

**TEACHER EDUCATION: INCLUSION, INTERCULTURALITY AND
PEDAGOGICAL INNOVATION IN FOCUS**

**FORMAÇÃO DE PROFESSORES: INCLUSÃO, INTERCULTURALIDADE E
INOVAÇÃO PEDAGÓGICA EM FOCO**

**FORMACIÓN DOCENTE: INCLUSIÓN, INTERCULTURALIDAD E INNOVACIÓN
PEDAGÓGICA EN FOCO**



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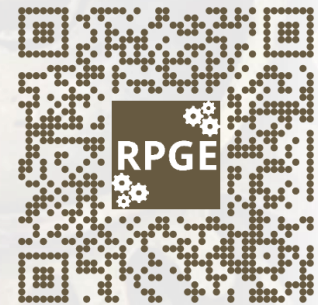


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When we think about the current Brazilian scenario, what characterizes it are the great humanitarian projects in which differences, human potentials, innovations are at the center of the debate and new educational guidelines arise from this reflection and theoretical construction. Among them, we highlight inclusion, since the mission of education has changed in favor of the learner; therefore, it is necessary to recognize this unique, original and singular subject, a collective being. This causes the rupture with the exclusionary processes and organizes in a systemic vision the social and economic restructuring, in a multi, pluri and intercultural dimension that favors the look at the difference, in a dialogical and inclusive relationship. In this sense, pedagogical innovation fulfills the function of nurturing radically inclusive educational processes that question the established powers and knowledge and deconstruct everything that excludes: capitalist hegemony, racism and structural patriarchy, the coloniality of power, being, knowledge, living.

The initial and continuing education of the teachers plays a leading role on the stage of this scenario and instigates multiple perspectives on the knowledge that underlies and configures the construction of teaching and its formation processes, involving the multiple readings that comprise the world, man, knowledge, society, education and teaching.

The formation processes must aim not only at the interactions of the methods, of the senses that register the observable data and that order them into schemes, but rather to create new learning environments, privileging a dimensioned, expanded and full of invocations formation, contemplating the contemporary demands. In this perspective, the understanding is complex, it covers several scientific interpretations and this leads us to think about the formative process in a subjective and objective way, in which we have the vision of the whole and of plural knowledge.

From the above, we will seek, in this dossier, a scientific publication capable of contributing to the theme - Teacher Education: inclusion, interculturality and pedagogical innovation in focus, aiming to organize articles that present results of research conducted in national and international universities.

By idealizing this thematic dossier: Teacher Education: inclusion, interculturality and pedagogical innovation in focus, to be published by the Revista On-Line de Política e Gestão Educacional (RPGE), we selected and systematized scientific productions rich in contributions, envisioning the socialization of the knowledge produced by various research and experiences of the universities that integrate the International Observatory, Inclusion and Interculturality (OIIIPe) and guests. The Dossier is organized with 11 articles, 1 international and 10 nationals,

involving teaching, research and extension of undergraduate and graduate studies, establishing interinstitutional exchanges.

The first article "**Potentialities and difficulties of initial training in the process of knowledge construction related to inclusion**", Disneylândia Maria Ribeiro and Geny Lustosa is consistent with doctoral research of the Graduate Program in Education of the Federal University of Ceará. The objective was, through collaborative action research, to reflect on the potentialities and difficulties of initial education in the process of building knowledge related to school inclusion. It was identified, as a potential of the initial formation, the fact that the undergraduates present conceptions that are close to the social model of disability and the legal precepts that guide the inclusion processes. It was evidenced weaknesses of this training, regarding the theoretical and practical knowledge related to the basic activities to teaching, in addition to other more specific knowledge about the curriculum and the pedagogical practices of attention to differences.

In the same direction, the authors of the article "**Initial teacher education and study group: Conceptions of academics for an inclusive education**", Ana Cristina Silva Soares, Romária de Menezes do Nascimento and Giovana Maria Belém Falcão, reflect from the collaborative research, with support in the qualitative approach on the conceptions of the academics of a degree course in Pedagogy on inclusive education, from the experience in activities of a study and research group. According to the authors, the analyses evidenced the contributions of the experience of the academics in the research and studies group, in order to recognize the importance of the themes, as well as approaches from a critical perspective that points out limits and possibilities and also highlight the importance of enabling, still in the initial training of teachers, the construction of educational practices and cultural tools for the inclusion of students with disabilities, with the favoring in the daily relations of the university environment, considering the conception of the academics themselves on the theme and in the strengthening of a collaborative, inclusive and humanizing culture.

In the third article, "**Education of teachers and professionals to support the inclusion and participation of people with deafblindness**", Shirley Rodrigues Maia and Fernanda Cristina Falkoski, discuss the continuing education of teachers and professionals to work in the areas of **deafblindness** and multiple sensory disability, in the functions of guide-interpreter and mediator instructor, in different teaching modalities and cities in Brazil that occurred during the period of the COVID-19 pandemic, between September 2020 and August 2021. The trainings were organized with synchronous and asynchronous activities, practices and

internships. The authors highlight, as a result, the way synchronous activities, practices and internships occurred, and this ensured the effectiveness and participation, even with the restrictions of the pandemic, of people with deafblindness and multiple sensory impairment in different situations of daily life, such as television news, reading books in audiobooks, participation in congresses.

Law 10.639/03 is discussed in the article: "**Law 10.639/03 as political-pedagogical orientation for an anti-racist education in school: Possibilities for curriculum decolonization**", Janaiára Maria de Paiva Ferreira, Glauciana Alves Teles and Raimundo Lenilde de Araújo. The authors analyze the implementation of Law No. 10,639/03 as a political-pedagogical tool for an anti-racist education in school, in the context of Brazilian basic education. A bibliographic review and documentary analysis of Law No. 10. 639/03 were carried out. The study pointed out that from the scenario of racial inequalities and social exclusions of black people is that reparative public policies and affirmative action are necessary to combat racial prejudice in Brazilian society. Thus, it becomes important to deconstruct stereotyped practices that are present in school institutions, seeking, through an anti-racist education, to recognize the contribution of the black population in the construction of Brazilian society.

The authors of the fifth article, Jaqueline Cristina Freire Siqueira and Luciene Ferreira da Silva, in the work: "**Gender issues in Physical Education classes, teacher education and Critical-Historical Pedagogy**", which aimed to understand gender issues in Physical Education classes. Field research was conducted through a semi-structured interview with teachers from a municipal school system in the State of São Paulo. The study pointed out, in general, that, in order to exercise teaching, there is a need for teacher training with theoretical reflection on didactic-pedagogical practice to account for the contradictions of the school reality, which reflect and reproduce the contradictions of society, because education in neoliberal forms precariously addresses the problem of gender issues, which is emerging, due to, among other reasons, the insufficiency of basic and continuing teacher education.

The article entitled: "**Ancestry as indigenous and decolonial epistemologies in the education of teachers working in intercultural teachers' courses**", by Virgínia Célia Cavalcante de Holanda, Rejane Maria Gomes da Silva and Gisane Monteiro de Andrade, sought to analyze the conception of training present in the Pedagogical Projects of the Courses (PPC) of Indigenous Intercultural Degrees offered by the Federal University of Ceará. It aimed to discuss indigenous epistemologies, as alternative paths to the interculturalization of knowledge

in the training of indigenous teachers. The respective courses are the result of the struggles of the original peoples for a policy of teacher training for differentiated indigenous schools. For the authors, indigenous teacher training must permeate the ancestral roots present in indigenous places and in the memory of the original peoples, incorporating them into their experiences and narratives, declaring connections in fertile decolonial soils for an alternative construction of another knowledge. The projects analyzed allowed us to infer the presence of interculturality in these documents, in dialogue with ancestry, grouping knowledge from the indigenous epistemologies of the communities, their subjectivities and collective experiences, so necessary to the interweaving between knowledge and memories. In this way, indigenous ancestral knowledge enhances the defense of territories of life, constituting epistemologies distinct from the context of modernity, incorporating ancestral knowledge that dialogues between the past and the present at the crossroads of knowledge of indigenous teacher education.

In the seventh article entitled: "**Production of interculturality and third spaces at the Intercultural University of the State of Hidalgo (UICEH)**", Dalia Peña Islas presents the research carried out at the Intercultural University of the State of Hidalgo (UICEH), Mexico, in which she aimed to know **the production of interculturality** from third spaces. The work is the result of a theoretical-conceptual review and interviews with students of the institution. The results present the production of other interculturalities through murals and practices carried out at the university from the category of "third spaces", such as those where the possibility of producing other interculturalities is conceived to the experiences, between the institutional and the community, between the inclusive and the exclusive and that give rise to reflections on the generation of safe spaces, where students can reflect on their own indigenous culture.

The training of indigenous teachers is discussed in the article "**Indigenous degree: Interculturalities and decoloniality in perspective**", by Francisco Vanderlei Ferreira da Costa and Maria Aparecida Mendes de Oliveira. The authors analyze the presence of the concepts of interculturality and decoloniality in twelve pedagogical projects of indigenous degrees implemented in Brazil. The Indigenous Intercultural Degrees, together with teacher training courses for Rural Education and Quilombola education, constitute a transformative and defining space for undergraduate degrees in Brazil. The data demonstrate a crystallization of the presence of the concept of interculturality in training courses for indigenous teachers. This advance demonstrates the strength of indigenous protagonism, showing that their knowledge contributes directly to the teaching and learning process in their communities. Regarding decoloniality in the PPCs analyzed, the terms of coloniality, de(s)coloniality, coloniality appear

few times and little leads to the theoretical methodological perspectives of the courses. Thus, the authors stated that the answers allowed a contextualized analysis of the changes in the construction of new courses, especially indigenous degrees, which have the mission of training educators to work in indigenous schools.

The ninth article, **"Curriculum for language teacher education: Between prescription and fulfillment"**, by José Raymundo Lins Junior, aimed to analyze how the Pedagogical Project of the Letters course (hereinafter PPC) of the State University of Vale do Acaraú reflects the disciplinary knowledge in its discourse and how these are appropriated by the students who are finishing the course. It is, therefore, research of analytical-qualitative character, whose *corpus* represents a reality that can be observed, not only in the researched *locus*, but also in the national dimension. The data analyzed are part of a research (LINS JR., 2019) carried out with the objective of identifying the perception of students of Letters in relation to the development of reflective thinking in initial training. The present excerpt is limited to discussing how the disciplinary knowledge of the UEVA Letters course is prescribed in the document, and carried out from the relationship between teacher trainers and teachers in training. The study identified different strategies of appropriation of disciplinary (linguistic) knowledge, which leads to divergences between what is prescribed in the document that guides the training and what is performed by the teacher trainers, to the point of interfering in the development of the reflective potential of the teachers in training.

When reflecting on teacher education, the authors of the article **"Reflections on intercultural and inclusive teaching in the light of the epistemologies of Freire and Maturana"**, Luiz Antônio Botelho Andrade, Adriana Campani and Felipe Xavier Neto discuss **intercultural and inclusive teaching in the light of the epistemologies** of Freire and Maturana and adopt as methodology a course of theoretical construction and semantic approximations of the concepts of interculturality and inclusion, as a contribution to the discussion on teacher education. They emphasize that both culture and interculturality can be thought of as linguistic networks in which language and emotion are intertwined. The concept of inclusion is discussed in the more general scope of ethical issues, because they believe that the acceptance of the other, while legitimizing the other, in coexistence, is more an emotional issue than a rational one. They consider that from the epistemologies of Maturana and Freire we can deduce, and then suggest, that teacher education should be guided by the same principles with which it is expected that these same teachers can, in the future exercise of teaching, act with their students. In this perspective, some of these principles extracted from the extensive work of Freire and

Maturana stand out: dialogism, loving-kindness, sensitivity, creativity, epistemic curiosity and criticality, all linked to ethical and inclusive guidelines and postures.

In the article "**Crossings in university teaching in the context of the pandemic: Pedagogical innovations in question**", the authors Márcia Maria e Silva, Walcéa Barreto Alves and Rejany dos S. Dominick, present the analysis of the process of reflection-action of teachers in the context of the SarsCov 2 pandemic and, for this, compared some educational policies and practices of teacher training developed in the Faculty of Education and other spaces of the Fluminense Federal University. They conducted research in action and about action, experiencing intercultural and interdisciplinary dialogues to understand, produce and intervene in university educational culture. For writing, they adopted a descriptive-analytical perspective, historicizing some of the processes of participatory and dialogical self-organization. The authors highlight that between crossings of the construction of intersubjective actions, they stimulated instituting and insurgent actions due to the tensions of a time of human suffering that required the construction of strategies to, in this collective action, celebrate and value life.

This dossier thus strengthens and makes studies and research on the initial and continuing education of teachers visible, in national and international contexts, which share inclusion, interculturality and pedagogical innovation as inclusive principles of cultures, policies and educational practices.

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