational process. At the same time, inclusion promotes educational quality by challenging schools to rethink their practices and seek innovative strategies to meet the needs of all students (Mantoan, 2015).

However, the relationship between inclusion, equity, and educational quality is not automatic. For inclusion to result in equity and quality, it is necessary that schools have adequate resources, trained professionals, and a management committed to the transformation of educational practices. In addition, it is essential that public policies ensure the necessary funding for the implementation of inclusive practices and that society as a whole recognizes the importance of inclusive education for the construction of a more just and democratic society (Stainback; Stainback, 1999).

SCHOOL MANAGEMENT AND INCLUSIVE EDUCATION

School management plays a key role in ensuring the implementation of inclusive practices, ensuring that all students have access to quality education, regardless of their particularities. For this, it is necessary that the management acts strategically, articulating public policies, pedagogical practices and the needs of the school community. In this topic, the main actions that school management can adopt to promote inclusion will be highlighted, with an emphasis on the continuing education of teachers and the awareness of the school community.

School management is responsible for creating the necessary conditions for inclusive practices to be effectively implemented in the school. This involves a series of actions, ranging from pedagogical planning to the guarantee of material and human resources. Among the main strategies, the following stand out:

Elaboration of an inclusive political-pedagogical project (PPP): The PPP is the document that guides the school's actions, defining its objectives, goals and strategies. To ensure inclusion, it is essential that the PPP is built in a participatory way, involving all actors in the school community, and that it incorporates the principles of the BNCC and Inclusive Education. This includes the definition of pedagogical practices that contemplate diversity and the guarantee of curricular adaptations to meet the specific needs of students

(Lück, 2009).

Ensuring adequate resources and infrastructure: School management must ensure that the school has the necessary resources to implement inclusive practices, including adapted teaching materials, assistive technologies, and accessible infrastructure. This may involve the search for partnerships with public agencies, non-governmental organizations and the local community (Libâneo, 2001).

Monitoring and evaluation of inclusive practices: School management should implement mechanisms for monitoring and evaluating inclusive practices, ensuring that they are achieving the proposed objectives. This includes holding periodic meetings with teachers, collecting feedback from students and families, and analyzing performance indicators (Lück, 2009).

Continuing teacher education is a crucial element for promoting school inclusion. Many educators are not prepared to deal with diversity in the classroom, which can result in exclusionary pedagogical practices.

Teachers need to be trained to make curricular adaptations that meet the specific needs of students, including those with disabilities, global developmental disorders, and high abilities/giftedness. This involves mastering differentiated pedagogical strategies and using accessibility resources (Mantoan, 2015).

Assistive technologies are also important tools to ensure the participation and learning of students with disabilities. School management should promote teacher training in the use of these technologies, including alternative communication software, audio description resources and adapted pedagogical materials (Brasil, 2008).

Especially because, in the digital age, the educator's role goes beyond the simple transmission of knowledge and information. He acts as an advisor, a facilitator, and an example for students. The educator has a fundamental role in guiding students, helping them to explore a universe of digital information, improving their research skills, critical analysis, and conscious use of technology (Costa Júnior, 2023).

In addition to technical skills, teachers need to be prepared to promote an inclusive school culture that values diversity and combats all forms of discrimination. This includes conducting awareness-raising activities, promoting debates on topics such as racism, sexism, and ableism, and creating spaces for dialogue and reflection (Stainback; Stainback, 1999).

Raising awareness in the school community is another fundamental aspect for

promoting inclusion. School management must act proactively to involve all community actors – teachers, students, families and employees – in the process of building an inclusive school. Among the main actions, the following stand out:

Involvement of families: Families play a crucial role in the inclusion process, and school management must ensure that they are informed and involved in the school's actions. This may include holding meetings, workshops and events that promote dialogue between the school and the families (Lück, 2009).

Promotion of awareness campaigns: School management can promote awareness campaigns about the importance of inclusion, addressing topics such as human rights, diversity, and combating prejudice. These campaigns may involve lectures, exhibitions and cultural activities that involve the entire school community (Libâneo, 2001).

Creation of spaces for participation: School management must create spaces for democratic participation, such as school councils and student unions, that allow all members of the school community to contribute to the construction of inclusive practices. These spaces should be open to dialogue and collaboration, ensuring that decisions are made collectively and consider the needs of all (Lück, 2009).

CHALLENGES OF SCHOOL MANAGEMENT

School management faces a number of challenges to promote inclusion and equity in the educational environment. These challenges are related to structural, cultural, and political issues, which require strategic actions and a collective commitment to be overcome. In this topic, three of the main challenges will be addressed: adequate infrastructure and resources, cultural resistance and prejudices, and the articulation between public policies and local practices.

One of the biggest challenges faced by school management is the lack of adequate infrastructure and resources for the implementation of inclusive practices. Many schools do not have physical accessibility, such as ramps, elevators and adapted bathrooms, which makes it difficult for students with disabilities or reduced mobility to participate. In addition, the lack of material resources, such as assistive technologies, adapted pedagogical materials, and alternative communication equipment, limits the ability of schools to meet the specific needs of students (Brasil, 2008; Mantoan, 2015).

School management therefore needs to act proactively to ensure that the school has the necessary resources for inclusion. This may involve seeking public funding, partnering

with non-governmental organizations, and mobilizing the local community. In addition, it is essential that school management prioritizes the allocation of resources for the improvement of infrastructure and the acquisition of pedagogical materials, ensuring that all students have access to quality education (Lück, 2009).

Another significant challenge is the presence of cultural resistance and prejudice in the school environment. Inclusion is often seen as a complex and challenging process, which requires profound changes in pedagogical practices and school culture. This can generate resistance from teachers, staff, and even families, who may not be prepared to deal with the diversity and specific needs of students (Mantoan, 2015; Stainback; Stainback, 1999).

School management must therefore act as an agent of transformation, promoting a school culture that values diversity and combats all forms of discrimination. This includes conducting awareness campaigns, promoting debates on topics such as racism, sexism, and ableism, and creating spaces for dialogue and reflection. In addition, it is essential that school management invests in the continuing education of teachers and employees, ensuring that they are prepared to deal with diversity in the classroom (Lück, 2009).

The articulation between public policies and local practices is another important challenge for school management. Although the BNCC and other public policies establish clear guidelines for promoting inclusion, the implementation of these guidelines in the local context is not always simple. Schools often face difficulties in adapting national policies to their specific realities, which can result in decontextualized and ineffective practices (Brasil, 2018; Libâneo, 2001).

School management therefore needs to act as a mediator between public policies and local practices, ensuring that national guidelines are adapted to the needs and characteristics of the school community. This involves a participatory planning process, in which all actors in the school community – teachers, students, families and staff – can contribute to the construction of inclusive practices. In addition, it is essential that school management seeks partnerships with public agencies, non-governmental organizations and the local community, ensuring that public policies are effectively implemented (Lück, 2009).

STRATEGIES TO PROMOTE EQUITY

To overcome the challenges and promote equity in the school environment, school management needs to adopt effective strategies that ensure the participation of all actors in

the school community and the implementation of inclusive practices. In this topic, three fundamental strategies will be addressed: participatory and democratic planning, partnerships with families and the community, and the use of assistive technologies and curricular adaptations.

Participatory and democratic planning is an essential strategy to promote equity in school. It involves the active participation of all members of the school community – teachers, students, families and staff – in defining the school's priorities, goals and actions. This approach ensures that decisions are made collectively, considering everyone's needs and perspectives (Lück, 2009).

The PPP is the document that guides the school's actions, and its construction must be a participatory and democratic process. School management should promote meetings, workshops and public consultations to ensure that all actors in the school community can contribute to the definition of the school's objectives and strategies. This includes the incorporation of the principles of the BNCC and Inclusive Education into the PPP, ensuring that it is an effective instrument for promoting equity (Libâneo, 2001).

School councils are spaces for democratic participation that allow all members of the school community to contribute to the management of the school. School management must encourage the formation and functioning of these councils, ensuring that they are representative and active. This includes holding periodic meetings, discussing relevant topics, and making collective decisions (Lück, 2009).

Partnerships with families and the community are key to promoting equity and inclusion at school. School management must act proactively to involve families and the local community in the educational process, ensuring that they are active partners in the construction of an inclusive school (Lück, 2009).

Families play a crucial role in the inclusion process, and school management must ensure that they are informed and involved in the school's actions. This can include holding meetings, workshops, and events that promote dialogue between the school and families. In addition, school management must create effective communication mechanisms, such as newsletters, social networks, and virtual meetings, to keep families updated and engaged (Libâneo, 2001).

School management should seek partnerships with local organizations, such as community associations, NGOs, and businesses, to ensure that the school has the necessary resources and support to implement inclusive practices. This can include

carrying out joint projects, offering courses and workshops, and promoting cultural and sporting events that involve the local community (Lück, 2009).

The use of assistive technologies and curricular adaptations is a key strategy to ensure that all students have access to quality education, regardless of their specific needs. School management must ensure that the school has the necessary resources and knowledge to implement these practices effectively (Brasil, 2008; Mantoan, 2015).

Assistive technologies are important tools to ensure the participation and learning of students with disabilities. School management should promote the acquisition and use of these technologies, such as alternative communication software, audio description resources, and adapted pedagogical materials. In addition, it is essential that teachers and staff are trained to use these technologies effectively (Brasil, 2008).

Curricular adaptations are adjustments made to the curriculum to meet the specific needs of students. School management must ensure that teachers are prepared to make these adaptations, which may include modifying content, using differentiated methodologies and offering personalized support. In addition, it is essential that curricular adaptations are carried out collaboratively, involving students, families and support professionals (Mantoan, 2015).

LESSONS LEARNED

The strategies presented in this chapter offer valuable lessons about what works and what needs to be improved in promoting inclusion and equity in the school environment. These lessons can serve as a reference for other schools seeking to implement the BNCC in an inclusive way and overcome challenges related to diversity and inclusion. In this topic, the main learnings and strategies to replicate good practices in different realities will be highlighted.

WHAT WORKS

Teacher training is a crucial factor for the success of inclusive practices. Schools that invest in continuing education, addressing topics such as curricular adaptations, assistive technologies and anti-racist education, tend to show better results in promoting inclusion. Continuing education should be practical, contextualized and involve all school professionals, ensuring that they are prepared to deal with diversity in the classroom (Mantoan, 2015; Lück, 2009).

Inclusion is a collective process that requires the active participation of all actors in the school community – teachers, students, families and employees. Schools that promote democratic participation, through school councils, meetings, and workshops, are able to build more effective and sustainable inclusive practices. The participation of families and the local community is especially important to ensure the necessary engagement and support (Libâneo, 2001).

The use of assistive technologies and curricular adaptations are effective strategies to ensure access and learning for all students. Schools that invest in these resources and train teachers to use them appropriately are able to meet the specific needs of students, promoting equity and inclusion (Brasil, 2008).

It is worth noting that the educator of the future needs to be a multifaceted figure, acting as a guide and developing innovative learning environments, favoring and establishing more effective communication between students. And therefore, the educator needs to master the use of applications and other digital resources for teaching (Costa Júnior *et al.*, 2023).

WHAT NEEDS TO BE IMPROVED

The lack of adequate infrastructure and resources is still a significant challenge for many schools. It is necessary that public policies guarantee the necessary funding for the improvement of infrastructure and the acquisition of adapted pedagogical materials. In addition, schools should seek partnerships with non-governmental organizations and the local community to overcome these limitations (Lück, 2009).

Despite the advances, many schools still face cultural resistance and prejudice that make it difficult to promote inclusion. It is essential that school management promotes awareness campaigns and awareness activities, involving the entire school community. Anti-racist, anti-sexist, and anti-discrimination education should be a priority, ensuring that all students feel valued and respected (Mantoan, 2015).

In this context, Costa Júnior *et al.* (2023) highlight the importance of teachers establishing positive and trusting relationships with students to foster an environment favorable to socio-emotional growth. They also need to be able to recognize and manage students' emotions, offering support in times of adversity and promoting the improvement of socio-emotional skills.

The implementation of the BNCC guidelines and inclusion policies still faces

difficulties in articulating with local realities. It is necessary for school management to act as a mediator, ensuring that public policies are adapted to the needs and characteristics of the school community. This involves a participatory planning process and the search for partnerships that strengthen local actions (Libâneo, 2001).

REPLICATING GOOD PRACTICES IN DIFFERENT REALITIES

Each school has a specific reality, and good practices must be adapted to meet local needs and characteristics. School management must carry out a participatory diagnosis, involving all actors in the school community, to identify the main challenges and opportunities. Based on this diagnosis, practices can be adjusted and implemented in a contextualized way (Lück, 2009).

The replication of good practices can be facilitated by the formation of collaborative networks between schools, public agencies and non-governmental organizations. These networks allow the sharing of experiences, resources and knowledge, strengthening local actions and promoting inclusion on a broader scale (Libâneo, 2001).

The replication of good practices must include monitoring and evaluation mechanisms, which allow monitoring the results and making necessary adjustments. School management should promote data collection, periodic meetings and the analysis of performance indicators, ensuring that practices are effective and sustainable (Lück, 2009).

FINAL CONSIDERATIONS

Throughout this article, we have discussed the relationship between the National Common Curriculum Base (BNCC), Inclusive Education, and the role of school management in promoting equity. The BNCC, as a normative document, establishes guidelines for an education that values diversity and promotes inclusion, ensuring that all students have access to knowledge, skills, and abilities essential for their integral development. However, the implementation of these guidelines depends, to a large extent, on the performance of school management, which assumes a central role in mediating between public policies, pedagogical practices and the needs of the school community.

Inclusive Education was presented as an educational paradigm that seeks to break with the historical barriers of exclusion in the school environment. It is not limited to the inclusion of people with disabilities, but encompasses all forms of diversity, promoting respect for differences and combating all forms of discrimination. School management, in

this context, was highlighted as a fundamental agent to ensure the effectiveness of the principles of inclusion, through actions such as the elaboration of inclusive political-pedagogical projects, the guarantee of adequate resources and infrastructure, and the promotion of a school culture that values diversity.

The BNCC represents a significant advance for Brazilian education by establishing common guidelines that guide the development of school curricula throughout the country. Its emphasis on diversity and inclusion reinforces the commitment to an education that guarantees the right to learning for all students, regardless of their individual, social or cultural characteristics. However, the implementation of these guidelines depends on the strategic performance of school management, which must ensure that pedagogical practices are aligned with the principles of the BNCC and Inclusive Education.

School management, in turn, plays a crucial role in promoting equity and inclusion. It is responsible for creating the necessary conditions for inclusive practices to be effectively implemented, ensuring that all students have access to quality education. This involves the articulation of public policies, the guarantee of adequate resources and infrastructure, the continuous training of teachers, and the promotion of an inclusive school culture. The manager's leadership is, therefore, essential to ensure that the school is a space of welcome, respect and learning for all.

Despite significant progress in promoting equity and inclusion in the school environment, there is still much to be done to ensure that all students have access to quality education. One of the main challenges is ensuring adequate resources and infrastructure, especially in contexts of socioeconomic vulnerability. Public policies that prioritize the financing of inclusive education and the improvement of school conditions are essential to overcome these limitations. Additionally, it is essential for schools to seek partnerships with non-governmental organizations and the local community, ensuring that the necessary resources are available.

Another critical point is the continuing education of teachers and managers, who still face difficulties in dealing with diversity in the classroom. Investing in practical and contextualized training, which addresses topics such as curricular adaptations, assistive technologies and anti-racist education, is essential to ensure that education professionals are prepared to promote inclusion. In addition, it is necessary that training is accessible and continuous, following the changes and demands of the educational context.

Raising awareness and combating prejudice are also areas that require continuous

attention. School management must promote awareness campaigns and awareness activities, involving the entire school community. Anti-racist, anti-sexist, and anti-discrimination education should be a priority, ensuring that all students feel valued and respected. In addition, it is essential that school management promotes spaces for dialogue and reflection, where students can express their experiences and contribute to the construction of an inclusive school culture.

School management will continue to play a central role in promoting equity and inclusion in the future. As a mediator between public policies and local practices, school management must ensure that the guidelines of the BNCC and inclusion policies are adapted to the needs and characteristics of the school community. This involves a participatory planning process, in which all actors in the school community – teachers, students, families and staff – can contribute to the construction of inclusive practices.

In addition, school management must act as an agent of transformation, promoting a school culture that values diversity and combats all forms of discrimination. This includes conducting awareness campaigns, promoting cultural events, and creating spaces for dialogue and reflection. The manager's leadership is, therefore, essential to ensure that the school is a space of welcome, respect and learning for all.

The BNCC and Inclusive Education represent significant advances for Brazilian education, by establishing guidelines that promote equity and the appreciation of diversity. However, the implementation of these guidelines depends on the strategic performance of school management, which assumes a central role in mediating between public policies, pedagogical practices and the needs of the school community.

School management, as a transforming agent, is responsible for ensuring that all students have access to quality education, regardless of their individual, social or cultural characteristics. This involves ensuring adequate resources and infrastructure, continuing teacher training, promoting an inclusive school culture, and articulating public policies with local realities.

The relevance of the theme of inclusion and equity in education is unquestionable, especially in a context marked by deep social and educational inequalities. School management, by taking an active role in promoting inclusion, contributes to the construction of a fairer and more equitable education, in line with the principles of the BNCC and Inclusive Education. The transformative role of school management is therefore essential to ensure that the school is a space of welcome, respect, and learning for all students.

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