



Didactics and Training in Special Education: Collaboration between Teachers of the Common Room and the Multifunctional Resource Room from a Critical and Liberating Perspective in Childhood

Didactics and Training in Special Education: Collaboration between Teachers of the Common Room and the Multifunctional Resource Room from a Critical and Liberating Perspective in Childhood

Alessandra Aparecida Avelino dos Santos Custodio da Silva
Charles Xavier de Souza
Luzia Duarte Cardoso
Vanessa Santos da Cruz

SUMMARY

This study investigates didactics and teacher training in Special Education, with an emphasis on collaboration between regular classroom and multifunctional resource room teachers, from a critical and liberating perspective, considering intersectionality in childhood. This qualitative, exploratory study analyzed how teacher collaboration contributes to inclusive pedagogical practices by articulating distinct knowledge, integrating curricular content, and promoting conflict mediation. The results indicate that such strategies enhance learning, socioemotional development, and the active participation of children, while strengthening collective pedagogical planning, ongoing teacher training, and critical reflection on teaching practice, constituting a central element in the development of transformative educational practices.

Keywords: didactics; teacher training; collaborative work; special education; intersectionality; childhood.

ABSTRACT

This study investigates didactics and teacher education in Special Education, highlighting collaboration between general classroom and multifunctional resource room teachers from a critical and liberating perspective, considering intersectionality in childhood. A qualitative and exploratory approach was used to analyze how collaborative teaching practices contribute to inclusive pedagogical strategies, articulating distinct knowledge, integrating curricular content, and promoting conflict mediation. Results indicate that these strategies enhance learning, socio-emotional development, and active participation of children, while also strengthening collective pedagogical planning, teachers' continuing education, and critical reflection on teaching practice, establishing themselves as central elements in the construction of transformative educational practices.

Keywords: didactics; teacher education; collaborative work; special education; intersectionality; childhood.

INTRODUCTION

Education is a transformative process, central to building more just societies and egalitarian. In this context, pedagogical practices are carried out in multiple teaching spaces, including coordination between teachers in the common room and the multifunctional resource room, especially aimed at children with special educational needs. Education Inclusive special education must be understood as a space for critical reflection and emancipated practice, where Didactics emerges not only as an instrument for transmitting content, but as an axis structuring a critical, liberating educational praxis capable of promoting social transformation

(Aguiar; Melo, 2005).

Understanding childhoods and the experiences of children with educational needs special needs is fundamental to building inclusive practices that respect diversity and promote educational, social and cultural rights (Abramowicz, 2011). By incorporating perspectives intersectional, which consider gender, race, social class, disability and other social markers, teaching practice becomes reflective, sensitive and socially fair, promoting children's protagonism and effective participation in school life (Bento, 2011; Gomes, 2019; Freire, 1996; 2013; Hart, 1993).

Although there are studies on teaching collaboration, there is still little research that integrate the intersectional perspective on childhood in Special Education contexts. This study seeks to fill this gap, demonstrating that collaboration between regular classroom and classroom teachers multifunctional resource room constitutes a strategic vector for the implementation of practices inclusive pedagogical approaches, articulating distinct knowledge and complementary pedagogical experiences and enhancing the cognitive, social and emotional development of children (Amorim; Castanho, 2008; Behrens, 2000). Working together strengthens a more equitable education, capable of valuing diversity and respect differences (Bento, 2011; Gomes, 2019).

Intersectionality, when considering ethnic-racial, gender and disability issues, is a foundation for pedagogical practice to be inclusive, critical and promote the autonomy of subjects, contributing to the formation of critical and conscious citizens (Carmo, 2020; Carvalho, 2020). The Brazilian legislation reinforces this perspective, guaranteeing educational rights and policies that ensure education and full citizenship for all children (Brazil, 1988; 1990; 1996).

In the context of higher education, teaching requires constant reflection on educational practice, considering the diversity of the target audience and the need to adapt teaching strategies (Demo, 2001; 2003; Fávero; Neves, 2013). The articulation between research, teaching and extension reveals itself effective in training teachers capable of understanding the importance of collaboration and intersectionality in Special Education (Freitas et al., 2016; Junges; Behrens, 2016).

Systematizing pedagogical experiences allows us to record successful practices and challenges faced, creating a repertoire of inclusive strategies and promoting the exchange of knowledge between teachers in the common classroom and the multifunctional resource room (Neuenfeldt et al., 2011; Luz; Balzan, 2012; Moreira; Sonzogno, 2011; Moreno; Sonzogno, 2011).

Social movements and public policies aimed at inclusive education have reinforced the need for collaborative pedagogical practices, recognizing that critical training and intersectional teacher development is essential for an emancipatory and democratic school (Capella, 2018; Dagnino, 2004). Such practices consolidate an education that values children's protagonism, cultural diversity and integral development, aligning with the principles of social justice and equity (Ribeiro, 2019; Souza et al., 2022).

Given this panorama, the integration between different professionals in Special Education is revealed to be not only desirable, but essential. This study aims to systematize experiences of collaborative practices between regular classroom and resource room teachers multifunctional, highlighting strategies, challenges and results observed in childhood, promoting child protagonism and effective inclusion (Silva, 2007; Zanon et al., 2009; Weber, 1999).

Thus, this research contributes to the training of reflective, critical teachers capable of articulate interdisciplinary practices, ensuring effective school inclusion and strengthening teaching methods as a liberating educational practice. The results obtained can support educational policies and teacher training programs, expanding pedagogical perspectives and promoting the comprehensive development in the context of inclusive Special Education (Cândido et al., 2014; Cruz and André, 2014). (Cândido et al., 2014; Cruz; André, 2014).

METHODOLOGY

This study is a qualitative literature review and exploratory, focused on analyzing collaboration between teachers in the common room and the resource room multifunctional in Special Education, with an emphasis on intersectional perspectives in childhood (Abramowicz, 2011; Behrens, 2000). The choice of a literature review is justified by the need to systematize and discuss available theoretical and empirical knowledge, enabling the identification of innovative pedagogical practices, challenges faced by teachers and gaps in the field of professional training (Demo, 2001; Aguiar and Melo, 2005).

The investigation respected ethical and legal principles of research in education, according to Federal Constitution (Brazil, 1988) and Laws No. 8,069/1990 and 9,394/1996 (Brazil, 1990; 1996), ensuring the responsible use of sources, the protection of the information collected and the integrity of the scientific production.

Data collection involved the careful selection of references in peer-reviewed journals, peer-reviewed works, books, dissertations, theses and official documents, covering publications between 1990 and 2024, period that includes the consolidation of educational inclusion policies and theoretical advances on teaching collaboration, intersectionality and teacher training in Special Education. The following were included: publications in Portuguese, English and Spanish, excluding works that did not address directly teaching collaboration, Special Education or intersectionality (Fernandes, 2015; Boveda; Aronson, 2019).

The bibliographic search was carried out in the SciELO, Google Scholar, RedALyC, ERIC and CAPES, using descriptors such as “collaborative teaching work”, “special education”, “intersectionality”, “school inclusion”, “childhood”, “multifunctional resources”, “general classroom



teachers” and “resource room teachers” (Gomes, 2019; Zanon, Oliveira and Queiroz, 2009). The selection of references took place in three stages: (i) initial screening based on titles and abstracts; (ii) critical reading considering theoretical, methodological and practical relevance; and (iii) thematic categorization into axes analytical, namely: teaching collaboration, inclusive pedagogical practices, intersectionality and child protagonism (Freitas; Santos, 2021; Ribeiro, 2019).

Data analysis employed the thematic content analysis technique, with coding open, axial and categorical, allowing the identification of patterns, convergences and divergences between the reviewed studies. The triangulation of sources ensured interpretative validity and scientific rigor, enabling the mapping of effective pedagogical practices, discussion of challenges and proposal of recommendations for teacher training and implementation of inclusive educational policies.

In this way, the adopted methodology supports the understanding of how collaboration between teachers in the common room and the multifunctional resource room strengthens professional training, promotes school inclusion and favors the integral development of children, considering multiple social, ethnic-racial, gender and disability dimensions present in childhood, aligning with the perspective of a critical and liberating Didactics (Capella, 2018; Souza et al., 2022; Freitas et al., 2016).

Teaching collaboration, didactics and intersectional practices in Special Education

Collaboration between teachers in the common room and the multifunctional resource room represents a strategic axis for the construction of inclusive pedagogical practices in Special Education, articulating diverse knowledge, strengthening teacher training and enhancing teaching performance. Aguiar and Melo (2005) emphasize that joint work between teachers from different backgrounds enables the organization of activities adapted to the individual needs of students, promoting meaningful learning and integral development. Behrens (2000) emphasizes that integration of different pedagogical knowledge expands teachers' ability to plan lessons diversified and contextually appropriate, while Boclin (2004) highlights that this articulation contributes to the appreciation of differences as a pedagogical resource and to efficient management of class.

In the context of the common room, teachers conduct collective activities, apply content standardized curricula, mediate conflicts and promote the social development of students (Cândido et al., 2014). Teachers in the multifunctional resource room have expertise in Special Education, working on curricular adaptation, the use of assistive technologies and implementation of differentiated pedagogical strategies (Amorim; Castanho, 2008). Junges and Behrens (2016) emphasize that joint planning makes it possible to make activities such as reading,



group work and mathematical exercises accessible to all students, regardless of your cognitive or physical abilities.

Didactics, understood as a set of teaching principles, methods and strategies, assumes a central role in teacher training, both initial and continuing. In initial training, guides teachers on the articulation between educational objectives, content and methodologies, promoting skills for planning and implementing inclusive classes (Behrens, 2000; Cruz and André, 2014). In continuing education, it allows for reflection on pedagogical practices, adjusting methods and integrating new strategies, including technological and interdisciplinary resources (Fávero; Neves, 2013; Luz; Balzan, 2012). Thus, Didactics transcends the technical dimension, consolidating itself as a mediator of critical and reflective professional development, especially in contexts of Special Education.

The intersectional perspective applied to childhood makes it possible to understand how multiple social dimensions – gender, ethnicity, class and disability – interact in the school experience (Abramowicz, 2011; Besiý, 2020). Boveda and Aronson (2019) observe that Black girls with disabilities face multiple barriers, including racial bias, stereotypes, and limitations pedagogical, demanding sensitive and adaptive planning. Freitas and Santos (2021) reinforce that teachers who incorporate this perspective promote inclusive practices through materials adapted, accessible educational software and group dynamics that value the diversity of experiences.

Teaching collaboration, integrated into Didactics, is also an instrument of social justice and mediation of educational inequalities. Hart (1993) and Gomes (2019) highlight that practices reflective pedagogical approaches reduce social barriers and promote equity. Bento (2011) describes strategies to develop interpersonal skills and critical awareness, while Carvalho (2020) emphasizes the importance of adaptations in personalized assessments and interventions. Souza, Anjos and Correa (2022) point out that collectively planned interventions strengthen the children's leadership and promote equitable learning environments.

Continuing teacher training consolidates collaboration and inclusive practice, allowing that teaching methods are constantly reinterpreted and applied in innovative ways. Studies show that training courses in Special Education increase teaching skills in the integration of differentiated curricula and methodologies (Fávero; Neves, 2013; Luz; Balzan, 2012; Freitas et al., 2016). The use of educational technologies, such as digital platforms and accessible software, expands the participation of students with different profiles, favoring engagement and learning significant (Moreno; Sonzogno, 2011; Griendling et al., 2023; Rice; Smith, 2023).

Public policies and reflective practices reinforce teaching collaboration and critical didactics. Capella (2018) shows that integrated policies increase the coherence of pedagogical actions,



while Dagnino (2004) shows that participatory environments promote citizenship and inclusion. Freire (1996; 2013) and Freire and Fernandez (2015) demonstrate that reflective teachers recognize the diversity of their students and adjust pedagogical practices according to contextual demands.

Empirical studies corroborate the positive effects of intersectional teacher collaboration and inclusive teaching, demonstrating greater engagement, meaningful learning and strengthening of child protagonism (Chamliam, 2003; Corrêa and Ribeiro, 2013; Boveda, Reyes and Aronson, 2019). Collaboration also favors professional development, exchanges of knowledge and interventions criticisms of structural inequalities (Behrens, 2000; Souza, Anjos, Correa, 2022; Mbembe, 2017; Munanga, 1999).

Educational leaders play a crucial role in implementing practices intersectional, promoting equitable strategies and consolidating an inclusive school culture (Siuty; Atwood, 2022; Tefera; Fischman, 2024; Whitnenack; Golloher; Burciaga, 2019). Reviews collaborative practices reinforce the relevance of critical teaching, highlighting student engagement and improvement in performance (Cândido et al., 2014; Zanon; Oliveira; Queiroz, 2009; Fávero; Neves, 2013).

Therefore, intersectional teaching collaboration, linked to didactics, continuing education, collective planning and critical reflection, configures a transformative pedagogical model, capable of consolidate sustainable inclusion practices, ensure children's protagonism, and comprehensive development and social justice (Freire; Fernandez, 2015; Chamliam, 2003; Corrêa; Ribeiro, 2013; Capella, 2018; Amorim; Castanho, 2008; Ribeiro, 2019; Boveda; Aronson, 2019).

Intersectional teaching collaboration and advanced didactics: evolutionary trajectories and impacts on special education

The collaboration between teachers in the common room and the multifunctional resource room is revealed as a profoundly transformative and critical mechanism, capable of tensioning, reorganizing and expand pedagogical knowledge, promoting an inclusive education that not only responds to children's needs, but questions and transforms consolidated institutional practices (Abramowicz, 2011; Behrens, 2000; Amorim; Castanho, 2008; Aguiar; Melo, 2005; Bento, 2011; Besiý, 2020). This collaborative movement articulates conceptual convergences and tensions, being simultaneously a space for didactic innovation and critical reflection on the role of the school in reproduction or deconstruction of social and cultural inequalities (Boveda; Aronson, 2019; Boveda; Reyes; Aronson, 2019; Freitas; Santos, 2021; Freitas et al., 2016; Light; Balzan, 2012).

When considering childhood as a plural social category, teachers are invited to develop pedagogical practices that not only include, but transform the school experience,

promoting child protagonism and social justice as structuring principles of teaching (Carvalho, 2020; Carmo, 2020; Freitas and Santos, 2021; Besiý, 2020; Ribeiro, 2019; Gomes, 2019; Munanga, 1999; Silva, 2007; Holloway and Cohen, 2018; Siuty and Atwood, 2022).

In this sense, joint teaching planning acts as a catalyst for transformation pedagogical, articulating diversified strategies, innovative methodologies and reflective decisions, demonstrating that teaching collaboration is not just functional, but a critical production process of knowledge, curricular reformulation and questioning of hegemonic practices (Freitas et al., 2016; Luz; Balzan, 2012; Fávero; Neves, 2013; Fernandes, 2015; Amorim; Castanho, 2008; Boclin, 2004; Chamliam, 2003; Cândido et al., 2014; Capella, 2018; Weber, 1999; Dagnino, 2004; Gohn, 2011).

Critical teaching practice transforms the school space into an environment of negotiation permanent link between pedagogical innovation, mediation of inequalities and promotion of equity, challenging traditional conceptions of teaching and learning (Freire, 1996; Freire, 2013; Freire and Fernandez, 2015; Luz and Balzan, 2012; Tefera and Fischman, 2024).

To summarize the conceptual and practical evolution of teaching collaboration, Table 1 is presented. 1, which highlights how different dimensions of educational practice are articulated in a transformative, from intersectionality to children's protagonism, demonstrating the development of critical and innovative pedagogical practices along the selected references.

Table 1 – CONVERGENCES, CONTRAPOSITIONS AND TRANSFORMATIVE EVOLUTION AND CRITICISM OF TEACHER COLLABORATION IN SPECIAL EDUCATION

Aspects analyzed	Convergences	Contraositions
Intersectionality and attention to childhood inequalities	Valuing diversity and inclusion as a transformative practice (Abramowicz, 2011; Bento, 2011; Besiý, 2020)	Institutional limitations that challenge the full implementation of critical practices (Boveda; Aronson, 2019; Boveda; Reyes; Aronson, 2019; Freitas; Santos, 2021)
Pedagogical innovation and flexible training arrangements	Planning collective innovative methodologies as instruments of transformation (Behrens, 2000; Junges; Behrens, 2016; Amorim; Castanho, 2008)	Structural obstacles that limit the effective transformation of practices (Boclin, 2004; Cândido et al., 2014; Chamliam, 2003)
Planning pedagogical mediation	Curricular adaptation and diversified methodologies promote significant pedagogical changes (Freitas et al., 2016; Luz; Balzan, 2012; Moreno; Sonzogno, 2011)	Difference between transformative intentions and practical execution (Fávero; Neves, 2013; Fernandes, 2015)
Ethical and political practice of teaching	Promotion of social justice and constant critical reflection as an axis of transformation (Freire, 1996; 2013; Freire; Fernandez, 2015; Capella, 2018; Gohn, 2011; Tefera; Fischman, 2024)	Conflict between institutional demands and transformative ethical practices (Mbembe, 2017; Souza; Angels; Correa, 2022)
Childhood protagonism	Active participation of children as a core of pedagogical transformation	Critical listening and effective involvement of people are not always guaranteed.



(Hart, 1993; Brazil, 1988; 1990; 1996; Gomes, 2019)

children (Munanga, 1999; Silva, 2007; Ribeiro, 2019; Griendling et al., 2023; Rice; Smith, 2023; Siuty; Atwood, 2022)

Source: own (2025).

Collaborative teaching practice, when guided by critical and transformative principles, constitutes a vector of change in Special Education, allowing teachers to articulate mediation pedagogical, collective planning, ethical reflection and incorporation of inclusive and innovative practices (Capella, 2018; Amorim and Castanho, 2008; Ribeiro, 2019; Zanon, Oliveira and Queiroz, 2009; Vasconcellos and Sordi, 2016).

By putting tension into institutional structures, revisiting consolidated pedagogical concepts and promote equity, teaching collaboration becomes a space for critical resistance and ethical innovation and production of transformative knowledge, consolidating Special Education as a field strategic for the integral development of children and for social transformation (Freitas; Santos, 2021; Freitas et al., 2016; Whitnenack; Golloher; Burciaga, 2019; Griendling et al., 2023).

In this way, intersectional, critical and transformative teaching practice transcends its character functional and operational, configuring itself as a powerful agent of structural, pedagogical change and social. It is not limited to the execution of daily tasks or the implementation of strategies pre-defined educational practices, but acts strategically in the reconfiguration of school processes, in promoting equity and building inclusive learning environments where every child can fully develop their potential. Research shows that by integrating diverse knowledge, theoretical knowledge and practical experiences, teachers become mediators of a profound transformation, capable of questioning established educational paradigms, challenging exclusionary practices and promote pedagogical innovation based on ethical and critical principles (Weber, 1999; Freire, 1996; 2013; Freire; Fernandez, 2015; Chamliam, 2003; Corrêa; Ribeiro, 2013; Capella, 2018; Amorim; Castanho, 2008; Ribeiro, 2019; Boveda; Aronson, 2019).

In this way, intersectional, critical and transformative teaching practice transcends its character functional and operational, configuring itself as a powerful agent of structural, pedagogical change and social. It is not limited to the execution of daily tasks or the implementation of strategies pre-defined educational practices, but acts strategically in the reconfiguration of school processes, promoting equity and building inclusive learning environments where every child can fully develop its potential (Freire, 1996; Weber, 1999).

The research shows that, by integrating diverse knowledge, theoretical knowledge and experiences practices, teachers become mediators of a profound transformation, capable of questioning established educational paradigms, challenge exclusionary practices and promote innovation pedagogical based on ethical and critical principles (Freire; Fernandez, 2015; Chamliam, 2003).



In this context, teaching practice not only provides significant learning, but strengthens children's leadership and active participation in the educational process, ensuring that their voices and experiences are incorporated into the construction of knowledge. Intersectional approach, combined with critical reflection and ongoing training, creates conditions for education becomes a space for resistance to inequalities and the promotion of social justice, recognizing and valuing the cultural, cognitive, social and emotional diversity present in childhood (Corrêa; Ribeiro, 2013; Capella, 2018).

Furthermore, research reveals that transformative teaching practice has an innovative character by articulating theory, practice and critical analysis, promoting the construction of pedagogical solutions new and contextualized, adapted to the specific needs of each child and the complexity of the inclusive school environment (Amorim; Castanho, 2008; Ribeiro, 2019). This innovative and transformative reaffirms the centrality of Special Education as a field capable of producing critical knowledge, effective methodologies and intervention strategies that go beyond teaching traditional, generating relevant structural and social changes (Boveda; Aronson, 2019).

In general, intersectional, critical and transformative teaching practice represents a powerful tool to consolidate pedagogical memory, inspire new generations of educators and reaffirm Special Education's commitment to equity, social justice and development integral of children (Weber, 1999; Freire, 2013).

FINAL CONSIDERATIONS

The experiences of collaboration between teachers in the common room and the resource room multifunctional are revealed as a strategic axis for the consolidation of pedagogical practices inclusive in Special Education, especially when articulated with the principles of Didactics and continuing teacher education. This research shows that teaching cooperation transcends joint planning of activities, including complex negotiations, conflict mediation, curricular adaptations and integration of multiple knowledge, considering social diversities, cultural, cognitive and emotional aspects of childhood. The critical perspective adopted allows us to understand that Effective inclusion requires ongoing reflection and intentional, ethical and transformative practices.

Children's protagonism and teachers' reflective engagement emerge as elements central so that inclusion is not restricted to institutional protocols, but is realized in meaningful and equitable learning. Favorable institutional conditions—such as policies support, diversified pedagogical resources and encouragement of ongoing training — are essential for sustain transformative practices that challenge the educational status quo and promote social justice.

An innovative aspect of this study is the systematization of intersectional teaching collaboration



as an instrument for critical transformation of pedagogical practice. This approach not only enhances the integral development of children, but also encourages methodological innovation, ethical reflection and social responsibility, consolidating Special Education as a field emancipatory and capable of generating significant changes in school culture.

Initial and continuing education, guided by critical and transformative principles, constitutes central vector for teacher qualification. It enables the integration of theoretical knowledge, practical skills and intersectional perspectives, strengthening teachers' capacity to analyze, question and reconfigure their pedagogical practices in an ethical and innovative way.

Intersectional teaching collaboration, in constant dialogue with didactics and training continuous, is configured as a dynamic, critical and transformative pedagogical model. It promotes children's protagonism, strengthens effective inclusion and expands the social impact of Special Education, consolidating pedagogical practices capable of transforming school reality and training professionals critical, reflective and committed to social justice.

REFERENCES

- ABRAMOWICZ, Anete. **Research with children in childhood and the sociology of childhood**. Campinas: Associated Authors, 2011.
- AGUIAR, Maria Aparecida Silva; MELO, Maria Madalena Oliveira. Pedagogy and faculties of education: vicissitudes and possibilities of pedagogical and teacher training in IFES. **Journal Education and Society**, v. 26, n. 92, p. 959–982, 2005.
- AMORIM, Vânia Maria; CASTANHO, Maria Elisa. For an aesthetic education in training university faculty. **Education and Society Journal**, v. 29, n. 105, p. 1167–1184, 2008.
- BENTO, Maria Aparecida Silva. **Pedagogical practices for racial equality in early childhood education**. São Paulo: Center for Studies on Labor Relations and Inequalities, 2011.
- BEHRENS, Maria Alice. Pedagogical training and the challenges of the modern world. In: MASSETO, Maria (Org.). **University teaching**. São Paulo: Papyrus, 2000. p. 25–44.
- BESIÿ, Edin. Intersectionality: a pathway towards inclusive education? **Prospects**, vol. 50, p. 109–124, 2020. DOI: 10.1007/s11125-020-09477-6.
- BOCLIN, Rodrigo. Evaluation of higher education teachers: a case study. **Revista Ensaio Evaluation of Public Educational Policies**, v. 12, n. 45, p. 959–980, 2004.
- BOVEDA, Mildred; ARONSON, Brittany A. Special education preservice teachers, intersectional diversity, and the privileging of emerging professional identities. **Remedial and Special Education**, v. 40, n. 4, p. 248–260, 2019. DOI: 10.1177/0741932519838621.



- BOVEDA, Mildred; REYES, Gabriela; ARONSON, Brittany. Disciplined to access the general education curriculum: girls of color, with disabilities, and specialized education programming. **Curriculum Inquiry**, v. 49, no. 4, p. 387–409, 2019. DOI: 10.1080/03626784.2019.1607466.
- BRAZIL. [Constitution (1988)]. **Constitution of the Federative Republic of Brazil of 1988**. Brasília, DF: Federal Senate, 1988.
- BRAZIL. Law No. 8,069 of July 13, 1990. Provides for the Statute of Children and Adolescents and provides other measures. Official Gazette of the Union, Brasília, 1990.
- BRAZIL. Law No. 9,394, of December 20, 1996. Establishes the guidelines and bases of education national. Official Gazette of the Union, Brasília, 1996.
- CAPELLA, Ana Cláudia Niedhart. **Public Policy Formulation**. Brasília: ENAP, 2018.
- CARMO, Ildete Batista do. **Ethnic-racial identity: childhood, school, family and subjectivity**. Dissertation (Master's in Education) – University of Brasília, Brasília, DF, 2020.
- CARVALHO, Thaís Regina de. Education of ethnic-racial relations: focusing on experiences in a class of four-year-old children. **Revista Teias**, Rio de Janeiro, v. 21, n. 62, p. 78–91, 2020.
- CÂNDIDO, Claudia Maria et al. The social representation of the “good teacher” in higher education. **Psychology & Society Journal**, v. 26, n. 2, p. 356–365, 2014.
- CHAMLIAN, Helena Cristina. University teaching: innovative professors at USP. **Notebooks Research**, n. 118, p. 41–64, 2003.
- CORRÊA, Gabriela Tavares; RIBEIRO, Valéria Maria Barbosa. Pedagogical training in postgraduate studies stricto sensu undergraduate degree in public health. **Journal of Science & Public Health**, v. 18, n. 6, p. 1647–1656, 2013.
- CRUZ, Gabriela Beatriz; ANDRÉ, Maria Elisa de Andrade. Teaching of didactics: a study on the conceptions and practices of teacher trainers. **Educação em Revista**, v. 30, n. 4, p. 181–203, 2014.
- DAGNINO, Evelina. Democratic construction, neoliberalism and participation: the dilemmas of perverse confluence. **Politics & Society Journal**, v. 3, n. 5, p. 139–164, 2004.
- DEMO, Pedro. **Research Methodology in Education**. Curitiba: IBPEX, 2003.
- _____. **Qualitative Research and Information**. Campinas, SP: Papirus, 2001.
- FÁVERO, Márcia Helena; NEVES, Regina Sampaio P. University teaching as a locus of research on adult developmental psychology. **Biannual Journal of the Brazilian Association of School and Educational Psychology**, v. 17, n. 2, p. 319–328, 2013.
- FERNANDES, Débora. Evaluation practices of two university professors: research using observations and narratives of classroom activities. **Educ. Revista**, n. 1, p. 109–135, 2015.
- FOUCAULT, Michel. **Microphysics of Power**. Rio de Janeiro: Graal, 1979.



- FREIRE, Lúcia Inês Fernandes; FERNANDEZ, Carla. The novice university professor: tensions, dilemmas and learning at the beginning of the teaching career. **Revista Ciência & Educação**, v. 21, n. 1, p. 255–272, 2015.
- FREIRE, Paulo. **Pedagogy of autonomy**. São Paulo: Paz e Terra, 1996.
- FREIRE, Paulo. **Pedagogy of the Oppressed**. 54th ed. Rio de Janeiro: Paz e Terra, 2013.
- FREITAS, Marcos Cezar de; SANTOS, Larissa Xavier dos. Intersectionalities and special education from the perspective of inclusive education. **Research Notebooks**, v. 51, e07896, 2021. DOI: 10.1590/198053147896.
- FREITAS, Marcos A. Oliveira et al. Health teaching: perceptions of graduates of a course in specialization in Nursing. **Interface Journal of Communication, Health, Education**, v. 20, n. 57, p. 427–436, 2016.
- GOMES, Nilma Lino. Race and early childhood education: in search of justice. **e-Curriculum**, São Paulo, v. 1, n. 2, p. 17, no. 3, p. 1015–1044, 2019.
- GOHN, Maria da Glória. **Management councils and sociopolitical participation**. 4th ed. São Paulo: Cortez, 2011.
- GRIENDLING, Lindsay M.; VANUITERT, Victoria J.; KENNEDY, Michael J.; RODGERS, Wendy J.; ROMIG, John E.; MATHEWS, Hannah M.; PEEPLES, Katherine N. Intersectionality in inclusive science classrooms: enhancing student performance via multimedia teacher professional development. **Journal of Special Education Technology**, vol. 38, no. 1, p. 23–36, 2023. DOI: 10.1177/01626434221088023.
- HART, Roger. **The participation of children: from symbolic participation to participation authentic**. **Innocenti Essays**. UNICEF, 1993.
- HOLLOWAY, Susan D.; COHEN, Shana R. Culture, stigma, and intersectionality: toward equitable parent-practitioner relationships in early childhood special education. In: SILLER, Michael; MORGAN, Lynne (eds.). **Handbook of Parent-Implemented Interventions for the Very Young Children with Autism**. New York: Springer, 2018. p. 93–106. DOI: 10.1007/978-3-319-90994-3_6.
- JUNGES, Kátia S.; BEHRENS, Maria Alice. An innovative pedagogical training as a path for the construction of teaching knowledge in Higher Education. **Educação em Revista**, n. 59, p. 211–229, 2016.
- LUZ, Selma P.; BALZAN, Nádia C. Continuing education program for education teachers higher education: an evaluative study based on the results of a thesis. **Revista Avaliação**, v. 17, n. 1, p. 11–41, 2012.
- MBEMBE, Achille. **Necropolitics**. New York: N-1 Editions, 2017.
- MORENO, Luciana R.; SONZOGNO, Maria C. Pedagogical training in postgraduate health studies in the Moodle environment: a social commitment. **Pro-Posições**, v. 22, n. 3, p. 149–164, 2011.



- MUNANGA, Kabengele. **Re-discussing miscegenation in Brazil: national identity versus black identity**. Petropolis: Vozes, 1999.
- NEUENFELDT, Denise J. et al. Initiation to research in Higher Education: challenges for teachers in teaching the first steps. **Science & Education Journal**, v. 17, n. 2, p. 289–300, 2011.
- RIBEIRO, Djamilia. **A Brief Anti-Racist Handbook**. New York: Routledge, 2019.
- RICE, Mary F.; SMITH, Emily. Special education teachers' entangled agencies, intersectional identities, and commitments to equity and inclusion. **Journal of Special Education Technology**, vol. 38, no. 1, p. 37–49, 2023. DOI: 10.1177/01626434221110499.
- SILVA, Petronilha Beatriz Gonçalves. Learning, teaching and ethnic-racial relations in Brazil. **Education**, Porto Alegre, v. 30, n. 63, p. 489–506, 2007.
- SOUZA, Ellen de Lima; ANJOS, Cleriston Izidro dos; CORREA, Núbia Cristina Sulz Lyra. **Necropolitics and Black Children: Essays on the Pandemic**. São Paulo: Dandara, 2022.
- SIUTY, Molly B.; ATWOOD, Alexis. Intersectional disruptor: a special educator of color living and teaching in the intersections. **Teacher Education and Special Education**, vol. 45, no. 1, p. 61–76, 2022. DOI: 10.1177/08884064211062872.
- TEFERA, Adai A.; FISCHMAN, Gustavo E. Beyond good intentions in special education policy: engaging with critical disability intersectional research. **Qualitative Inquiry**, 2024. DOI: 10.1177/10778004231165461.
- VASCONCELLOS, Maria de MM; SORDI, Maria Regina L. Training university teachers: (im)possible task? **Interface Magazine**, v. 20, n. 57, p. 403–414, 2016.
- WEBER, Max. **Economy and Society: Foundations of Comprehensive Sociology**. Brasília, DF: UnB, 1999.
- WHITENACK, David A.; GOLLOHER, Andrea N.; BURCIAGA, Rebeca. Intersectional reculturing for all students: preparation and practices for educational leaders. **Educational Leadership and Administration: Teaching and Program Development**, vol. 31, p. 33–53, 2019.
- ZANON, Débora AV; OLIVEIRA, José Ricardo S.; QUEIROZ, Sérgio Luiz. The “knowledge” and the “knowledge” necessary for teaching activities in higher education: views of postgraduate students in Chemistry. **Journal of Science Education Research**, v. 11, n. 1, p. 140–159, 2009.