

Epistemological conceptions and pedagogical practices of the teachers of Vale dos Sinos/RS in the context of inclusive education



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ABSTRACT

This article aims to present research conducted with teachers from Vale do Sinos/RS, who attend, in regular classes, students with intellectual disabilities and/or atypical development, about their epistemological conception and their pedagogical practice. In this context, it aims to verify what are the epistemological conceptions of teachers from

Vale dos Sinos/RS and what are the implications of these conceptions in their practice about inclusive education. To this end, 7 teachers were asked to position themselves in relation to four education dilemmas created for this research. The analysis of the teachers' answers revealed that most of them teach in the same way as they learn, with directive pedagogical practices, based on an empiricist epistemological conception, for students with or without disabilities and/or typical or atypical development. This result suggests that his view on inclusion deserves to be reviewed, to follow a proposal with a more focused view of effective inclusion.

Keywords: Epistemological conceptions, Pedagogical practices, Inclusive education, Teacher training.

1 INTRODUCTION

Each teacher brings in his history of academic formation crossings, experiences and experiences that constitute him as a teacher and professional of the action of teaching. These experiences are sometimes expressed in praxis, determining the teaching modality, which ends up being taken as a belief and conviction to make possible the learning of its students.

Associated with the pedagogical practice of each teacher is their epistemological conception. Both are usually aligned, so when you want changes in pedagogical practice, you should first rethink the epistemological positioning. It is also important to think about which epistemological, empirical, aprioristic or interactionist conception and which pedagogical practice, whether directive, non-directive or relational, is closer to an inclusive perspective in the field of special education.

Having this research as its theme: the epistemological conceptions of the teachers of Vale dos Sinos/RS and the implications of these conceptions in their practice about inclusive education, the concern about the walk and the profile of basic education teachers in Brazil is justified. The focus of special education within regular classrooms has still left teachers apprehensive, feeling unprepared and even bothered by inclusion.



When talking about special education, a teaching modality in basic education, legal frameworks are established, thus governing the country with regard to this issue. According to the LDB (9.394/96), in Title V (Levels and Modalities of Education and Teaching), in Chapter V (Special Education), it is established that:

Art. 58. Special education is understood by special education, for the purposes of this Law, the modality of school education offered preferably in the regular school network, for students with disabilities, global developmental disorders and high skills or giftedness. (Text given by Law No. 12,796, of 2013)

Mantoan (2018, p. 764) highlights, about a work carried out by his team, that "training people for inclusive education was an opportunity to create and put into practice new ways of teaching without discrimination, never before provided by a public school policy." The formation of the teacher is always necessary, continuously, to establish new perspectives in education and adjust the optics, often *Embarrassed* of many teachers. Perhaps, in this specific look at the teacher, there is the construction of paths and possibilities that go beyond the laws, in which lies the action that raises awareness of the importance of a truly inclusive education.

Therefore, thinking about how the teacher learns, how he teaches, how he conceives inclusion and what it is to feel included, considering the conceptions of the teachers themselves, is quite relevant. In this sense, this article aims to verify what are the epistemological conceptions of a group of teachers from Vale dos Sinos/RS and what are the implications of these conceptions in their practice about inclusive education. Being able to open a listening space for the teacher, brings the researcher closer to the research and creates possibilities for reflection and action in the field of educational advancement.

Since this is a field research, it provides space for the teacher to express his opinion regarding problem-situations (dilemmas), created for the purpose of collecting specific data, very close to his day to day in the classroom, in order to understand the influences of epistemological conceptions in the pedagogical practices of each professional. The study also proposes to analyze and discuss the answers given by the professors in the light of the literature reviewed and to think, based on the results, of interventions that can enable a space for training and qualification of the faculty.

2 METHODOLOGICAL PATH

This study is characterized as qualitative in terms of approach, since it seeks to understand the pedagogical conceptions of teachers, collected through their positioning in relation to four proposed dilemmas. As for nature, it is characterized as an applied research, since it "seeks to produce knowledge for practical application directed to the solution of specific problems" (PRODANOV; FREITAS, 2013, p. 126). As for the objectives, the research developed is exploratory, since they seek information about



the epistemological conceptions and pedagogical practices of teachers of basic education in Vale do Sinos/RS who attend, in regular classes, students with disabilities, a theme about which there is little knowledge. With regard to technical procedures, this work is constituted as a field study, as it is intended to understand how the epistemological conceptions of teachers impact on their pedagogical practice.

The research sample consists of data collected from 7 teachers. Although the invitation to participate in the research was sent to 140 teachers from the basic education network of Vale do Sinos/RS, only 10 teachers were willing to participate. But, of these 10, 3 teachers were not attending, at the time of the research, in their classroom in regular education, students with atypical development or with disabilities, which was a criterion to participate in the research.

To collect the data, 4 *podcasts* were elaborated on the theme under study, each of them presenting a dilemma on which the participants should take a position, which were sent to the teachers through the Whatsapp application and returned in response format to the researcher, in audio, by the same application. Participants were also asked to sign the Free and Informed Consent Form (ICF),¹ confirming their participation in the research and authorizing the use of the data collected in the investigation, and to answer a questionnaire in Google Forms, with questions about the teacher's education, about the school in which he operates, the school level he serves, the number of students he attends, if there are students with atypical development or with disabilities in the regular classes, among others, necessary to build the profile of the participants.

To analyze the data, at first, the profile of the informants was constructed from the questionnaire in Google Forms. After data collection, all audios were transcribed, using *Speech to text to²* be analyzed. In addition, the audios were also heard twice to verify the transcription and to collect data not transcribed by the application and that could be important for the analysis, such as pauses in speech, flawed acts, intonations that could indicate convictions, certainties or uncertainties, among others.

The proposal to present to teachers problem-situations (dilemmas) is based on Zabalza (2004, p. 117), who uses dilemmas of professional identity of university professors in order to think about their profiles. This aspect is susceptible to analysis. He states:

I often use the concept of dilemma as an instrument to address situations, sometimes complex, sometimes dichotomous (e.g., the disharmony between teaching or research), sometimes tangential to an ideal (e.g., the tendency toward individualism and cooperative and coordinated work). (ZABALZA, 2004, p. 117)

¹ It is noteworthy that this work is part of a broader research, coordinated by Professor Rosemari Lorenz Martins, entitled "Acquisition of Reading and Writing of Children with Learning Disorders", approved by the Ethics and Research Committee (CEP), of the Feevale University, under the number CAAE 17579619.9.0000.5348. With regard to the methodological procedures, some information that characterizes the present research is briefly presented below.

²Speech to text - audio-to-text transcription program. Available at <<https://speech-to-text-demo.ng.bluemix.net/>>



As the dilemmas were presented to the participants through audios sent by the WhatsApp application, it was decided to use an oral language, on the one hand, to be coherent with the communication channel, on the other, to make the participants more comfortable. Thus, they could also use a more informal language in the response, which could reduce the concern with the way of speaking, since they were also answered through audio.

Finally, the answers obtained were organized, categorized, according to the positions requested in the dilemmas, using content analysis, and analyzed in the light of the established theoretical framework.

3 THEORETICAL FOUNDATION

The teacher brings in his professional trajectory several crossings that constitute him in his profession. Their beliefs, their academic background, their experiences are often imbricated in their epistemological conception which, in turn, implies in their pedagogical practice. Marcelo Garcia (2009, p. 11) points out that

Professional identity is how teachers define themselves and others. It is a construction of your professional self, which evolves throughout your teaching career and can be influenced by school, reforms and political contexts...

In this trajectory it also emphasizes that the personal commitment of the teacher, his beliefs, his values, the knowledge of what he teaches, how he learns and the availability for it, experiences and even the professional vulnerabilities form the profile of the teacher (GARCIA, 2009). Thus, each professional carries a formative baggage, constitutive of the elementary character of the classroom that crosses the teaching-learning process in favor of the production of knowledge.

Entering into a vision of epistemological conceptions, the teacher can understand knowledge as being empiricist, with a teacher-centered pedagogy; apriorist, with a student-centered pedagogy; or interactionist, with a relationship-centered pedagogy. This vision the teacher carries in his baggage that will be placed in the classroom to transform into knowledge. According to Becker (2008), a teacher-centered pedagogy tends to value hierarchical relationships, producing dictators on one side and subservient individuals on the other. This is because it places above the transmission of knowledge and nullifies the creative capacity of the subject. A student-centered pedagogy mischaracterizes the previous authoritarianism, but places in the student qualities that he does not have as the "mastery of systematized knowledge in a certain area, sufficient abstraction capacity, especially in the specific area of activity of the teacher, and volume of information properly organized" (BECKER, 2008, p. 10). A pedagogy centered on the relationship is characterized by not overlapping any of the poles, that is, the teacher brings his baggage and the student also, differentiated, but that, in the relationship, complete each other.



Associated with the epistemological conception is the pedagogical practice of the teacher, which happens so that there is consensus between thinking and acting in praxis. According to Becker (1994), directive, non-directive and relational pedagogies lead to practices, respectively, empiricist, apriorist and interactionist. That is, the teacher, according to this author, assumes a posture before what he believes, learns, experiences and values. Hence the importance of continuing education, in which the teaching space is discussed and the concepts revised or strengthened, based on studies and research carried out.

The identity of the teacher is constituted from different stages in his learning process. According to Marcelo Garcia (2009, p. 12),

We have to consider the teaching identity as a reality that evolves and develops individually and collectively. Identity is not something one owns, but rather something that develops throughout life. Identity is not a fixed attribute of a particular person, but rather a relational phenomenon.

Still according to Becker (1994), the teacher reflects in his field of teaching his form of learning. With this he drags concepts, experiences and experiences, which he seeks to associate with his formation. Fernández (2001, p. 78) says, about the teaching modalities, that "who teaches shows a *zodiac sign* of what he knows. Who learns takes, *Grab* that sign to build their own. What the teacher delivers is not the same as what the learner takes." This duality indicates a difference in relation to the appropriation of the object of knowledge.

Society seeks productive subjects and intelligence is associated with this production, just as in traditional and industrial societies. The scales and intelligence tests were developed to identify children who had a poor performance in school, benefiting from special education (GARDNER, 1995). Still in the author's view, "most schools are satisfied with accepting mechanical, ritualized or conventionalized performances; that is, performances that in a certain way only repeat or return what the teacher has modeled" (GARDNER, 1995, p. 195).

Intelligence differs according to each subject, it is part of the cognitive functions. By presenting multiple ways this intelligence happens, Gardner (1995) provokes the heterogeneity that, in the classroom, meets the inclusive vision.

When speaking of a whole learning process that does not generalize, but, on the contrary, establishes the difference, the heterogeneity and the individual capacity of each human being to learn, is the inclusive vision within education. Each being is capable, in its own way, of building learning. Thus, special education is strengthened when, according to Mantoan (2008, p. 39),

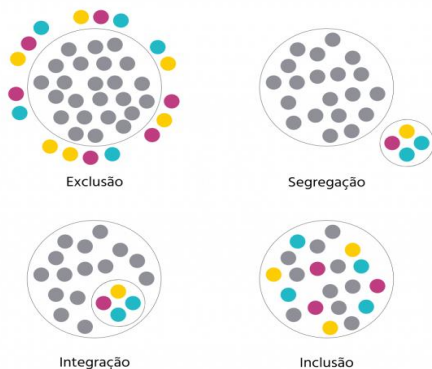
The inclusive educational actions that we propose have as axes the coexistence with the differences, the learning as a relational, participatory experience, which produces meaning for the student, because it contemplates his subjectivity, although built in the collective of the classrooms.



This vision should be of the school as a whole and not only in the perspective of special education, however, it is potentiated when faced with students with intellectual disabilities or with atypical development, when the development of the student escapes the established standard.

Throughout the educational process, many actions, thinking about the heterogeneity and/or homogeneity of teaching, followed an evolutionary course. Beyer (2006, p.76) presents the following outline about inclusive education:

Figure 1: Outline of Inclusive Education models



Source: Beyer (2006, p.76)

According to the figure above, the exclusion process presupposes separation, due to differences, certain subjects cannot be part of a group because they do not follow the pattern of the majority. The segregation process presents two distinct groups, one homogeneous and the other heterogeneous. In integration there is a space within the group that represents the majority, but making explicit the differentiation between one and the other. In inclusion, both groups merge, forming the same space constituted by differences. According to Beyer (2006, p. 76),

The challenge is to build and put into practice in the school environment a pedagogy that can be common or valid for all students in the school class, but able to meet the students whose personal situations and learning characteristics require a differentiated pedagogy.

The educational changes follow a course in the face of the demands, either in relation to the inclusion or to the educational processes that need reforms, as well as the teachers who need to improve their training.

Perrenoud (2000) deals with issues related to the ten competencies³ of the teacher, highlighting the current situation and its demands, as well as a profile of teacher and learner. From the same point, seeing it from several other angles, makes the teacher the professional who instigates to think, to leave

³ The ten competencies attributed by Perrenoud (2000) are: organizing and directing learning situations; manage the progression of learning; design and evolve differentiation devices; engage students in their learning and work; work as a team; participate in the administration of the school; inform and involve parents; use new technologies; to face the duties and ethical dilemmas of the profession; administer your own continuing education.



the comfort zone and to assign a broad vision within its specificities. For this, it is necessary that the teacher perceives himself within his profession, understands his attributions and properly defines what it is to teach and what is to learn. According to the author, "the chosen reference emphasizes the competencies considered priorities because they are coherent with the new role of teachers, with the evolution of continuing education, with the reforms of initial training, with the ambitions of educational policies" (PERRENOUD, 2000, p. 12).

Therefore, the continuing education of the teaching staff is necessary and urgent, but, in addition, the maintenance of the learning acquired throughout their training, the discussions about the demands and the search for solutions consolidate the effectiveness of these competencies. Excellence in the work of teacher training comes from universities. According to Zabalza (2004, p. 105),

Perhaps there is no doubt that the fundamental piece in the development of university teaching is the teachers. Since universities are 'formative institutions', no one should neglect either the role of this primary function or the importance of those who perform it.

In the daily life of the teacher, the specificities of his profession emerge, the demands of the teaching-learning process as a whole and the political crossings or reforms, thus attributing an increasing need for training and improvement of his work. According to Marcelo Garcia (1999), the training of teachers differs from other training activities, from three aspects: it is a double formation, which combines academic and pedagogical training, forms professionals and is a training of trainers.

4 RESULTS AND DISCUSSIONS

In this section, we present the results of the research carried out in order to verify the epistemological conceptions of teachers from Vale dos Sinos/RS and the implications of these conceptions in their practice with regard to inclusive education. Therefore, at first, a profile of the participants is brought and, subsequently, the data collected from the positioning of the participants in relation to the proposed dilemmas are presented and discussed.

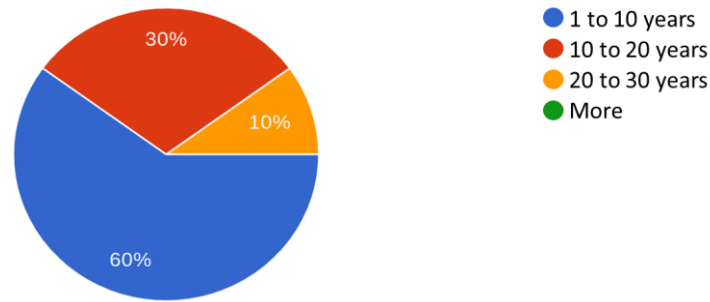
4.1 PROFILE OF PARTICIPANTS

The research was conducted with 7 (seven) teachers, who work in basic education in Vale do Sinos/RS and were attending, at the time of the research, students with atypical development or with disabilities in their regular classes. The answers obtained for the Google Forms questionnaire reveal that 5 (five) of these teachers have a Specialization and 2 (two) Master's Degree. As for the place of formation, 2 (two) come from colleges, 2 (two) from distance education universities, 2 (two) from community universities and 1 (one) from public universities.

The time of formation of the participants is very varied, as can be seen in Graph 1.



Graph 1 - Teacher training time

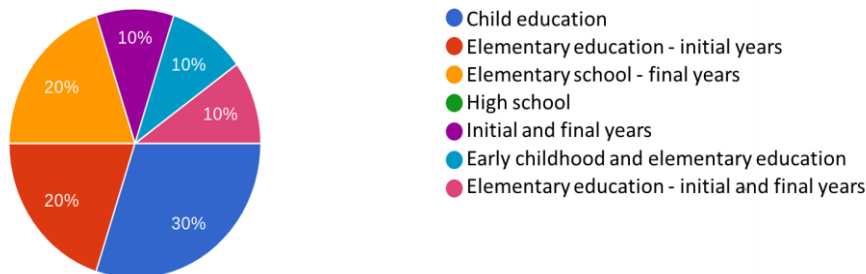


Source: Prepared by the author (2022)

The age range of the participants is also varied: 3 are between 30 and 40 years old; 2 are between 40 and 50; 1 between 20 and 30 and 1 between 50 and 60 years of age. Considering the age range of the teachers and their level of education, it can be inferred that this is a group that already has some professional experience, but that they are also younger.

Regarding professional performance, all participants work in public schools, in the municipalities of Novo Hamburgo, São Leopoldo, Portão and Sapiranga. The level of education in which these teachers work is also very varied, as can be seen in Graph 2, but the highest concentration is in the initial years of elementary school.

Graph 2 - Level of education in which teachers work



Source: Prepared by the researcher (2022)

Finally, it is noteworthy that all participants had, in 2021, students with atypical development or with disabilities in regular classes in basic education. That said, in the sequence, the teachers' responses to the proposed dilemmas are presented and discussed, in the light of the selected literature.

4.2 DILEMMAS

To verify the epistemological conceptions of the teachers participating in the research and the implications of these conceptions in their pedagogical practices aimed at the inclusion of students with atypical development or with disabilities in regular education in basic education, teachers were presented with four dilemmas in relation to which they should manifest themselves. The dilemmas specifically sought answers to how teachers believe they learn (DILEMMA 1), how they teach



(DILEMMA 2), how they conceive of inclusion (DILEMMA 3) and what they understand to be "feeling included" (DILEMMA 4).

DILEMMA 1 - At the moment when I am learning something, I like to write down everything that the teacher is saying. He speaks and I record, I put together schemes, I make drawings, I underline and gradually it makes sense to me. So I don't forget what's being worked on. This is my way of learning. What is your way of learning, teacher?

DILEMMA 2 - Help me teach students how to learn: For example, I have a 3rd grade class. When I graduated, I learned that it was important to use sets, to teach the table to the students, after that, to list the board, make them memorize and, in addition, put it on the wall to visualize. And you teacher, is this how you work with the tablet? Tell how you do it?

DILEMMA 3 - A colleague received a student from another school for the 6th grade, with intellectual disability. She is prof of Portuguese. The problem is that the student has not appropriated reading and writing yet. It recognizes the alphabet, has sound value, associates letter/sound, but cannot construct the writing and, consequently, does not read. What could I suggest to this colleague, in your opinion?

DILEMMA 4 - We often need to feel included in a certain space. Sometimes it feels like we don't belong in that space, for various reasons. There are things that make us more comfortable and push us to be part of a certain group. What makes you feel like you belong in a space? How can you feel included? And for you, what is it to be included?

These dilemmas, as already clarified in the chapter on the methodological path, were presented to the participants through audios sent by the WhatsApp application and were answered in the same way. After data collection, all audios were transcribed, organized, categorized and analyzed in the light of the theoretical review performed.

Chart 1 presents a synthesis of the teachers' answers, based on the transcription made through *Speech to text*, organized according to each of the dilemmas presented.

Table 1 - Summary of the answers to the dilemmas

Informants	How do I learn?	How do I teach?	How do I conceive of inclusion?	What is it to feel included?
1	I need to register, use keywords, make schemes.	Through problem situations. Concrete, semi abstract, abstract. Memorize, if you want, use strategies.	Activities tailored to this student. Unlike the activities she works with the sixth grade, there are games that work on the sound issue. Planning takes a lot of time (Real X Ideal). Support in the room.	It is to belong, to feel welcomed and to welcome.
2	Notes, records, putting reminders, schematics, my learning is more visual.	Problem situations, with concrete, semi abstract and abstract, in a playful way.	Take all this learning he already knows, take words associated with images.	Feeling that really that medium is part of you and you are part of that environment, to be useful that my presence causes well-being. That we can grow, that is,



				that my opinion also influences that medium that I am influenced by that medium. May the decisions of the medium also be mine, that it be relevant to the environment and this one to me.
3	Writing, for the sake of focus, paying close attention, doing exercises to see if I really learned, practicing to see if I understood.	Tactics of putting on the board for them to visualize of charging to queue at the exit of the room for them to speak the table are aids, work in the classes this importance of data memorization.	Adaptation, key words of what is being worked on in class, ask to copy the vowels and was gradually appropriating small words	When I feel heard.
4	Write, draft, underline, to fix the content.	Importance of groupings, receiving the tablet, memorization	Matter of repetition and also of memorization, each one learns differently, but I would suggest a lot of audiovisual material, games and rhymes and even the textbook to go complementing, but for this also requires an extra time with this student.	The environment provide me with a well-being, tranquility and welcoming.
5	Noting what's on a printed paper, mechanically, writing what I hear, if I only hear or see a situation, I don't record as much as writing.	Many games, bingo of board, write on the board, has no problem to decorate also because then when they are bigger ...	See the student's background, talk to the family, see if the teachers are accepting him. Do a different job with the class, put yourself in their shoes. Work from meaning. Each of the class from a song and highlight words that catch the eye. Make it very playful and concrete together and with meaning and within context.	If I feel a detachment on the part of people towards me or the lack of respect for attitudes may be even for attitudes not only words... or I didn't feel welcomed by people's eyes right... I or I won't feel included,
6	I take notes, I use keywords	Written, explained orally, illustrated when possible, with	I would suggest resuming the process of writing	When I am well received, when they listen to me.



		posters.	and reading.	
7	I learn very well by listening, I need to record what the person is saying, I like to read, reread, cross-out, rewrite, keywords, concept map.	I make drawings as if they were to put ... If they did a math problem, I like to take a brown paper and build the board. I like very, very much the concrete material, I think the concrete material is part of this learning	It would use a lot of cut and paste, it would start from what he likes.	Being welcomed, part of the affectivity. Share, exchange ideas without being judged. Don't be afraid to put forward your ideas and speak your mind.

Source: prepared by the author (2022)

Analyzing the answers obtained for the first dilemma presented to the teachers, whose focus was on *how I learn*, as can be seen in Chart 3, all the informants emphasized the need to register, in some format, to be able to learn, either through keywords, schemes, notes, concept map, italicizing and with reminders. Informant 2 made it clear that his "learning is more visual." According to Dalfovo *et al* (2017, p. 122), in explaining the Vark Method, "Fleming and Mills (1992) present the styles of the VAR model: Visual (V) - the Visual style learn best through schematics, figures, graphics and other visual aids".

For informants 3 and 5, writing is necessary to maintain "focus and pay attention" (informant 3), associated with "recording" the content (informant 5). But informant 5 pointed out that she "mechanically" highlights important ideas in the text when she is reading, while informant 4 drafts, writes and underlines to "fix the content". These strategies resemble a directive pedagogy, in which the role of the student is to receive and memorize the contents (BECKER, 1994). That is, the way the participating teachers indicate that they learn (reading/listening and writing to fix) is very close to a class that follows a directive model, in which the teacher speaks/explains the content and the student listens, notes and learns. "The teacher dictates and the student copies. The teacher decides what to do and the student executes. The teacher teaches and the student learns" (BECKER, 1994, p. 1).

However, not all participants learn by writing. While informant 5 said, for example, that "if I only listen I don't record as much as I record," 7 pointed out: "I learn by listening." Thus, it seems that informant 7 has an auditory learning style, according to the Valk Method (1992). According to Dalfovo *et al* (2017, p. 122), those who have a more auditory learning style "prefer to learn in the presence of the teacher, [...] listening to the information and explanations that are conveyed through speech."

What it seems that all the informants have in common is that they learn empirically, through transmission, a sequence of records and fixation. When speaking of epistemological conceptions, Becker (1994, p.2) associates with empiricism the idea of tabula rasa, according to which "there is nothing in our intellect that has not entered there through our senses". In this perspective, "the teacher



considers that his student is tabula rasa not only when he was born as a human being, but in front of each new content stored in his curriculum, or in the drawers of his discipline" (BECKER, 1994, p. 2). In the empirical view, the subject is born empty, devoid of knowledge and this is being acquired throughout life transmitted by someone.

The realization of schemes to better apprehend the contents, as indicated by informants 1 and 2, or of a concept map (informant 7), on the other hand, brings the learner closer to something that brings meaning, making associations that can provide a more effective action of Semantic Memory (general knowledge), which can be acquired and evoked through "tips" or *priming*, according to Izquierdo (2011).

With regard to the second dilemma, which aimed to investigate how the participants teach, in view of the proposal to teach the table, informants 1, 2 and 7 stressed that they present problem situations and go through the concrete, semi-abstract and abstract phases, following the idea of Piaget (1981), when talking about the stages of development and the importance of observing the characteristics of these stages. According to Piaget (1981), between 7 and 11 years old, the age group attended by the teachers participating in the research, children are in the stage of concrete operations, in which mental processes become more logical. "During concrete operational development, the child develops logical thought processes (operations) that can be applied to real (concrete) problems" (WADSWORTH, 1998, p. 103).

Informant 4 highlighted, from a logical perspective, the work with groupings, possibly with sets, to favor the understanding of the operation of multiplication, which, according to Piaget (1981), is also part of the same stage of development. For him, "at the level of concrete operations, the child decenters his perceptions and accompanies the transformations. And, most importantly, it achieves the *reversibility* of mental operations." In Piaget's interactionist view, these questions are of great value because they define the properties of this stage, which leads again to a relational pedagogical practice, assuming the concepts of assimilation and accommodation of his theory. Assimilation, according to Becker (2008, p. 20), "functions as a challenge on accommodation which gives rise to new forms of organization."

It should be noted that, although informants 1 and 2 reported that they teach tables through problem situations, informant 2 says that she uses playful activities, while informant 1 talks about memorizing, but if the student wants to and, in her speech, verbalized with security that leaves this memorization free. Both, initially, seem to start from a relational pedagogy, however, one concludes the process with memorization as a strategy and the other with playfulness. Memorization is closer to the strategies of traditional teaching, but it needs to be perceived as a tool for learning and not as a single focus, it needs to be at the service of education. The playful gives pleasure, makes sense and



associates learning with play, since, to learn, the person needs to desire something and make sense (STRAVOGIANNISS, 2016).

Memorization appears as a relevant point in the statements of informants 3, 4 and 5, enhanced by the discourse that it is important to "work in the classes this importance of data memorization" (informant 3), or "it's okay to decorate too because then when they're bigger..." (informant 5). In this answer, the informant left, in her speech, a margin for the listener of the dilemma to draw their own conclusions, that is, she showed a reticent thought and, in a way, left her idea wandering, this can be perceived through pauses in speech. Informant 3 highlighted a behavioral action, when she presented tactics of memorization of the tablet, from the release of the student at the end of the class: "Charging to queue at the exit of the room for them to speak the table are aids." His speech was quite convinced, bringing security in his action, by verbalizing his response in the audio, this can be deduced from his tone of voice. Traditional teaching is strengthened through these speeches and actions, having as its basic pedagogy the directive in which "all the student has to do is submit to the teacher's speech: to be silent, to pay attention, to be quiet and to repeat as many times as necessary, writing, reading, etc., until he adheres to his mind, what the teacher gave" (BECKER, 1994, p. 3).

The speech of informants 3, 6 and 5 follows the same logic, when they present strategies to place the table on the board, write and explain orally. Although the playful action of "games and games" (informant 5) and "illustration when possible" (informant 6) appears, associated with a relational pedagogy, of construction, experimentation and exploration, in which "the teacher does not believe in teaching in its conventional or traditional sense, because he does not believe that a knowledge (content) and a precondition of knowledge (structure) can transit, by virtue of teaching, from the head of the teacher to the head of the student" (BECKER, 1994, p. 6).

Analyzing the answers obtained for dilemmas 1 and 2 in a "vertical format" there is a predominance of a teaching based on the same format as the teacher's learning. Sometimes, the tendency of the informants was to return to their pedagogical practices based on their personal learning format, that is, a directive format, in an empiricist epistemological perspective.

In a "horizontal analysis" of the responses obtained with the research participants, there are, in general, mixed actions and practices, needing to be adjusted and aligned. In the discourses, empiricist and interactionist conceptions appeared in the same speech, regulated by strategies following directive and relational pedagogical practices. As an example, we can cite the statements of informants 1, 4 and 5, who deal with strategies with the use of concrete material and/or problem situations and, in the same speech, bring the importance of memorization.

Becker (2008), in his research on the epistemology of the teacher, carried out in the late 1980s, analyzed teachers' discourses in order to perceive their epistemological conceptions. He highlighted, from the discourses he collected, empirical and aprioristic conceptions in their majority. From his



interviews, he concluded that "the epistemology underlying the teaching work is the empiricist and that only in special conditions does the teacher move away from it, returning to it as soon as the special condition has been overcome" (BECKER, 2008, p. 331). Similar to this finding, current research indicates that this same format applies to the informants in question 40 years later.

However, making a parallel between the answers obtained to the dilemmas related to the *How I Learn* and *As teaching, the participants* of research, for the most part, they learn and teach in a similar way, that is, they learn visually and audibly and teach in the same line. Informants 3 and 6 brought very clearly the alignment between an empiricist conception and a directive pedagogical practice. When informant 3 says: "writing, for the sake of focus, pay close attention," in his response to how he learns, and "tactics of putting on the board for them to visualize," with regard to their way of teaching, is mirroring teaching in their learning, making it their visual pedagogical practice and directive. By verbalizing his answer, he brought security to speak, without pauses or reticent thoughts, but something quiet and continuous, certain of his opinion. When informant 6 states, as to her way of learning: "I take notes, I use keywords," and as for his way of teaching: "written, explained orally", also refers to visual/auditory methods and a directive pedagogical practice. This informant was very direct in her statements, punctual and safe in her speech. These examples seem to indicate that the teacher acts based on the format in which he learns, which is in line with Becker (1994), who, when referring to directive pedagogy, stated that "the teacher teaches and the student learns". He added that many will say that he acts this way "because he has learned that this is how it is taught" (BECKER, 1994, p. 89). The author points out that he believes this statement, although he does not consider it sufficient. The security transmitted through the informant's speech when responding to the dilemmas demonstrates that she believes, in fact, in what she is doing.

Informants 1, 4 and 5 brought a more empiricist, traditional and directive way of learning, but it was noticeable that they seek to teach from what they have studied or how they learned to teach, but at some point they return to the format of how they learn. When informant 1 reports that she learns through records and teaches from problem-situations and through the steps of the concrete, semi-abstract and abstract, she brings the counterpoint between two pedagogical practices, the directive and the relational, leaving to understand that her practice is interactionist. But when he speaks of memorization, he shows a certain relationship with a more traditional teaching. The same occurs with informant 4, who learns by writing, drafting, underlining and fixing the content, and teaches from groupings, however, later also makes reference to memorization. In this case, Becker (2008, p. 57) defines memory as "one of the characteristics of the empiricist conception of knowledge is its static conception of memory". Similarly, informant 5 stated that she learns by shouting what is on paper and writing what she hears, but teaches with many games and games, however, she also writes the table on the board and requires students to memorize. Becker (2008, p. 57) also adds that "memory is taken as



a file that accumulates information from outside, which adds up the innumerable stimuli that the senses are picking up".

This action of *go* and *come* surrounding the epistemological conceptions, it is explained by Becker (2008) in his research, when he found confusion about active pedagogical proposals. He said:

We hear and observe teachers convinced that they proceed didactically according to a constructivist pedagogical model. They organize actions and make their students carry out such actions. But, as their epistemological conception has not changed, they demand actions from their students with the sole purpose of *reproduction*: the student must perform such actions in order to achieve the goal already deliberated by the teacher, and nothing more (BECKER, 2008, p. 333).

Actions such as the question of memorization, of *decoreba*⁴, Within the mechanical format widely used in traditional teaching, only reproducing what was transmitted, they appear in the responses of the research participants. Thus, the teachers seem to oscillate between two currents, sometimes acting in an empiricist way, sometimes interactionist. It should be emphasized, however, that memory is part of cognitive functions, but when seen as part of learning, it should not be focused on the mechanization of the process, as indicated by the participants, but be used as a resource for the assimilation of new knowledge. For Izquierdo (2011, p. 11), memory

it means the acquisition, formation, conservation and evocation of information. Acquisition is also called learning or learning: one only 'records' what has been *learned*. Evocation is also called remembrance, remembrance, recovery. *We only remember* what we recorded, what was learned.

As for the professors participating in the research, they are certainly professionals whose initial and continuing education addressed the interactionist view as an epistemological conception, however, specific alignments for their pedagogical practice were lacking. It is possible that, even in their formation, the discourse was displaced from practice, that is, teachers talked about interactionism in directive classes. According to Marcelo Garcia (1999, p. 91), "the need to incorporate knowledge, skills and attitudes that allow teachers in training to understand complex teaching situations has been increasingly affirmed." And this should also appear in the pedagogical proposals of teacher trainers.

Still thinking about how one learns and how one teaches, informant 7 presented a more auditory and visual style, followed by a directive pedagogy when she said: "I learn very well by listening, I need to record what the person is saying, I like to read, reread, cross-out, rewrite, keywords, concept map". In his pedagogical practice, he follows an interactionist conception and a relational pedagogy, when he says: "I make drawings, just as if they were placed... If they did a math problem, I like to take a brown paper and build the board. I like very, very much the concrete material, I think the concrete

⁴ Feminine noun. Informal, pejorative, Brazilianism: action of memorizing data, ger. to take school exams, but without the concern of understanding or relating them (Dictionary - Definitions of Oxford Languages) <http://www.dicio.com.br>



material is part of this learning." Certainly this teacher has been seeking a practice, so that there is a meaningful learning, building knowledge together with her students and making use of experimentation and exploration of concrete material. In his speech, he brought a detailed explanation, with great calm and security, showing belief in his action. Becker (1994, p. 6) highlights, about the relational pedagogy and the action of the teacher from this theory, that the teacher acts like this, "because he believes - better, understands (theory) - that the student will only learn something, that is, he will build some new knowledge, if he acts and problematizes his action". The author also highlights the processes of assimilation and accommodation of Piaget (1977), processes that presuppose learning. According to Becker (1994, p.6),

There are two necessary conditions for some new knowledge to be built: a) that the student acts (assimilation) on the material that the teacher presumes has been cognitively interesting, or rather, significant to the student; b) that the student responds to himself to the disturbances (accommodation) caused by the assimilation of this material, or, that the student appropriates, in this second moment, no longer the material, but the intimate mechanisms of his actions on this material... (BECKER, 1994, p. 6).

In response to the third dilemma, which concerned how the teacher conceives of inclusion, The research participants believe in curricular adaptation as a pedagogical strategy for the learning of students with atypical development or intellectual disability. Informants 1 and 2 used the term "adaptation" to solve the dilemma of the sixth-grade student who did not appropriate reading and writing. Informants 4, 6 and 7 presented strategies that covered the field of adaptation, but not the content under study within the sixth year, but "working with repetition, textbook and rhymes" (informant 4), "making the resumption of the writing and reading process" (informant 6) and "working with cut and paste" (informant 7). Informant 4 emphasized, in her speech, repetition and memorization with great propriety and certainty, as a strategy for students with intellectual disabilities.

Still regarding the actions for the student in question, informant 1 signaled the importance of working on the sound question, informant 3 stated: "ask to copy the vowels and gradually appropriate small words" and informant 5 would work in a playful way and using concrete. These pedagogical practices distance the student from inclusion as a whole and prepare him for an integrative perspective, according to Mantoan (2003), to use the same space as the others, however, with specific objectives. Associated with this specificity, informant 1 also highlighted the type of planning: "planning demands a very large amount of time (Real X Ideal)", presenting the difference between the student with atypical development or intellectual disability and the students with typical development.

According to Mantoan (2003),

Schools that recognize and value differences have inclusive education projects and the teaching they teach differs radically from that proposed to meet the specificities of students who cannot keep up with their classmates, due to problems ranging from disabilities to other difficulties of a relational, motivational or cultural nature of the students. In this sense, they



contest and do not adopt what is traditionally used to account for the differences in schools: the adaptations of curricula, the facilitation of activities and programs to reinforce learning, or even to accelerate them, in cases of age/grade gap (MANTOAN, 2003, p. 32 and 33).

The curricular adaptation and the curricular flexibility are aspects contemplated in the National Curricular Parameters of 1999, in which the adaptation of the curriculum, objectives, contents, teaching methods and didactic organization, evaluation system, temporality, appear making the contents accessible without harming the quality of teaching and bringing significant adaptations. But, when one thinks of the curricular adaptation following a format apart from that established for the students of the regular class, it promotes an integration and not the inclusion, which, according to Mantoan (2003, p. 15 and 16), are different in their actions:

In situations of school integration, not all students with disabilities fit in the regular education classes, because there is a prior selection of those who are able to insert. For these cases, the following are indicated: individualization of school programs, adapted curricula, special assessments, reduction of educational objectives to compensate for learning difficulties. In short: the school does not change as a whole, but the students have to change to adapt to its requirements.

When talking about inclusion, highlighting the curricular aspect, Mantoan (2003, p. 16) adds that,

In the inclusive perspective, the subdivision of school systems into special education and regular education modalities is abolished. Schools meet differences without discriminating, without working separately with some students, without establishing specific rules for planning, for learning, for evaluating (curricula, activities, assessment of learning for students with disabilities and with special educational needs).

The way in which curricular adaptation is approached, both in the laws and in the specific formations, reiterates the idea of a tendency towards integration and not of inclusion. The LDB (9,394/96) highlights, in relation to the education system, when talking about curricula, in article 59, that

Education systems will ensure that learners with disabilities, pervasive developmental disorders, and high abilities or giftedness:
I - curricula, methods, techniques, educational resources and specific organization, to meet their needs (BRASIL, 1996, p.41).

Informant 1, in addition to bringing adaptation as a strategy, emphasized that different tasks should be presented to the inclusion students from those presented to the other students: "activities adapted for this student, different from the activities she works with the sixth grade." Here the teacher establishes a curricular difference between the majority of the class and the student with atypical development or intellectual disability. Once again the idea of the integration of the student appears,



with a separation of tasks, which excludes him from the practice chosen by the teacher for the other students. Mantoan (2003, p. 35) states that

The inclusion does not provide for the use of specific school teaching practices for this or that disability and/or difficulty in learning. Students learn within their limits and if the teaching is, in fact, of good quality, the teacher will take into account these limits and conveniently explore the possibilities of each one.

On the other hand, informant 5 suggested a work with the whole class, starting from actions in which everyone participates. He also proposed "doing a different job with the class, putting yourself in their shoes" (of the inclusion student). This perspective presents two sides: to develop a curricular proposal with all the studies and/or to take a moment to exercise empathy. According to Beyer (2006), an inclusive school does not differentiate students as being the *Normal* and *special or included*, but works with everyone without distinction. Working with the whole class, from the perspective of Mantoan (2003, p. 38), is, first of all,

The starting point to teach the whole class, without differentiating the teaching for each student or group of students, is to understand that the differentiation is made by the student himself, when learning, and not by the teacher, when teaching! This inversion is fundamental so that one can teach the whole class, naturally, without needlessly overloading the teacher (to produce activities and accompany different groups of students) and some students (so that they can 'equal' themselves with their classmates).

Each subject has his or her own learning construction journey, whether he or she has a disability or not. As Mantoan (2003, p.38) says, "the time of construction of a competence varies from student to student and its evolution is perceived through the mobilization and application of what the student learned or already knew to reach the intended solutions", regardless of whether the student has a typical or atypical development.

The approach of the student with the contents of the classroom was more present in the speech of informant 3, when she brought as a strategy to work the "key words of what is being worked on in class". This idea may be associated with that of informant 2, who spoke of "picking up words associated with images". The fact is that the teacher's planning needs to contemplate the differences and seek to reach everyone, so that they reach the same goal, as Mantoan (2003, p. 41) points out, when dealing with the practice of a teacher who teaches to the whole class: "certainly, a teacher who engenders and participates in the journey *of knowledge with* his students can better understand the difficulties and possibilities of each one and provoke the construction of knowledge with greater adequacy."

The presence of a "supporter" in the classroom, an issue highlighted by informant 1, is also pointed out by many teachers. It is seen as a necessity to adequately serve the student and is foreseen in the LBI (13.146/15):



Art. 3 For the purposes of application of this Law, the following are considered: XIII - school support professional: person who performs activities of feeding, hygiene and locomotion of the student with disabilities and acts in all school activities in which it is necessary, at all levels and modalities of education, in public and private institutions, excluding the techniques or procedures identified with legally established professions (BRAZIL, 2015).

Teachers, in general, still perceive some obstacles in relation to the reception of students with atypical development or intellectual disability. Often, the existence of the supporter can be a bridge so that the student with atypical development or intellectual disability can be welcomed. Inclusive education is also faced with professionals who resist it, so, as informant 5 said, it is necessary to "see if the teachers are accepting it" (the student with atypical development or intellectual disability). This is still a situation that requires zeal and discussion in schools. Mantoan (2017, p. 39) says that "there is no longer any way to refuse, deny, devalidate inclusion in Brazilian society and in the international scenario." However, even in the face of many actions in the area of public policies, one still perceives the refusal and/or resistance on the part of professors to work with those they highlight as different.

The discussions are many, but there are few strategies of awareness and very few are the movements of real understanding of the difference. Being different is a privilege of all humanity, following patterns are inventions and categorizations of power.

Inclusion is a reaction to the values of the dominant society. It is a movement that clashes with pluralism, understood as mere acceptance of the other and incorporation of differences, without conflict, without confrontation (MANTOAN, 2017, p. 39).

Informant 5 also highlighted as an inclusion strategy "see the student's history, talk to the family" and, here, when verbalizing, detailed this history and emphasized points that may be necessary for the teacher, but highlighted that others can label the student, stigmatize him. Knowing the student, their specificities and potentialities is extremely important so that it can be included in regular education and part of a diagnostic evaluation that needs to be done with all students, not only in the face of intellectual disability or atypical development. The danger lies in considering the diagnosis from medical and psychological evaluations rather than the subject behind the diagnosis, which can seal a fate rather than open up possibilities. Fernández (2001, p. 33) points out that "by labeling, the possibilities are silenced. Labels function as sophisticated methods of control."

However, some statements of the research participants seem to be associated with significant learning, starting from an interactionist epistemological conception, such as those of informants 2, 4, 5 and 7, who listed the importance of "taking all this learning that he already knows" (informant 2), "each one learns differently" (informant 4), "working from a meaning" (informant 5) and "would start from what he likes" (informant 7). Working meaningfully elevates learning not only for those in the field of disability, but for all students. Relational pedagogy has as its presupposition a teacher who



does not believe in the transmission of knowledge, but, according to Becker (1994, p. 7), "that everything that the student has built until today in his life serves as a level to continue to build and that some door will open to the new knowledge - it is only a matter of discovering it: he discovers this by construction".

In view of the analyses made from the conception of inclusion, it is perceived that there is little understanding about inclusive actions, about a pedagogical practice based on the inclusive perspective and about the possibilities of inclusion. Relational pedagogy, little perceived in the proposed strategies, situates all students in the teaching-learning process and guides teacher and student. However, in the answers analyzed, the directive pedagogy was strengthened, which can be exemplified with the following statement: "working with repetition, textbook" (informant 4).

In a "horizontal" analysis, the perception is that the way teachers say they learn seems to be even more in line with their way of teaching when it comes to special education within the regular classroom. Informant 1, for example, learns by recording, mentions teaching by memorization and, in front of a student with a disability, proposes adapted activities different from those listed for the year in question. This discourse corroborates a tendency linked to directive pedagogy. The same can be said of informant 3, who learns by writing and then practicing in the form of exercises to see if she understood, in addition to seeking to pay attention. She teaches from the visualization of what she puts on the board and charges the table through memorization and conditioning and, with the student with disabilities, her proposal is linked to the adaptation and copying of vowels.

Informant 4 follows the same line, while writing, sketching and underlining in her learning, teaches by memorization and, with the student with disabilities, would work through repetition and using audiovisual resources. When verbalizing, the informant presented a lot of security and certainty of what she was talking about, without running away from her focus. Finally, informant 6 also presented empiricist crossovers when she said she learned through notes, taught in writing and explaining orally and, with the student with disabilities, would resume the process of writing and reading. Even in the statements of informants 1 and 4, who signaled teaching actions through problem-situations, with the use of concrete material or groupings, a directive pedagogy still predominated.

The answers of informants 5 and 7 seem more inclined to the interactionist field, to a relational pedagogy, but still with directive actions in some moments. As an example of this, we can cite the statements of informant 5, who learns by stressing what is on a paper, mechanically (directive pedagogy), teaches with games (relational pedagogy), writing on the board and promoting the decorate and, with the student with disabilities, suggested to see if the teacher accepts this student and would do a differentiated work with the whole class. This informant, in her speech, presented insecurity, comings and goings and repetitions, often leaving the sentences incomplete, demonstrating that she understands that they are important actions, but is not yet totally sure of their effectiveness. Informant



7 learns by listening to the teacher's speech and recording (directive), teaches through drawings, problem-situations and with concrete material (relational), but, with the student with disabilities, would use cut and paste (directive), but would also start from what he likes (relational).

Informant 2 showed an alignment between relational pedagogy and the interactionist conception, saying that she learns using reminders and making schemes, teaches in a playful way and, in the face of disability, would work with words associated with images. By verbalizing, she showed security, calm and convinced speech. There seems to be more proximity to meaningful learning, which, according to Fernandes (2011), when mentioning in his research David Ausubel (1918-2008) and his theory of Meaningful Learning, states that "to learn significantly is to expand and reconfigure ideas already existing in the mental structure and with this be able to relate and access new contents" (FERNANDES, 2011, p. 2).

In the fourth and final dilemma presented to the participants, they sought their understanding of *what it is to feel included*. Informants 1, 4 and 7 understand inclusion through welcoming: "belonging, feeling welcomed and welcoming" (informant 1), "being welcomed, part of the affectivity" (informant 7) and "the environment provides me with well-being, tranquility and welcoming" (informant 4). It should be noted that, regarding well-being, while informant 4 pointed out that, in order to feel included, well-being comes from the environment ("the environment provides me with well-being"), informant 2 mentioned that the teacher is the one who can provide well-being ("may my presence cause well-being"). These are two important perspectives that return to welcoming. Regarding welcoming as an inclusive practice, Franco (2017, p. 974) highlights that "inclusion is a process beyond welcoming. It provides for welcoming, but it overcomes it. Welcoming practices comfort, but do not always allow the overcoming of conditions and feelings of exclusion." Well-being is linked to the comfort that the environment provides or the presence of the subject as an affective situation, in the interlace that makes one feel included. The author also adds that, "in welcoming there is a movement from the outside in: others receive the excluded, comfort them..." (FRANCO, 2017, p. 974).

What is perceived in the speech of the participants is that the teachers went through subjective ways to refer to feeling good in the space in which the subject is. They assume that welcoming, belonging, respect and tranquility characterize *feeling included*. Informant 5 pointed out that, "if I feel a distancing on the part of people towards me or a lack of respect for attitudes, it may even be for attitudes not only words ... or not feeling welcomed by people's eyes... I'm not going to feel included." The sense of belonging permeates feelings and emotions. It is what defines identity groups and categorizes them according to related characteristics. The subject feels belonging, because his group acts according to the common identity of his peers, defining common speeches, concepts, actions and ideas. Mantoan (2017, p. 38) states that "the power of defining an identity, however, is an arena in



which social groups, corporations, types of knowledge are moored to ensure privileges, positions of a scientific nature, philosophical, goods of all nature."

Informant 2 presented, in her speech, the importance of being relevant in the environment and this also being in her life, of being useful, and highlighted the collective, the group, the common decisions and also added "that we can grow or that my opinion also influences that environment, that I am influenced by that medium". The importance of listening, of being able to speak to the group and not be judged, were points listed by informants 3, 6 and 7, plus "sharing, exchanging ideas without being judged". Do not be afraid to expose your ideas and speak your mind" (informant 7). Frago and Casal (2012, p. 532) treat the group as a space of inclusion, saying that "if on the one hand the similarities bring the elements of a social group closer together, on the other hand, it is the differences that make them unique, with their own characteristics, potentialities and limitations".

If, for the group of teachers, within their conception about inclusion, welcoming and respect are relevant points, the difference in the classroom in the face of the promotion of inclusion will be understood with welcome and respect. Mantoan (2017, p. 41) states that

It is then necessary to find ways to delegitimize teaching methods and practices that aim at teaching for some, those students for whom these methods and practices were created and are perpetuated. It is necessary to legitimize the school as a place for all and for all, configuring an inclusive project of education embodied in difference, as reported here.

However, inclusion goes much further, although the practices highlighted by the informants are necessary. When dealing with inclusive issues in the classroom, it is necessary to think that inclusion occurs because there is something that excludes, whether in the community, at school, in the group or in society in general. Pedagogical practices become exclusionary when a curriculum is listed that does not serve everyone, or when actions and methodologies that promote learning to some are delimited. According to Franco (2017, p. 974), "the teacher, when building his pedagogical practice, is in a continuous process of dialogue with what he does, why he does it and how he should do it.

The formation of the teacher, his epistemological conception, the alignment of his pedagogical practice with his epistemological conception and his constant discussion about the current demands are aspects to be considered, creating specific strategies to be worked with the faculty. Therefore, it is necessary, once again and as many as are still necessary, to revisit concepts, studies and conceptions, in order to align practices, strategies and actions that actually achieve learning and the construction of knowledge.

5 FINAL CONSIDERATIONS

From the theme of this research, the epistemological conceptions of the teachers of Vale dos Sinos/RS and the implications of these conceptions in their practice with regard to inclusive education,



it is possible to think more about the approximations and distances related to the praxis of the education professional.

The perceived approximation between the way the professors participating in the research learn and the way they teach, brings reflections in their pedagogical practices. In general, an empiricist epistemological conception prevails that reveals itself in a directive pedagogy. Some participants demonstrated, in their discourses, a strong tendency to teach differently from how they learn, indicating a relational epistemological conception to the extent that they seek an interactionist pedagogical practice. But this ends up not being fully confirmed, since, in some speeches, the interactionist practice is confused with directive actions. Non-directive tendencies in practices portraying aprioristic epistemological conceptions did not appear in the research.

With regard to the conceptions of the research participants about inclusion, there is a gap between the way they learn and how they propose teaching, when they have in their regular class a student with atypical development or intellectual disability, since they proposed the use of integrative and even exclusionary resources and methodologies. In the collected statements, the possibilities of an inclusive perspective in education with directive pedagogical practices were not perceived, as they were found in the answers to dilemma 2. Differently, it would be if there were proposals for a relational pedagogical practice, within an interactionist epistemological conception, which establishes means of reaching everyone, with or without disability, with or without atypical development. Therefore, it is necessary to rethink from the schools that train teachers to the field of action in fact: the classroom, so that inclusion can be discussed in the format that needs to be discussed, building proposals for all. Only in this way will we have an education for all.

Often, in the discourses collected, the pedagogical practice exposed by the teachers seems to be aligned with relational actions, however, they are not completely maintained, because they end up proposing more directive activities, revealing an empiricist epistemological conception. To advance in the process of inclusion and for an education for all, it is necessary to deconstruct preexisting concepts about this conception, in order to be able to start a more relational practice based on an interactionist conception.

Learning to teach is linked to the school of teacher training. Therefore, according to studies by Marcelo Garcia (1999), it is necessary to include in initial teacher training programs knowledge, skills and attitudes directed to cultural diversity. Teaching is beyond occupying a space in school that reproduces concepts. It is necessary to build instigating means of knowledge production. Teaching, according to Garcia (1999), is something that anyone can do, but this is not the same as being a teacher. The action of the teacher is in the delivery to the student of diverse possibilities to reach the answers.

Thinking about the profile of the participants of this research, 60% completed their training between 1 and 10 years, 30% between 10 and 20 years and 10% between 20 and 30 years, this is a



relatively young group, since 40% are in the range between 30 and 40 years, 40% between 40 and 50 years, 10% between 20 and 30 years and 10% between 50 and 60 years. These data reflect aspects of experience in the area and relatively recent training. Thus, although they have little experience, it would be expected that they have a slightly clearer and interactionist conceptions regarding inclusion, since this theme has already been included, to some extent, in teacher education courses. This expectation is even higher when it is identified that 5 informants (72%) have a specialization and 2 (28%) have a master's degree.

Faced with the whole investigative and analytical process of this research, it was noticed that, in Brazil, there are many laws, decrees, ordinances, regulatory guidelines in the inclusive perspective, however, few discussions, alignments and effective actions that promote inclusion. Integrative and even exclusionary methodologies and practices are more present in projects and actions than inclusive ones, allowing a curriculum that embraces everyone.

Thus, a proposal for future research and interventions is launched to not only obtain advances, but effective and promising actions towards an inclusive school, education for all and meaningful learning. Aligning with the faculty epistemological conception and pedagogical practice in an inclusive perspective, through work mentoring, discussing demands, exchanging experiences and seeking strategies meets a new vision for Education.



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