

FORMAÇÃO CONTINUADA DE PROFESSORES PARA EDUCAÇÃO INCLUSIVA: UMA EXPERIÊNCIA COM CASOS DE ENSINO

FORMACIÓN CONTINUA DE PROFESORES PARA LA EDUCACIÓN INCLUSIVA: UNA EXPERIENCIA CON CASOS DE ENSEÑANZA

CONTINUING TEACHER TRAINING FOR INCLUSIVE EDUCATION: AN EXPERIENCE WITH TEACHING CASES

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RESUMO: O objetivo do artigo é refletir, a partir das narrativas de professoras colaboradoras, sobre o potencial dos casos de ensino para a aprendizagem e o desenvolvimento profissional docente no contexto da educação inclusiva. Metodologicamente, optou-se pelo referencial construtivo-colaborativo de investigação, tendo os casos de ensino como a principal estratégia de produção dos dados. Foi realizada uma formação-investigação com oito professoras de uma escola pública municipal de Natal/RN. As narrativas escritas por elas, que por suas características se configuram como casos de ensino, e os discursos das docentes, demonstram que os casos de ensino contribuíram para ampliar os seus conhecimentos sobre a inclusão de alunos com deficiência, gerando questionamentos acerca da prática pedagógica, com a intenção de redimensioná-la. Entende-se que os casos de ensino potencializaram a aprendizagem e a reflexão docentes, sugerindo a sua adequação como estratégia de formação de professores com vistas ao ensino inclusivo.

PALAVRAS-CHAVE: Casos de ensino. Formação continuada. Docência. Inclusão escolar.

RESUMEN: *El objetivo de este artículo es reflexionar, a partir de las narrativas de profesoras colaboradoras, sobre el potencial de los casos de enseñanza para aprendizaje y el desarrollo profesional docente en el contexto de la educación inclusiva. Metodológicamente, se optó por el referencial constructivo-colaborativo de investigación, teniendo los casos de enseñanza como la principal estrategia de producción de los datos. Se realizó una formación-investigación con ocho profesoras de una escuela pública municipal de Natal/RN. Las*

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narrativas escritas por ellas, que por sus características se configuran como casos de enseñanza, y los discursos de las docentes, demuestran que los casos de enseñanza contribuyeron con ampliar sus conocimientos sobre la inclusión de alumnos con discapacidad, generando cuestionamientos acerca de la práctica pedagógica, con la intención de redimensionarla. Se entiende que los casos de enseñanza potencializaron el aprendizaje y la reflexión docentes, sugiriendo su adecuación como estrategia de formación de profesores en pos de la enseñanza inclusiva.

PALABRAS CLAVE: Casos de enseñanza. Formación continua. Docencia. Inclusión escolar.

ABSTRACT: *The goal of the article is to reflect, from the narratives of collaborating teachers, on the potential of teaching cases for learning and the professional development in the context of inclusive education. Methodologically, the constructive-collaborative research framework was chosen, with teaching cases as the main strategy for data production. A training-investigation was carried out with eight teachers from a municipal public school in Natal/RN. The narratives written by them, which by their characteristics are configured as teaching cases, and the teachers' speeches, demonstrate that the teaching cases contributed to expand their knowledge about the inclusion of students with disabilities, generating questions about the pedagogical practice, with the intention of resizing it. It is understood that teaching cases potentiated teacher's learning and reflection, suggesting its suitability as a teacher formation strategy with a view to inclusive teaching.*

KEYWORDS: Teaching cases. Continuing education. Teaching. School inclusion.

Introduction

The issue of including people with disabilities in the various social segments has been widely discussed in the context of educational policies, in the academic and school environment. Although the speeches point to the legitimacy of this movement, its effectiveness seems to run into the school's difficulty in responding to the demands of a changing society, often presenting unsatisfactory results in the schooling processes, translated, according to Ferreira (2006), in the high places failure and dropout rates.

In this perspective, inclusion, as an emerging educational paradigm, challenges the school to produce pedagogical responses more appropriate to the needs of all students (MARTINS, 2006; MANTOAN, 2003), in order to guarantee, in addition to access, the permanence of students with disabilities at school, promoting their education, with quality assurance (BAPTISTA, 2006).

Such reality indicates that the realization of an education based on inclusive principles implies discussing the role of the school in the development of the student, introducing changes in its organization, in the way of perceiving students and in the way of receiving them, of

interacting with them, to teach and evaluate them, with their differences (MARTINS, 2006). Due to this problem, it is understood that the rediscussion of the formative processes experienced by teachers is an urgent and necessary issue, as a fundamental element for the organization and resizing of teaching practice.

Therefore, for all students to benefit from education as a universal value, it is necessary to think about an education that is more coherent with the challenges of everyday school life, and that has the teacher as the center of this dynamic. Because it is procedural, García (1999) states that training encompasses a range of learning that occurs throughout life and the teaching career, involving different experiences and contexts, from the experiences as a student to the experiences of teaching practices. In this sense, training is understood as a *process of professional development* that goes beyond the individualistic character of teacher improvement to a contextual, organizational and change-oriented approach.

That said, in the research⁵ taken as a reference in this article, a training-research program was carried out which sought, through reflection on teaching practice, to promote learning processes and professional development of teachers in the context of inclusive education. It also sought to identify and expand the knowledge base of a group of teachers about working with students with disabilities in regular education. Given their investigative and formative potential, teaching cases were used, offering promising opportunities for analysis, investigation and reflection on teaching experiences and, consequently, teaching learning.

In view of the above, the article, as part of a larger study, presents some elements that evidence the contributions of teaching cases to the processes of learning and professional development of teachers from the narratives of the teachers concluding the training-research program in the context inclusive education.

Teaching cases, teacher education and inclusive education

The dynamics of the professional learning processes of teaching and the growing need to redefine pedagogical work in the face of the challenges faced by the contemporary school have motivated research (MIZUKAMI, 2000; NONO, 2005; SHULMAN, 2002) that focus on the potential of students as a research tool and promotion of teacher training.

In the national scenario, the theoretical works and the formative and investigative processes with teaching cases were initially developed by a group of professors from UFSCar

⁵ Inclusive education and continuing education: contributions of teaching cases to the learning and professional development processes of teachers. PhD research project.

influenced by American authors, in particular Judith Shulman. Although the work with teaching cases and case method in Brazil is “timid” compared to the United States, it is possible to highlight formative and investigative experiences at different stages and levels of education, involving beginning teachers, literacy teachers, in internship situations, inclusive education, among others that do not aim to study teaching cases, although they make use of them.

More recently, researcher Katherine Merseth has been investigating the Brazilian educational reality through teaching cases. Her study culminated in the publication, in 2018, of the work: *Desafios reais do cotidiano escolar brasileiro - 22 dilemas vividos por diretores, coordenadores e professores em escolas de todo o Brasil (Real challenges in Brazilian school life - 22 dilemmas experienced by principals, coordinators and teachers in schools across Brazil)*.

Merseth (1996) distinguishes three different purposes that guide the use of teaching cases. According to the author, the cases can be used as examples; as opportunities to practice decision-making and solving practical problems; and as a personal stimulus for reflection. Cases used as examples emphasize theory and prioritize propositional knowledge; its aim is to develop the knowledge of a theory or the construction of new theories. As an opportunity to practice decision-making, cases can help teachers ‘think like teachers’ by presenting school situations from which theory emerges; they bring problematic situations that require identification and analysis of the problem, decision making and definition of the action. Finally, the case as a stimulus for reflection emphasizes introspection and the development of professional knowledge; it allows the development of habits and techniques of reflection.

Teaching cases are defined as a narrative, real or fictional, of teaching situations experienced in a specific school context. They differ from a narrative in that they bring in their plot a conflict and/or issues that allow their users to reflect on the profession and educational practice. They basically combine moments, such as: the case itself (reading), discussion of the case (from questions) and the elaboration of the teaching cases themselves (passing from readers to writers) (SHULMAN, 1992). They present practical situations of how a teacher taught certain content or how he managed to deal with a dilemma. They constitute, therefore, “[...] a portrait of a problem situation faced by a teacher, a variety of possible approaches that could have been adopted and some information about how the problem was solved” (MIZUKAMI, 2000, p. 152).

Due to their formative and investigative potential, teaching cases can be used in different stages of professional development, present a different textual structure (written, oral and/or visual), involve specific situations or events with greater temporality, in addition to focusing

on different themes. Among the different possibilities of working with teaching cases and case method, it is evident that the training processes that make use of narratives, such as teaching cases, demand a longer time, since the longer training processes are important for consolidation of some learning as the participants go through many moments of reflection, circulating between the past and the present of personal and professional training, between personal and scientific theories, between theory and pedagogical practice, among other aspects.

In this perspective, the use of teaching cases includes individual analysis and discussion in small and/or large groups, as well as the elaboration, analysis and discussion of new cases that portray some specific teaching situation, experienced by the teacher. A question script can also be used in order to guide the analysis of teaching cases, highlighting its most relevant aspects (NONO; MIZUKAMI, 2002; SHULMAN, 2002).

Regarding the use of teaching cases in teacher education, Shulman (2002) points out their relevance for the professional learning processes of teaching from the reflection on pedagogical practice.

Teachers tell stories to each other all the time. But writing them provides the opportunity for teachers to engage much more deeply and analytically in their own experiences, as well as to leave a legacy so that others can also learn from their experiences and reflections (SHULMAN, 2002, p. 2).⁶

Shulman (1992) also affirms that many teachers have the ability to write convincing cases, however, the collaboration of researchers and other teachers is necessary, as well as the writing of successive versions, which will allow a better clarity and detail of the questions, until reaching an appropriate final version. The author also points out that such collaboration results in a powerful learning experience for the authors themselves and a valuable education and information tool for new and experienced teachers.

According to Shulman (2002), the teacher is the real protagonist in the narrative of cases, both as an active and reflective narrator. Teachers benefit from written cases, as the development of cases for discussion proves to be a stimulating and particularly powerful activity for professional growth. In this sense, it is understood that teaching cases can favor the revision of concepts (of teaching, assessment, learning, etc.) that influence the teaching practice, the construction of pedagogical content knowledge, the establishment of relationships between aspects theoreticians linked to teaching and specific situations of everyday school life.

⁶ Professores contam histórias entre si o tempo todo. Mas escrevê-las proporciona a oportunidade para os docentes enveredarem muito mais profundamente e analiticamente por suas próprias experiências, bem como deixar um legado de forma que outros também possam aprender a partir de suas experiências e reflexões (SHULMAN, J. H., 2002, p. 2).

Merseth (1996), Mizukami (2000) and Nono (2005) also point out advantages of using teaching cases for teaching and teacher training, such as: familiarization with analysis and action in complex teaching situations; development of critical analysis, problem solving and decision-making skills; teacher involvement in their own professional learning; provocation of a reflective practice. When analyzing a teaching situation, the teacher draws on his academic knowledge, his previous experiences, his feelings, being able to examine its validity given the complexity of classroom situations.

In view of all these possibilities and the little production on the topic, the use of teaching cases in inclusive education stands out in this article as a possibility to trigger reflective processes potentiated by discussions between peers, based on reports narrated by teachers who experienced this formative-investigative process.

Teaching cases in training-research: procedures adopted by research

This study is characterized as a partnership between the University and the public school, based on the constructive-collaborative research model. According to Cole and Knowles (1993), this model makes it possible to investigate teachers and their pedagogical practices in order to understand the school reality, as well as the uniqueness of the subjects who are part of this context, in a process of building joint knowledge.

To this end, a continuous training action was developed that used teaching cases, simultaneously as a formative and investigative tool, allowing the teacher, assisted by the researcher/educator, to expose aspects related to his pedagogical practice, analyzing, inquiring and reflecting on his experience and that of other professionals, lived in a specific context (GARCÍA, 1995; MERSETH, 1996; MIZUKAMI, 2000; 2005; NONO, 2005; SHULMAN, 1992; SHULMAN, 2002; among others).

The training-investigation took place in two distinct phases, according to a previously stipulated schedule, according to the availability of the collaborating teachers. In the first phase, four teaching cases were analyzed⁷ existing in the literature involving themes related to the inclusion of students with disabilities: difficulties, professional dilemmas, pedagogical intervention, curricular adaptations, teacher-student/student-student interaction, teaching strategies, assessment, teacher education, among others. Each case was followed by a script of

⁷ C1 - Adriana's professional trajectory: the challenge of developing an inclusive practice; C2 - And now? What am I going to do?; C3 - From the student's knowledge to their inclusion; C4 - Reporting a case of inclusion in regular education; CE - Elaborated Case.

open questions to be answered individually and later discussed in the group. For collective discussions, monthly meetings were held, lasting one hour and thirty minutes, with one meeting for each teaching case. These moments allowed teachers to reflect on the aspects considered most relevant, and on the relevance and adequacy of teaching cases to the situations they experienced in that specific school context.

In the second phase, each teacher elaborated her own teaching case from her experiences with students with disabilities in regular education. For this purpose, a script containing guidelines was delivered, such as: explaining the subject of the case, composing a story situating the context, the students, the materials used, the activities developed, etc. When the case was concluded, they were asked to explain the reasons for choosing that specific situation, listing the lessons learned from the report. Given the demands of the school calendar, the cases produced were shared and analyzed collectively in an extended meeting, lasting three hours. The meetings were held during the Collective Pedagogical Work Classes (ATPC), recorded in audio and later transcribed.

Presenting a teaching case analyzed in the context of training-research

The teaching case that follows was elaborated from data collected in a master's research and used in a training process when conducting doctoral research at PPGE/UFRN, by one of the authors of the article (DUEK, 2011), and reveals the difficulties and dilemmas faced by a teacher in her pedagogical practice with a student with a disability, enrolled in elementary school in a public school. In order to foster reflection and discussion of the situation described, a script of questions was proposed exploring aspects such as feelings, doubts, difficulties, the teacher's approach to content, as well as the dilemma faced by her in relation to evaluation/retention/approval of student with disabilities. Such aspects can be observed in the teaching case below:

And now? What am I going to do?

I'm lost! In fact, I don't know how to intervene so that Leandro advances his learning. He arrived in my class this year and presents himself as a real unknown to me. Leandro is a student who has gone through several specialists, including doctors, psychologists, speech therapists, which resulted in different diagnoses: Schizophrenia, Hyperactivity, Child Psychosis, Mental Disability and, finally, Global Developmental Disorders (Autism). Shows little involvement in the classroom, demonstrates agitation and anxiety, especially at the time of the break. He presents difficulties in understanding the limit of the other, and in approaching people. He usually attacks his colleagues and me. I don't know how to react when he screams

and starts to spread his and his classmates material on the floor. I have been struggling to bond emotionally with him, to approach and establish a dialogue, which has left me very frustrated and confused. There are days when crying is inevitable. I feel alone and helpless, not knowing what to do. I have mixed feelings. I believe that if the student with a disability is in the classroom, he needs to learn as much as those who have no disability. I cannot, however, visualize this in practice! As Leandro says little and practically does not write, I do not know which activities would be the most appropriate for him to learn. There are days when I feel guilty, because I don't know how to involve him in the tasks proposed in class. Today, for example, we started to study about water. As usual, I passed the content on the board and explained it verbally to the whole class. So that Leandro does not run out of registered content, I prepare, whenever possible, material addressing the subject of the class, but in a more simplified way. Thus, while the other students carry out the exercises, I put the activities in his notebook, which end up being a homework assignment and being answered with the help of the mother. I often wonder if I am on the right track, whether this has been the best strategy and what other resources I could use to try to teach him. As he produces little while at school, I have not been able to accurately assess his progress. I feel that I am not being successful in my role as a teacher, which leaves me very frustrated and insecure. The fact is that it is not clear to me what I must do for this student to learn. As the end of the year approaches, the doubt increases whether or not I should promote him, since he does not demonstrate that is achieving the minimum prerequisites for the following year. On the other hand, I wonder if it would not be better to approve him, keeping him with the same group of colleagues. I have many doubts about the inclusion of students with disabilities, mainly about how to plan, intervene and evaluate this student, according to their needs. I'm still looking for answers to my doubts and questions about how to include Leandro. But, until they arrive, I will keep trying ... (DUEK, 2011).⁸

⁸ *Estou perdida! De fato não sei como intervir para que Leandro avance em sua aprendizagem. Ele chegou na minha turma este ano e se apresenta como uma verdadeira incógnita para mim. Leandro é um aluno que já passou por diversos especialistas, entre médicos, psicólogos, fonoaudiólogos, o que resultou em diagnósticos também diversos: Esquizofrenia, Hiperatividade, Psicose Infantil, Deficiência Mental e, finalmente, Transtornos Globais do Desenvolvimento (Autismo). Envolve-se pouco em sala de aula, demonstra agitação e ansiedade, principalmente no momento do intervalo. Apresenta dificuldades em compreender o limite do outro, e em se aproximar das pessoas. Costuma agredir os colegas e a mim. Não sei como reagir quando ele grita e começa a espalhar seu material escolar e dos colegas pelo chão. Tenho tido dificuldades para me vincular afetivamente a ele, de me aproximar e estabelecer um diálogo, o que tem me deixado muito frustrada e confusa. Há dias em que o choro é inevitável. Sinto-me sozinha e desamparada, sem saber o que fazer. Tenho sentimentos ambíguos. Acredito que, se o aluno com deficiência está na sala de aula, precisa aprender tanto quanto aqueles que não apresentam nenhuma deficiência. Não consigo, porém, visualizar isso na prática! Como Leandro fala pouco e, praticamente não escreve, fico sem saber quais atividades seriam as mais adequadas para que ele pudesse aprender. Há dias em que me sinto culpada, pois não sei como envolvê-lo nas tarefas propostas em aula. Hoje, por exemplo, começamos a estudar sobre a água. Como de costume, passei o conteúdo no quadro e expliquei-o verbalmente para toda a turma. Para que Leandro não fique sem o conteúdo registrado, preparo, sempre que possível, um material abordando o assunto da aula, só que de maneira mais simplificada. Assim, enquanto os demais alunos realizam os exercícios, colo as atividades em seu caderno, que acabam ficando como tarefa para casa e sendo respondidas com a ajuda da mãe. Com frequência me pergunto se estou no caminho certo, se esta vem sendo a melhor estratégia e que outros recursos poderia utilizar para tentar ensiná-lo. Como ele produz pouco enquanto está na escola, não tenho conseguido avaliar, com precisão, seus avanços. Sinto que não estou sendo bem sucedida no meu papel como professora, o que me deixa muito frustrada e insegura. O fato é que não está claro para mim o que devo fazer para que esse aluno aprenda. Na medida em que o final do ano se aproxima, aumenta a dúvida se devo ou não promovê-lo, uma vez que ele não demonstra estar conseguindo atingir os pré-requisitos mínimos para o ano seguinte. Por outro lado, me pergunto se não seria melhor aprová-lo, mantendo-o com o mesmo grupo de colegas. Tenho muitas dúvidas a respeito da inclusão de alunos com deficiência,*

This and the other teaching cases adopted in the training-investigation were read and analyzed, individually and collectively, by eight collaborating teachers, here named as: Aline, Ana, Clara, Célia, Dalva, Flora, Liana and Sônia. As for their professional experience, Flora, Célia, Dalva and Liana have been in the profession for more than 20 years. Sônia has been working for over 15 years, while Ana, Clara and Aline have been teaching for approximately five years.

Despite this long period of professional activity, a common point in the professionals' speeches refers to the lack of information and/or insufficient training to deal with the inclusion of students with disabilities in regular education. Only teacher Ana mentioned having a discipline called "Introduction to Special Education" in her education, which she considered as inadequate, due to the distance from school reality.

Aspects related to the contribution of teaching cases in learning processes and professional development of teachers in the context of Inclusive Education will be addressed below, based on the evaluation carried out by the collaborating teachers of this training-research action.

Teaching cases in training-research with a focus on Inclusive Education: what do collaborating teachers say?

The data presented were produced through narratives at the end of the training-investigation process, in a collective meeting aimed at evaluating the course as a whole, which allow us to make some considerations about the contributions of the use of the case strategy to the investigation and the promotion of learning and professional development processes of teachers who work with students with disabilities.

As strategy for the **analysis of teaching cases**, the collaborating teachers indicate that it favored learning throughout the course, as they began to reflect on their attitudes and their pedagogical practice with students with disabilities. This process favored the identification and expansion of knowledge about inclusive education, causing changes in their conceptions, with signs of transformation in pedagogical practices. The excerpts below are examples of this contribution:

I think that despite being new, the methodology was good because we started to think about real cases that happened [...] we reflected on what really exists,

principalmente sobre como planejar, intervir e avaliar esse alunado, segundo suas necessidades. Ainda estou à procura de respostas para as minhas dúvidas e indagações a respeito de como incluir Leandro. Mas, enquanto elas não chegam, continuarei tentando... (DUEK, 2011).

it is more significant because we will think about our children in class about what we're doing, what we're not doing, so I think it's important, I think it was very valid for that (Teacher Ana).⁹

The cases were extremely important to reflect on the inclusion and we ended up encountering, many times, with teachers and many attitudes similar to those presented in the cases, which allowed us to analyze and reflect on the practices adopted. Therefore, our meetings enriched and contributed to the practice of inclusion, making us more prepared and confident with regard to inclusion (Teacher Clara).¹⁰

I really loved it. I found it very positive because the main objective in our case was to promote just what? Reflections, that would lead us to reflections, discoveries, for example, carriers that I discovered that are no longer used (Teacher Sonia).¹¹

With regard to the strategy of **preparing teaching cases**, the collaborating teachers point out the reflection as a contribution. According to them, the opportunity to describe their experiences allowed reflection on their own practice when they tried to teach some content to students with disabilities. The excerpt below shows the importance of systematizing the pedagogical practice through the written record, enabling this departure from practice as an essential element for the reflection process to happen.

And another thing, [...] is the difficulty of being able to place, report cases as if we had never lived, and we live so many [...]. So I want to make this record, I want this for me, even for me to evaluate myself, to see since this time, what has been changing, I think the idea was that we should reflect and try to improve and I think it was worth it, a lot! (Professor Sonia).¹²

Still regarding the elaboration of teaching cases, Célia reports the importance of this strategy for her teaching learning process: “I learned that it is necessary to reflect, think and record our experiences, to support thinking, propose ideas and rescue them”. Based on Mizukami (2000), it is understood that when they have the opportunity to register aspects of

⁹ *Eu acho que apesar de ser nova, a metodologia foi boa porque a gente passou a pensar em casos reais que aconteceram [...] a gente refletiu sobre o que realmente existe, é mais significativo porque a gente vai pensar nas nossas crianças em sala de aula, sobre o que a gente está fazendo, o que a gente está deixando de fazer, então eu acho importante, acho que foi muito válido por isso (Professora Ana).*

¹⁰ *Os casos foram de suma importância para refletirmos a respeito da inclusão e acabamos nos deparando, inúmeras vezes, com professoras e muitas atitudes semelhantes às apresentadas nos casos, o que nos permitiu analisar e refletir sobre as práticas adotadas. Portanto, nossos encontros enriqueceram e contribuíram para a prática de inclusão tornando-nos mais preparadas e seguras no que se refere à inclusão (Professora Clara).*

¹¹ *Eu adorei, sinceramente. Achei muito positivo porque o objetivo maior no nosso caso era que promovesse justamente o quê? Reflexões, que nos levasse a reflexões, descobertas, por exemplo, portadores que eu descobri que não se usa mais (Professora Sonia).*

¹² *E outra coisa, [...] é a dificuldade de conseguir colocar, relatar casos como se a gente nunca tivesse vivido, e vivemos tantos [...]. Então eu quero fazer esse registro, eu quero pra mim isso, até pra eu me avaliar, pra ver desse tempo pra cá, o que vem mudando, acho que a ideia era essa que a gente refletisse e procurasse melhorar e eu acho que valeu, e muito! (Professora Sonia).*

their teaching action, in the form of teaching cases, this strategy appears as an important tool for reflection on teaching action and for development knowledge and skills necessary for classroom analysis and intervention, in a continuous learning process.

However, feelings of insecurity about the elaboration of teaching cases are evident, in which the teachers sometimes gave evidence of their resistance to report aspects of their pedagogical practice, indicative, perhaps, of the fear of exposing themselves and being judged. The lack of time and the difficulty in transforming their practices into narratives for other teachers to read were pointed out by the teachers. Thus, they oscillated between the fear of exposing themselves and the desire to share and reflect on the practices developed at school, learning from their own experience and that of their colleagues.

It is considered, therefore, that the difficulty in writing evidenced is related, among other aspects, to the fact that the exercise of reflection, individual and/or collective, about a specific teaching situation and writing about it is not a common process for education professionals. In fact, the option to elaborate their own teaching case represents an advance and points to the willingness of these professionals to reflect on their own practice and on the inclusive educational process, aiming to break with what causes resistance (JESUS, 2003).

It is a fact that teachers have little time/opportunity to talk about what they know and, even less, to write about it - they usually only talk superficially and informally about some of these issues in the teachers' room. Thus, the analysis and writing of teaching cases made it possible to create a record of what teachers know about their work and how they know it. In addition, they contributed to minimize resistance and make this task easier and better understood by teachers, as illustrated in the following excerpts.

Right from the start, I resisted, I didn't want to write [...]. I changed my mind when I realized the meaning of this situation for my professional learning process and for getting my attention to the issue of inclusion, because until now, I had not stopped to think about it (Teacher Clara).¹³

I chose this situation because I was successful within Maria's reality. [...] I wanted to make a record of success and not just the anguish and frustration that is the most common (Professor Aline).¹⁴

¹³ Logo de início resisti, não queria escrever [...]. Mudei de ideia ao perceber o significado dessa situação para meu processo de aprendizagem profissional e por ter me chamado a atenção para a questão da inclusão, pois até agora, não havia parado para pensar nisso (Professora Clara).

¹⁴ Escolhi esta situação porque eu consegui êxito dentro da realidade da Maria. [...] Eu quis fazer um registro de sucesso e não apenas de angústia e frustração que é o mais comum (Professora Aline).

In writing this case, I did what I had never stopped to do: analyzing to describe situations (Professor Liana).¹⁵

Allied to the analysis and elaboration, the teaching case **discussion** strategy seems to have provided the collaborating teachers with feedback on pedagogical issues regarding the teaching and learning processes of students with disabilities, leading to questions about their practices and concerns about what to do to modify them.

A point that deserves to be highlighted in this formative-investigative process is the fact that the school is open, giving space for teachers to meet and share experiences, collectively discussing their difficulties in search of solutions to the challenges they face. About this, Nono (2005) emphasizes the importance of creating in schools a culture of recording and analyzing their practices, resulting in a consistent set of teaching cases built by teachers, so that they can be accessed by teachers when they wish to have ideas/examples on how to teach certain content to your students and/or how to deal with conflicting situations.

Through the discussion of teaching cases, it was noticed that the teacher-collaborators were acquiring confidence and security to expose their anxieties, doubts, successes and failures. The identification with many of the situations reported, at the time of the discussion, whether in teaching cases or by co-workers, seems to have contributed to the motivation and involvement of teachers in their own professional learning process, as shown by the following reports:

The opportunity to analyze and debate the cases presented, without a doubt, was very important, as it allowed us to also discuss our doubts and anxieties about the subject, which made our meetings very profitable (Teacher Sônia).¹⁶

The question of the meetings... we rarely have this opportunity to exchange experiences, so with the exchange of experiences we learn a lot (Teacher Dalva).¹⁷

The work was very rewarding and enriching, it made us more comfortable to talk, I believe that everyone grew. [...], help was needed, because sometimes we are afraid to talk about it, we are afraid to ask for help to deal with the child with special needs (Teacher Liana).¹⁸

¹⁵ Ao escrever esse caso, fiz o que nunca tinha parado para fazer: analisando para descrever situações (Professora Liana).

¹⁶ A oportunidade de analisar e debater os casos apresentados, sem dúvida, foi muito importante, pois permitiu que nós colocássemos também em discussão as nossas dúvidas e angústias acerca do assunto, o que tornou nossos encontros muito proveitosos (Professora Sônia).

¹⁷ A questão dos encontros... poucas vezes temos essa oportunidade de troca de experiências, então com a troca de experiências a gente aprende muito (Professora Dalva).

¹⁸ O trabalho foi muito gratificante e enriquecedor, deixou a gente mais à vontade pra falar, creio que houve crescimento de todos. [...], precisava-se de ajuda, porque, às vezes, a gente teme em falar disso, tem medo de pedir ajuda para lidar com a criança com necessidades especiais (Professora Liana).

It is worth mentioning that the moments of collective discussion were a strong point of this formative-investigative process. In this sense, the data demonstrated that through collective discussions, individually focused aspects could be analyzed more deeply in the group, since different ideas, opinions and understandings about the same situation could be socialized, analyzed and confronted. This corroborates with Rodrigues and Reali (2013), when affirming the importance of interactions and discussions provided in moments of continuing education, as they bring teachers and educators closer together, creating an environment of “intimacy”, receptivity and trust, in which teachers felt free to talk about their attitudes and practices towards the inclusive educational process.

Still on the discussions enhanced by the teaching cases, Merseth (2018, p. 13) points out that these moments

[...] offer to participants a safe research environment to “experiment” with new ideas and approaches, without the concern that the application of their ideas does not work, and the opportunity to build understanding by listening to others' interpretations and suggestions.¹⁹

The following statements are representative of the collaborating teachers' views on the relevance of the proposed training for their teaching learning processes and to awaken them to the importance of their role in terms of inclusion:

After finishing my graduation, I think this was the most significant moment of reflection on my practice. Our discussions have touched me and made me reflect on these children more than ever (Teacher Ana).²⁰

I learned a lot with the exchange of experiences, the cases studied, it was a continuous education focused on the inclusion in a very different way, different from the many that I have already participated in and I believe that it left a great learning experience for all of us (Teacher Flora).²¹

I know that I have little experience and that I still have a lot to improve as a teacher in relation to inclusion, and this course was the kick-off that was missing (Teacher Aline).²²

¹⁹ [...] oferecem aos participantes um ambiente de investigação seguro para “experimentar” novas ideias e abordagens, sem a preocupação de que a aplicação de suas ideias não funcione, e a oportunidade de construir uma compreensão ao ouvir as interpretações e sugestões dos outros.

²⁰ *Após o término da minha graduação acho que esse foi o momento mais significativo de reflexão sobre a minha prática. Nossas discussões têm me sensibilizado e feito refletir sobre essas crianças mais do que nunca (Professora Ana).*

*I learned a lot with the exchange of experiences, the cases studied, it was a continuous education focused on the inclusion in a very different way, different from the many that I have already participated in and I believe that it left a great learning experience for all of us (Teacher Flora).²¹ *Aprendi muito com a troca de experiências, os casos estudados, foi uma formação continuada voltada para a inclusão de uma forma muito diferenciada, diferente das tantas que eu já participei e acredito que deixou um grande aprendizado para todos nós (Professora Flora).**

²² *Sei que tenho pouco tempo de experiência e que ainda tenho muito o que melhorar como professora em relação à inclusão, e este curso foi o pontapé inicial que estava faltando (Professora Aline).*

The statements indicate the concern of the faculty to meet in a certain space and time, thus evidencing the need for continuing education actions that provide the meeting between teachers so that they can share experiences and reflect on their practices, in favor of the elaboration coping strategies for situations experienced in the school environment. In effect, teaching cases, by portraying experiences lived in school daily life, can serve as one of the instruments capable of enabling the establishment of exchanges and dialogue between peers and as a stimulus for reflection and decision-making on the direction of the action itself pedagogical, enabling the formation and development of teaching autonomy.

It is believed, therefore, in the relevance of the establishment of a partnership between the school and the University for the planning and development of continuing education actions geared to the needs of teachers, using strategies that encourage reflective practice, such as teaching cases, with a view to the inclusion of those people considered, until then, as incapable of being in school and of learning in it.

Final considerations

The teaching case presented and the narratives of the collaborating teachers about the experience with the cases indicate that they contributed to the systematization and sharing of pedagogical practice, as well as the dilemmas and difficulties experienced in daily life with students with disabilities in regular classes. The reports suggest the importance of teaching cases as one of the tools that can help teachers to register their practices and revisit their teaching, building new knowledge, in addition to systematizing others, already present in their professional repertoire.

As a research tool, it allowed access to teaching practices, contributing to the explanation and awareness of the beliefs, concepts and knowledge that underlie teaching actions. As a training instrument, it contributed to the systematization, sharing and reflection around pedagogical experiences lived by the teachers of the study. Its use, in this training-investigation program, also contributed to teacher learning through experience, taken as a starting and ending point in this process.

Furthermore, the data allow us to infer that the adopted formative model, by extrapolating more specific training experiences, represented a space for dialogue and joint reflection, in which the teachers exposed their experiences, shared feelings, doubts, insecurities and searched, collectively, for alternatives aiming at construction of a new teaching logic that embraces diversity.

It is concluded, therefore, that the teaching cases provided the collaborating teachers opportunities to learn and develop professionally, suggesting the adequacy of this tool to foster processes of reflection on the pedagogical practice and the knowledge that sustain it, as a propellant mechanism of teaching better quality for everyone.

Therefore, this study corroborates the words of J. Shulman (2002, p. 17), after 15 years of studies, experience and research on the impacts of teaching cases on teacher education: “*I am convinced that they can play a central role in any serious teacher education project*”²³.

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²³ “*estou convencido de que eles podem desempenhar um papel central em qualquer projeto sério de instrução para formação de professores*”

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