

INCLUSÃO E EDUCAÇÃO INFANTIL

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INCLUSION AND EARLY CHILDHOOD EDUCATION

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The right of all to quality education has become a goal in public social policies, in the face of the inequalities engendered by / in the conditions of human existence, which undoubtedly set forth advances aimed at minimizing these inequalities. However, misunderstandings and contradictions persist with regard to the educational sphere, stressing the debate about the possibilities of overcoming these inequalities and guaranteeing this right, also determining setbacks that undoubtedly affect the inclusion of children in Early Childhood Education in the processes education, depending on how these processes are understood and how this is refracted in educational work.

More recently, the reorganization of educational systems, in an inclusive perspective, which contemplates the diversity constituted in / by social relations and the differences as constitutive of the subject, predicts that the educational work in Early Childhood Education takes considers the heterogeneity of the school public attending it.

From this perspective, the educational work in Early Childhood Education, in an inclusive context, under the principles of universal access to education, equal rights in access to opportunities and equity, presupposes that specificities of children, their different ways of appropriating knowledge and different school contexts, so that differences are valued. It also implies giving visibility to the child as a subject of rights and producer of culture.

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However, the understanding of Infant Education in an inclusive perspective is still far from being systematized in the Brazilian educational context. There are many limits and challenges to guaranteeing quality education for all children, as well as the gap between public policies and their operationalization in school reality for this right to be ensured.

The dossier "**Inclusion and Early Childhood Education**", facing the advances, limits and challenges generated in the constitution of an Inclusive Infant Education, aims to promote reflections on this theme, based on political references, mapping organization forms of the inclusive educational systems with focus in aspects that pervade Early Childhood Education, the formation of teachers and the inclusive pedagogical practices constituted in this educational modality.

Presented by the **Ibero-American Journal of Education Studies (RIAEE)**, this dossier includes 17 articles, in the form of a theoretical essay, bibliographical review, documentary analysis and research reports, authored by researchers linked to international higher education institutions Salvador (USAL) / Buenos Aires / Argentina) and national, from the different regions of Brazil: Federal University of Amazonas (UFAM / AM); Federal University of Alagoas (UFAL / AL); University of the State of Pará (UEPA / PA); Federal University of Catalão / GO; Federal University of Grande Dourados (UFGD / MS); Federal University of Uberlândia (UFU / MG); Universidade Estadual Paulista (UNESP / SP); University of São Paulo (USP / SP); Federal University of São Paulo (UNIFESP / Santos / SP); Federal University of São Carlos (UFSCar / SP); and Federal University of Rio Grande do Sul (UFRGS / RS).

"Policies, teacher training and pedagogical practices: reflections on an Inclusive Early Childhood Education", by Cleriston Izidro dos Anjos, Shirley Silva and Cleber Nelson de Oliveira Silva, contemplates an analysis of the educational policy triad, teacher training and pedagogical practices from the contours of social policies directly intertwined in the construction of an inclusive education and its implications in Early Childhood Education, given the urgency of contextualizing the care-educating relationship in all social policies, in the construction of an education that values differences.

In the article "**Inclusion in compulsory pre-school: an analysis of legislation**" Jaqueline Delgado Paschoal discusses the effects of compulsory preschool on teacher's actions and the challenges to the achievement of inclusive quality pedagogical work for development integral part of all the students of Early Childhood Education, highlighting the fragmentation of the pedagogical work between day care and pre-school, due to the

compulsory enrollment from the age of four, the anticipation of schooling and early literacy, as well as the need to overcoming educational practices of literacy, in favor of an education that welcomes, humanizes and recognizes inclusion as a right of the child.

"Official regulations for the Brazilian Infant Education: Child Development and Effectiveness of Inclusive Education", by Débora Ribeiro da Silva Campos Folha, Maysa Marinho Antunes Ramos and Patrícia Carla de Souza Della Barba, addresses the conception of child development expressed in public education policies And the possible reverberations of this conception in inclusive practices, as well as the need for an intrinsic relationship between Early Childhood Education and Inclusive Education.

The article **"Inclusion in Early Childhood Education: Advances, Limits and Challenges"**, by Marilda Moraes Garcia Bruno and Washington Cesar Shoiti Nozu, focuses on the inclusion policy of children with disabilities in Early Childhood Education, when presenting the legislative trajectory of this stage of education, enrollment indicators and research results on the subject. Inclusion in Early Childhood Education, in the context of the proposed discussion, is treated as an inalienable social right, whose guarantee, from the perspective of the authors, requires collaborative practices to overcome the instrumental vision conferred on the Specialized Educational Assistance

In the article **"Infantile Education and Special Education: between the frontiers of favor and the right of all to the conditions of citizenship"** Lázara Cristina da Silva, Vilma Aparecida de Souza and Wender Faleiro, from the reflection on the existing borders between favor and conquests social education, since the promulgation of the National Policy on Special Education in the Perspective of Inclusive Education (PNEEPEI), problematize the constitution of Special Education in the inclusive perspective in Early Childhood Education, with emphasis, among other aspects, on the institutionalization of public-private partnerships as a form of return and maintenance of favor to the detriment of the right to education of all citizenship conditions.

The article **"Inclusion in education: perspectives that touch the political and human chisel"**, by Marta Sipes, describes the interrelations between macro and micro educational policies that give shape and content to the articulation between special education schools and regular or common schools of Education. It covers an itinerary that analyzes the public policies, the implicit theories and the daily actions of the classrooms, permeating as it is defined in this dialectical game a specific form of the human: the special student.

In the article **"The Place of Children with Disabilities in Early Childhood Education and Inclusion Policies in Brazilian Education"** Solange Aparecida de Souza Monteiro and Paulo Rennes Marçal Ribeiro problematize the invisibility conferred to children with disabilities, from zero to five years of age, in Early Childhood Education, in the actions and policies promoted by the State, in Brazilian education, in face of their demands and the way they are understood in educational processes.

"Specialized Educational Assistance (SEA) in Early Childhood Education: Obstacles and Possibilities", by Gabriela Machado and Morgana de Fátima Agostini Martins, presents the results of a research that sought to understand the Educational Assistance Specialized in Early Childhood Education in Dourados / MS, as well as highlights the need for investment in infrastructure for the provision of SEA in Early Childhood Education and in the training of the specialist teacher, against the specifics of children in this educational context.

The theme of accessibility is addressed in the article **"Accessibility and Early Childhood Education: the process of inclusion of the target audience of Special Education in Manaus / AM"**, by Maria Almerinda de Souza Matos, Danilo Batista de Souza and Jaime Pinheiro de Oliveira, articulated to the process of inclusion of the target audience of Special Education in Early Childhood Education in Manaus (AM), with emphasis on the perspective of universal design in the construction of school spaces that take into account their possibilities of use by all students.

"An encounter with diversity in Early Childhood Education through the project" Simply Different "from the perspective of the teacher, the child and the family", authored by Luciana Aparecida de Araujo, Ana Paula Cordeiro and Claudia Regina Mosca Giroto, thematizes, under the inclusive perspective, conceptions about diversity with the children of a kindergarten class II, their families and teacher, from the project "Simply Different", elaborated and developed collaboratively through work projects, as well as indicates possibilities of work which values the discussion about diversity, in this educational context, understood as constitutive of social relations.

Presented by Cláudia Rodrigues de Freitas and Claudio Roberto Baptista, the article **"Faster than school: children referred to as hyperactive in the school context"** contemplates a cartographic analysis of attention, from discourses that identify, in the context of Early Childhood Education, a number expressive view of children with hyperactivity and the discussion about the construction of the concept of Attention Deficit Hyperactivity

Disorder (ADHD). It highlights evidence of the medical discourse present in schools and the devaluation of relationships, which are seen under a biological understanding, which evidences the attention "[...] in its circular movement of invention as an effect of / in learning."

In the article **"Discursivization on" diseases of not learning "in the inclusive educational context: what do teachers of early childhood education say?"** Claudia Regina Mosca Giroto, Luciana Aparecida de Araújo and Fabiana Cristina Frigieri de Vitta discuss the discursivization, by teachers, on the "diseases of not learning" in Early Childhood Education, in view of the excessive increase of referrals and diagnoses, as well as problematizing possible implications in the teaching practice submitted to the medicalizing logic, in this context.

"Delay in development and inclusion: the opinion of nursery professionals", by Fabiana Cristina Frigieri de Vitta, Mariana Martins Mouro and Ana Júlia Ribeiro Sgavioli, highlights the conceptions of nursery education professionals about the role of the nursery as a favorable environment for the offering of intentional activities that contribute to the quality of the integral development of the baby, as well as problematizes the teacher training aimed at valuing differences in this educational context.

The article **"Experiences and notes of nursery school teachers on school inclusion"**, by Carla Cilene Baptista da SILVA and Andrea Perosa Saigh Jurdi, in discussing experiences in inclusive education of teachers who work in public day care centers with children from zero to three emphasizes the need to foster intersectoral practices in this context.

"The teaching conception in an inclusive Early Childhood experience: a case study" is presented by Mariana Picchi Salto and Relrel Urel Carbone Carneiro. In this article, the authors discuss the teaching performance with a child with the Cri du Chat syndrome, from which they point out the precariousness of teacher education for the constitution of Inclusive Infant Education.

In the article **"The participation of a child with down syndrome in pedagogical practices in Early Childhood Education"** Jáima Pinheiro de Oliveira and Mariane Andreuzzi Araujo discuss situations of mediation and pedagogical practices that have interfered in a positive way with curricular access and the social interaction of a child with Down Syndrome, based on the perspective that the quality of these interactions interferes with

the child's participation in the activities carried out in the context of Inclusive Infant Education.

The article "**Involvement of the family-school of preschool children with disabilities, school difficulties and typical development**", by Danielli Gualda Marins and Fabiana Cia, contemplates the involvement of family-school in the educational process of children with disabilities, school difficulties and development typical, from the understanding that interventions focused on family and school are needed, with a view to jointly articulating strategies that foster shared involvement of quality in such a process.

These articles, under different theoretical-methodological approaches and from different aspects that cross the articulation between the principles of inclusion and Early Childhood Education, undoubtedly raise the debate about the complexity of the constitution of an inclusive perspective in this educational modality. With the expectation that they can contribute to reflections and propositions aimed at the re-signification of Early Childhood Education as a space for the constitution of heterogeneity and appreciation of differences, we wish everyone a good reading!

Organizers

Como citar

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