

Inclusive Educational Policies and Teacher Education: Teacher Speech

Analysis in Santo André-SP

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Abstract: This article addresses the theme of Inclusive Education, which is a clipping of the master's dissertation entitled "The National Policy of Special Education in the Perspective of Inclusive Education: the process of implementation in the Santo André municipal school system (2008–2016)" (NASCIMENTO, 2018). The problem of this research aimed to know how has been, from the perspective of teachers and pedagogical assistants, the process of implementation of this policy in the Municipal Kindergarten and Elementary Schools (EMEIEF). The methodological procedure consisted of a literature review about the implementation of inclusive educational policies, the analysis of official documents on the subject and a set of semi-structured interviews with teachers and pedagogical assistants of the two School Units of the Network. The survey results show that inclusive educational policies at the municipal level have strengthened, although the influence of partisan political changes on municipal administrations continues to alter the directions of inclusive policies.

Key words: inclusive education, teacher training, Santo André Municipal Network.

1. Introduction

The theme of Inclusive Education, addressed in this article and the central theme of the master's dissertation from which this clipping originated, besides being widely discussed by the area of Education, is the object of tensions, controversies and certain consensus. From the implementation of the National Policy of Special Education in the Inclusive Education Perspective in 2008 in Brazil, by the federal government, the offer of places in schools became the right of families, aiming to guarantee the permanence of students with disabilities in the regular school, axis of the teaching and learning process of this target audience.

This paper aims to understand how teachers understand the process of implementation of the National Policy of Special Education in the Inclusive Education Perspective (2008) in the municipal school system of Santo André, especially regarding the initial and continuing teacher education, this is the specific theme.

2. Methodological Procedures: The Policy Cycle Approach and Discourse Analysis

In our study, we used the analysis of official documents and data obtained through semi-structured interviews

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with three school managers and eight teachers from two School Units of the Santo André Municipal Network. The study had as its broad guiding approach the “policy cycle approach” for the analysis of educational policies. Mainardes (2006) explains that this approach was formulated by the English sociologist Stephen Ball and collaborators (Bowe, Ball, Gold, 1992; Ball, 1994).

[...] the policy cycle approach is a useful analytical framework for the analysis of educational programs and policies, and that this approach allows critical analysis of the trajectory of educational programs and policies from their initial formulation to their implementation in the context of practice and its effects (Mainardes, 2006, p. 48).

The search to answer our research question implied the conduction of a set of interviews with teachers and pedagogical assistants of the Santo André municipal network. With reference to the work of Mainardes, we elaborated the scripts for the interviews with teachers and pedagogical assistants. After conducting the semi-structured interviews, we performed the analysis of the interviewees’ discourse, according to Orlandi’s (2009) proposition.

Therefore, the set of transcripts of the collected interviews, which constitute the empirical data of this research, were duly analyzed and converted into theoretical objects, grouping excerpts/sentences understood as gestures of interpretation.

The choice of the two School Units for empirical research is justified by the fact that in one of them, in a neighborhood in the city center, a Bilingual Deaf and Hearing Impaired Education project was implemented, concurrently with the attendance of the other students with others disabilities and students without disabilities. The other school unit, which is more peripheral, was chosen due to the fact that it receives a large number of students with disabilities, with a large distance between the students’ residence and the school, which also implies thinking about the conditions of access and permanence of these students.

3. Interview Analysis: Teachers’ Discourse on the Teacher Training Category

Despite the efforts and actions developed by the Santo André municipal network for the continuing education of teachers on the theme of Inclusive Education, it was practically unanimous the highlight to the lack of specific training on each type of disability and its comorbidities. It is worth highlighting the urgency to offer quality training, in character of qualification and university extension.

(...) The teacher still needs to be able to understand the deficiency of his spectrum. There is no point in handing over a child with autism and saying, “It’s normal x or y behavior”, the teacher needs to understand the crux of the matter, sometimes needs to understand physiological, social, family complications so that he can welcome this child so that he doesn't get lost. Here in this school space with hands to ears or doing, with specific autism comorbidities for example, and the teacher pretending that the student is not there or being desperate just to take care of him and the others with other unsupported needs. I think Saint Andrew lacks more specific training for his teachers to be prepared (Teacher 2).

The need for actions to raise awareness not only of teachers, but of the entire school community, also appears in the interviewees’ discourse, so it is necessary, in this professional’s view, that the existence of people with disabilities be known to all, as well as their needs as a way of humanizing all involved to understand diversity.

It is worth noting that, among the interviews, the speech of an EMEIEF interviewee Nicolau Moraes de Barros emphasizes the educational scenario in the municipal network of Santo André, in which teachers are

obliged to seek specific training to meet students with disabilities.

(...) I went to do a post, because I thought I had need, I did this post, I think it's been about five years since I did, and I thought I had to look for that, because every room you Yeah, there are two, three, four, this year I had five, so you know you have to learn to deal with it, and every time CADE gives the workshops, gives some training, I try to do it, because I think This is what has helped me all these years, and it will make me know each child better (Teacher 1).

Finally, another need highlighted in the interviews is the offer of continuing education to teachers on duty hours, with the aim of ensuring the same theoretical and practical contributions to better serve students with disabilities.

These factors are the responsibility of municipal managers, but they also come from other instances, such as the qualitative precariousness of initial teacher education courses, which are not trained and safe to deal with issues linked to inclusive education.

4. Results

In the analysis of the Teacher Education category, the data show that, despite the constant efforts and actions developed by the Santo André municipal network for the continuing education of teachers on the theme of Inclusive Education, the lack of specific training on each type of disability. Their comorbidities is highlighted. In the analyzed discourses, the perception of the discrepancy between the proposals of the official documents and the reality experienced in the schools is intense, besides the feeling of unpreparedness that the teachers feel through the challenges of including everyone. The discourse of these professionals brought recognition of the need for greater investment in specific training for teachers about the National Policy of Special Education in the Inclusive Education Perspective.

5. Conclusions

The question that guided our study was to know, from the perspective of pedagogical assistants and teachers who work with students with disabilities in regular classrooms, how the National Policy of Inclusive Education, elaborated by the federal government in 2008, was implemented in the Municipal Network of Saint Andrew's teaching.

Given these analyzes and problematizations, the research in question answered the problem that triggered it: how has the process of implementation of the National Policy of Special Education in the Inclusive Education Perspective occurred in the Santo André municipal school system? When interviews reveal many achievements, such as the creation of the Multidisciplinary Educational Care Center (CAEM), the Bilingual Deaf and Hearing Impaired Education Center, the hiring of interns to support inclusion, the implementation of Multifunctional Resource Rooms and the offer continuing education to teachers of the network, about the themes inherent to Inclusive Education. However, the discourse of these professionals brought recognition of the need for greater investment in specific training for teachers about the National Policy of Special Education in the Inclusive Education Perspective.

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