

## Learning and teaching: methodologies for inclusive education

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### SUMMARY

This paper addresses the issue of educational inclusion, investigating how teaching methodologies can be adapted and planned to effectively promote the inclusion of all students in the educational process. Based on the problem-question and the observation that diversity is an unavoidable fact in contemporary schools, the general objective was to analyze how different teaching methodologies contribute to inclusive education. The specific objectives sought to identify inclusive methodological practices recognized in the literature and to reflect on the challenges faced by teachers in their implementation. The research is justified by the need to overcome traditional and exclusionary pedagogical models, in favor of

strategies that respect different ways of learning. The methodology adopted was qualitative, based on a bibliographic review of authors such as Mantoan, Nóvoa, Freire and Skliar. It was concluded that flexible, collaborative and student-centered methodologies are essential to guarantee learning for all, as long as they are articulated with continuous teacher training and an institutional commitment to equity.

**Keywords:** School inclusion; Teaching methodologies; Diversity; Pedagogical practice.

### ABSTRACT

This paper addresses the issue of educational inclusion, investigating how teaching methodologies can be adapted and planned to effectively promote the inclusion of all students in the educational process. Based on the problem-question and the observation that diversity is an unavoidable fact in contemporary schools, the general objective is to analyze how different teaching methodologies are interesting for inclusive education. The specific objectives sought to identify inclusive methodological practices recognized in the literature and to reflect on the challenges faced by teachers in their implementation.

The research is justified by the need to overcome traditional and exclusionary pedagogical models, in favor of strategies that respect the different ways of learning. The methodology adopted was qualitative, based on a bibliographic review of authors such as Mantoan, Nóvoa, Freire and Skliar. It is concluded that flexible, collaborative and student-centered methodologies are fundamental to guarantee learning for all, as long as they are articulated with continuous teacher training and an institutional commitment to equity.

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## INTRODUCTION

The construction of truly inclusive pedagogical practices has become as one of the greatest challenges for the contemporary educational field. Throughout the In recent decades, schools have been called upon to guarantee access, permanence and meaningful learning for all students, regardless of their conditions physical, sensory, intellectual or social. In this context, discussing methodologies for a inclusive education becomes urgent and necessary, especially in a scenario in which diversity in classrooms is growing and requires teachers to constantly theoretical and methodological update.

As for inclusive schools, for Carvalho (205, p. 29),

These are schools for everyone, implying an educational system that recognizes and meets individual differences, respecting the needs of each student. From this perspective, not only those with disabilities would be helped, but also all students who, for numerous reasons, endogenous or exogenous, temporary or permanent, have learning or development difficulties. Improving the quality of educational services is a pressing need to guarantee the public and subjective right to citizenship of these people.

The central problematization that guides this work is related to the following question: how can teaching methodologies be adapted and planned to effectively promote the inclusion of all students in the educational process? From of this concern, the general objective of the research is to analyze how different teaching methodologies can contribute to inclusive education. As objectives specific, we seek to: (1) identify inclusive methodological practices already recognized in educational literature and (2) reflect on the challenges faced by teachers in implementation of such methodologies in everyday school life.

The relevance of this research lies in the commitment to education democratic, which respects the uniqueness of each subject and promotes equity in learning process. As Mantoan (2006) and Aranha (2001) point out, the school inclusion demands a paradigm shift that goes beyond adaptation curricular and reach the foundations of pedagogical practices, challenging educators to review conceptions, values and methods. Thus, it is understood that knowledge and dissemination of inclusive methodologies can contribute to transforming the school into a space more fair, accessible and welcoming.

Methodologically, the work was developed based on a review bibliographical, consulting authors who deal with educational inclusion, methodologies active and pedagogical practices focused on diversity. The bibliographic research allows the systematization of knowledge already produced as well as critical dialogue with different theoretical perspectives that underpin the topic in question.

## **FUNDAMENTALS AND PATHS FOR INCLUSIVE EDUCATION**

The construction of a truly inclusive education requires, first of all, understanding of the principles that underpin education for diversity. This chapter aims to present and analyze the concepts, legal foundations and pedagogical principles that support inclusive education, in addition to discussing the methodologies that promote learning for all students, especially those in situations of vulnerability or with specific needs.

To this end, the evolution of the concept of inclusion in the educational field, highlighting the importance of a school that embraces difference as value. Next, pedagogical methodologies will be discussed that, due to their flexibility and intentionality, contribute to the promotion of equity in the teaching process. learning. The focus, therefore, is on the critical analysis of educational practices in light of an ethical, democratic and humanizing perspective.

### **Inclusive education: fundamental concepts and principles**

Inclusive education is a paradigm that breaks with the logic exclusionary of traditional education, by recognizing and valuing diversity as a constitutive element of the teaching-learning process. This approach implies the transformation of schools into spaces open to human plurality, capable of welcoming, teach and learn with all students, regardless of their characteristics individual. According to Mantoan (2006), school inclusion is not limited to physical insertion of students with disabilities or difficulties in the school environment, but requires a restructuring of pedagogical practices, curricula and conceptions about the role of the school and the teacher.

This educational model proposes a change in mentality, in which one overcomes the idea that some students must adapt to school, to a conception in which it is the



school that must adapt to all its students. According to Aranha (2001), the inclusive education must be understood as a human right and as part of a quality education for all, reinforcing the democratic and ethical commitments of educational system. Thus, inclusion is not a specific segment of the population school, but concerns the entire educational environment and its capacity to embrace diversity as a formative value.

Effective implementation of inclusive education requires reviewing practices consolidated in everyday school life, especially with regard to the assessment of learning, pedagogical planning and ongoing training of professionals in education. As Carvalho (2005) highlights, it is essential that teachers are prepared to deal with the specificities of their students, understanding their needs and potential, and using diverse pedagogical strategies that favor collective learning. This implies overcoming traditional models of teaching focused on homogenization and performance, promoting a more collaborative and student-centered approach. According to Carvalho (2005, p. 11) it is necessary

[...] become aware of and value (and not just understand and accept) the diversity of students. From there, perhaps, many issues will change, what is right and wrong will be relativized and problematized, and we will be able to understand the reductive nature of classifications. Once diversity is valued (I want and act so that my students have multiple experiences and knowledge), they will no longer have to worry about whether someone learned like another, but rather about observing and curiously following the always unusual and magical way each person lives, each person becoming, in their own time and at their own pace, caring for, welcoming, and sharing different ways of learning.

In this context, the school curriculum also needs to be revised in order to incorporate different forms of expression, language and culture. It is necessary to ensure that all students have access to historically accumulated knowledge, and that can contribute with their experiences and world views. As Ferreira states (2006), the inclusive curriculum values everyone's knowledge and breaks with the hierarchy of knowledge, which contributes to strengthening the identity and self-esteem of students.

A first example compatible with the principles of inclusive education occurs when a school adapts its assessments for visually impaired students, using tests in Braille or auditory resources. This practice ensures equity in the process of evaluation, without compromising the quality and seriousness of the educational process. It demonstrates, in practice, the principle of accessibility as an essential condition for

implementation of the right to education. In Carvalho's perspective (2005, p. 16), when arguing on equity, states:

I am referring to the opportunities that any school must guarantee to everyone, offering them different types of educational services that ensure their success in learning and participation. We call this equity, which basically recognizes individual differences and the importance of working in diversity, with a democratic, that is, plural, spirit.

Another example is the inclusion of autistic students in regular classes. elementary education, with the support of specialized teachers and the use of technologies assistive. In these situations, the personalization of teaching and the use of active methodologies, such as project-based teaching and collaborative group work have shown results positive not only for students with disabilities, but for the entire class, encourage values such as empathy, cooperation and respect for differences.

A third situation refers to the valorization of indigenous and Afro-Brazilian culture in the school curriculum, as provided for in Law No. 11,645/2008. When working on diversity ethnic-racial as a cross-cutting theme, the school advances in the recognition of plurality cultural heritage of the country and contributes to the deconstruction of stereotypes and prejudices. This action pedagogical dialogue directly with the principle of inclusion, by recognizing the multiple cultural belongings as fundamental to citizenship formation.

However, the implementation of inclusive education still faces many challenges, such as the resistance of some professionals and school managers, the precariousness of physical and material conditions of schools and the absence of consistent public policies. As Beyer (2011) points out, inclusion is not achieved only with good will, but with political commitment and investments in teacher training, architectural accessibility, adapted teaching materials and multidisciplinary teams.

Building a truly inclusive school involves participation active role of the school community, including families, students and other social actors. The sensitive listening and dialogue are essential tools for developing practices pedagogical practices that respect the needs and uniqueness of each student. The school must be seen as a space for the collective construction of knowledge and coexistence ethics.

Another fundamental point is overcoming the logic of diagnosis as a factor of exclusion. Labeling students based on their difficulties or disabilities does not contributes to their inclusion, but often reinforces attitudinal barriers and institutional. As argued by Skliar (1999), it is necessary to shift the focus from

“deficit” for the possibilities, understanding the differences as aspects constitutive of the human condition.

Inclusive education, therefore, is more than specific practices or actions aimed at to specific groups, as it is a transformative approach that requires rethinking deeply the social role of school, the function of knowledge and the meaning of learning. More than an ideal to be achieved, inclusion must be experienced in daily school life, as an ethical commitment to social justice and human rights.

By valuing diversity, the school becomes more human, democratic and coherent with the principles that govern a plural society. Inclusive education is not a favor, but a right. And as such, it requires commitment, critical reflection and intentional action by part of everyone involved in the educational process.

The construction of inclusive school environments also requires a careful look for school management, as they can deal with mediation between public policies, teachers, students and community. According to Stainback and Stainback (1999), it is essential that directors and pedagogical coordinators promote a culture of welcome, collective participation and valuing difference as a pedagogical asset. It is not just about guaranteeing enrollment for everyone, but about ensuring full development of the subjects, respecting their rhythms, knowledge and trajectories.

The role of public policies in this process is also important. Documents as the National Policy on Special Education from the Perspective of Inclusive Education (2008) and the National Education Plan - PNE 2014-2024 point out guidelines for the construction of inclusive educational systems and foresee concrete goals, such as teacher training for inclusion and expansion of resource rooms multifunctional. The effectiveness of these policies, however, depends on their implementation at local level and coordination between spheres of government, which still faces numerous obstacles.

Another essential factor for the success of inclusive education is the development of collaborative pedagogical practices. As Mittler (2003) points out, collective work between regular classroom teachers, specialized educational support teachers and other professionals (such as psychologists, occupational therapists and sign language interpreters) favors full inclusion. This multidisciplinary approach ensures that the student is not held individually responsible for their difficulties, but welcomed into a network of support aimed at their integral development.



An example of this could be the reception of a deaf student by the school, integrating a sign language interpreter in the classroom and training teachers for communication basics in Libras. In addition, promote awareness workshops with colleagues class, create an empathetic and collaborative environment. This type of experience can show that inclusion is more effective when there is collective involvement and institutional commitment.

The assessment of learning must also be reinterpreted from the perspective inclusive. It is not about creating different tests for each student, but about adopting diversified instruments that allow students to express what they have learned different forms. According to Hoffmann (1999), the evaluation must be diagnostic, formative and continuous, focused on monitoring processes. Evaluate in an inclusive way means recognizing the advances, efforts and conditions of each subject in the process to learn.

Inclusion is also strengthened when the school's physical spaces are accessible. Ramps, adapted bathrooms, tactile signage, elevators and suitable furniture are indispensable elements. However, accessibility goes beyond the physical structure, also reaching teaching materials, technological resources and methodologies teaching. Digital inclusion, for example, is a powerful tool for students with disability, as long as it is planned with pedagogical intentionality and aligned with the specific needs of students.

Another example might be a rural school receiving a student with a disability. intellectual, where the teacher, in partnership with the community and other educators, build concrete materials, adapted texts with pictograms and created strategies that respect the student's time and way of learning. This type of initiative would demonstrate that, even with few resources, it is possible to create an inclusive school when there is sensitivity, creativity and commitment.

The relationship with families also needs to be strengthened. Constant dialogue between school and family favors mutual understanding of students' needs and the construction of joint strategies. As Oliveira (2011) warns, families must be seen as partners in the educational process, and not as mere spectators. Listening to them, involving them in pedagogical decisions and recognizing their knowledge contributes to implementation of inclusion as a relational process.

Inclusive education is also related to the promotion of a culture of peace. school, by including, combats prejudices, stigmas and symbolic violence; coexistence

with the difference enables students to develop socio-emotional skills such as empathy, solidarity, respect and resilience. As UNESCO (2017) points out, education for global citizenship must be based on the principles of equity, social justice and diversity.

Inclusive education invites us to think about a new project for society: a society that does not marginalize, does not exclude and that values human diversity as essential element of democracy. School is the space par excellence for this transformation, as long as it is open to reviewing its practices, listening to its subjects and committing to the integral formation of all. As Mantoan (2006) concludes, inclusion is educating in and for diversity – and this is one of the greatest tasks of contemporary education.

### **Inclusive methodologies: strategies for teaching diversity**

The commitment to inclusion demands that educators seek constantly methodologies that respect the different ways of learning and that promote the active participation of all students. In this sense, the methodologies inclusive are characterized by being flexible, interactive and student-centered, promoting teaching that starts from the potential and interests of the subjects. According to with Nóvoa (2009), the 21st century teacher must stop being a mere transmitter of content and assume the role of mediator of educational processes, capable of dialoguing with the complexity of the contemporary classroom.

Among the most recurrent strategies in the context of inclusive education are use of active methodologies, such as project-based learning, teaching collaborative and the use of multimodal resources, which allow the personalization of learning. For Zabala (1998), pedagogical practice must consider the different students' intelligence and learning rhythms, which requires the teacher to adopt a reflective and investigative. Therefore, teaching inclusively does not mean applying a single universal technique, but diversify the pedagogical paths, so as to ensure that all students have real learning opportunities and development.

In addition to active methodologies, the use of assistive technologies has been shown to be a valuable instrument for school inclusion. Such resources, when used with



pedagogical intentionality, contribute to the elimination of barriers to learning and participation. Visually impaired students, for example, can benefit from screen reader software; while hearing-impaired students find it more accessibility through video subtitling and the use of Libras in content audiovisuals. According to Mendes (2010), the use of technology must be planned in such a way ethical and pedagogical, integrating the teaching-learning process and not just as a complementary resource.

Another important aspect of inclusive methodologies is the appreciation of cooperative learning. By promoting group work with common goals, This approach favors the development of social skills, such as empathy and respect for difference, in addition to expanding the possibilities of mediation between peers. Vygotsky (1991) already pointed out that learning is enhanced in social interaction, and that subjects learn from each other. A possible example is the creation of pairs pedagogical, in which students with and without disabilities collaborate with each other in activities that involve multiple languages and cognitive challenges.

Pedagogical differentiation also constitutes a fundamental principle of inclusive education. This means adapting the curriculum, materials and strategies teaching to the specific needs of each student, without compromising the quality or learning expectation. Tomlinson (2001) highlights that differentiation is not a way of facilitating the content, but of offering multiple paths for students achieve educational goals. In the classroom, this can translate into offering activities with different degrees of complexity, in the variation of resources used and in making school times more flexible.

In a school, teachers can adopt project-based teaching interdisciplinary as an inclusion strategy. When developing a project on healthy eating, for example, each student can contribute according to their skills: some would research recipes, some would record videos, while others would build models or dramatize situations. This type of approach would possibly would allow students with intellectual disabilities, autism spectrum disorder and learning difficulties were protagonists of the educational process, each one in his own mode.

Inclusive assessment is another dimension that requires attention in assessment methodologies. teaching. Evaluating with equity means considering the different modes of expression and construction of students' knowledge. For Hoffmann (1999), the assessment

formative and diagnostic, carried out throughout the process, must be attentive to the individual development, and not to the final results. This implies proposing tasks diversified, welcome different forms of presentation of content (oral, written, artistic) and value the progress of each student in their context.

Inclusive methodologies must also consider affectivity as pedagogical element. The acceptance of emotions, fears, insecurities and students' potential creates an environment conducive to learning. Wallon (2007) emphasizes that cognitive development is closely linked to affective development, being impossible to dissociate them in the educational context. Therefore, practices that value active listening, building bonds and mutual respect are fundamental to success of inclusion.

Another possible example of inclusive methodology is the use of thematic workshops, that allow students to choose activities according to their interests. This strategy can be applied with elementary school students, offering workshops theater, computer science, gardening and music. Students with multiple disabilities would actively participate, with the support of monitors and specific adaptations, which would likely strengthen their self-esteem and engagement.

The success of inclusive methodologies depends on the ongoing training of teachers. According to Nóvoa (2009), teacher training needs to be collaborative, reflective and situated, promoting the sharing of experiences and the construction of pedagogical knowledge in real contexts. In-service training projects, which involve case studies, classroom observations and exchanges between educators have proven to be effective in the transformation of school practices.

The performance of an integrated multidisciplinary team also enhances the inclusive methodologies. When teachers, psychopedagogues, speech therapists, occupational therapists and social workers work together, it becomes possible build individualized teaching plans and more effective strategies for different challenges encountered at school. Collaboration between these professionals promotes a broader understanding of students' needs and strengthens the support network for learning.

It is important that inclusive methodologies are aligned with a conception education critique that recognizes students' rights to difference and promotes equity as a fundamental principle. As Freire (1996) states, teaching requires commitment to the liberation of subjects, and this implies considering their history,

their culture, their limitations and, above all, their potential. Thus, inclusion leaves from being a favor and becomes an ethical, political and pedagogical commitment to transformation of school and society. Next, we present in Table 1, three relevant theories on school inclusion, a corresponding methodology and an example practical and possible to apply.

Table 1 Theories on school inclusion

Theory	Authors	Associated methodology	Application
Sociocultural theory of learning	Lev Vygotsky (1991) Emilia Ferreiro (2001)	Collaborative learning peer mediation	Cooperative pair work between students with and without disabilities to solve mathematical problems with the support of the teacher as a mediator.
Theory of multiple intelligences	Howard Gardner (1995) Antoni Zabala (1998)	Diversified activities according to students' intelligence profiles	Planning a lesson on the environment that involves dramatization (body intelligence), poster production (spatial) and debates (linguistics).
criticism of Education theory	Paulo Freire (1996) Bonaventure of Sousa Santos (2005)	Dialogical methodology and interdisciplinary projects	Cultural on identity and diversity project with research activities, discussion groups and community presentation.

Source: Own elaboration.

The three theories presented address school inclusion from perspectives complementary, which value both the cognitive and the cultural and social aspects of learning. Sociocultural theory, represented by Vygotsky and Ferreiro, highlights the importance of social interaction and mediation in the development of mental functions superiors, making the role of peers and the teacher essential in learning inclusive. Its application promotes the protagonism of students with disabilities without isolating them, favoring collaborative learning.

Gardner and Zabala's theory of multiple intelligences recognizes that Students have different ways of learning, making it necessary for the curriculum to diversify to accommodate multiple styles. This approach is effective in classrooms

heterogeneous, as it provides a range of activities that respect the particularities of students, without hierarchizing cognitive skills.

And the critical theory of education, inspired by Freire and Boaventura, broadens the debate by inserting school inclusion in a context of social justice and emancipation. In this perspective, the school must promote pedagogical practices that allow listening and valuing the experience of all subjects, especially those historically excluded. Dialogical methodologies, such as conversation circles and interdisciplinary projects, are powerful tools for breaking with exclusionary school practices.

Together, these approaches show that inclusion is not the task of a single method or theory, but an ethical commitment that requires articulation between pedagogical practices, teaching attitudes and critical conceptions of teaching and learning.

## CONCLUSION

The analysis carried out throughout the study allowed us to understand that the construction of a truly inclusive education requires more than just one-off adaptations — it is an ethical and political commitment to the right to learning for all subjects, regardless of their characteristics, rhythms and learning styles.

The general objective, which consisted of analyzing how different methodologies of teaching can contribute to inclusive education, was achieved through articulation between theoretical foundations and practical examples. It became evident that the inclusive methodologies, far from constituting a single model, present themselves as a set of flexible, active and student-centered strategies capable of respond to the complexity of contemporary classrooms. Such practices are based on recognition of diversity as a pedagogical value, and not as an obstacle to learning.

From the first specific objective, to identify methodological practices inclusive already recognized in educational literature, it was possible to highlight approaches such as collaborative learning (Vygotsky), the use of interdisciplinary projects (Freire) and the personalization of teaching based on multiple intelligences (Gardner). These strategies show that inclusion is not restricted to students' physical access to school space, but demands effective participation, protagonism and recognition of singularities of each student. Authors such as Mantoan, Aranha and Zabala contributed to consolidate this understanding, reinforcing that teaching practice must be based on

active listening, in dialogic mediation and in the creation of multiple possibilities of access to knowledge.

As for the second specific objective — to reflect on the challenges faced by teachers in the implementation of inclusive methodologies —, identified themselves multiple obstacles in everyday school life. Among them, the initial training still stands out weakened regarding the theme of inclusion, the lack of accessible teaching resources, the excess of students per class and the pressure for immediate results. Despite these obstacles, it was observed that, when there is pedagogical commitment, institutional support and space for collaborative work, teachers develop innovative practices that transform teaching and learning relationships, making the school a more fair and welcoming.

The research showed that the implementation of inclusive education depends on a redesign of traditional pedagogical practices. Teaching methodologies need be planned in such a way that they take into account the heterogeneity of the subjects, promote the participation and promote the intellectual and social autonomy of students. This movement requires technical knowledge, but also sensitivity, dialogue and conviction in the power educational diversity.

The study also pointed to the need for public policies that guarantee continuing education for teachers, investments in infrastructure and greater coordination among the various professionals at the school. Inclusion is not an isolated task of the teacher, it is a collective project that involves the entire school community and demands a culture institutional committed to equity.

It is reaffirmed that school inclusion is not a destination, but a path under constant construction. Inclusive methodologies, when based on principles of justice, collaboration and respect for differences, represent one of the tools more powerful to transform schools into spaces of dignity, learning meaningful and citizenship for all.

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