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Revista Ibero-Americana Multidisciplinary Scientific Journal of Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year V, v.1 2025. | submission: 2025-09-11 | accepted: 2025-09-13 | published: 2025-09-15

Inclusive literary mediation in early childhood education: collaborative work between regular classroom and multifunctional resource room teachers through picture books

Inclusive Literary Mediation in Early Childhood Education: collaborative work between regular classroom teachers and multifunctional resource room teachers through picturebooks

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SUMMARY

This article investigates inclusive literary mediation in early childhood education, emphasizing the collaborative work between regular classroom and multifunctional resource room teachers in the pedagogical use of picturebooks.

The research identifies a gap in Brazilian studies that address the relationship between literary mediation, subjectivity, and self-regulation of learning in inclusive contexts in a fragmented manner. The central objective is to propose an integrative conceptual model that articulates contributions from the psychology of learning, literary education, and inclusive educational policies. Methodologically, a critical and integrative review of national and international literature was conducted, considering authors who discuss reader development, the aesthetic and cognitive potential of picturebooks, and processes of subjectivation and self-regulation. The results indicate that collaborative literary mediation expands learning opportunities by fostering empathy, creativity, and engagement, strengthening self-regulatory skills essential to a child's comprehensive development. The discussions present direct implications for educational policies, teacher training, and inclusive pedagogical practices, suggesting developments for future research on the impact of the proposed model on learning and literary engagement in contexts of diversity.

Keywords: inclusive literary mediation; early childhood education; collaborative teaching work.

ABSTRACT

This article investigates inclusive literary mediation in early childhood education, highlighting the collaborative work between regular classroom teachers and multifunctional resource room teachers in the pedagogical use of picturebooks. The research identifies a gap in Brazilian studies, which addresses in a fragmented way the relationship between literary mediation, subjectivity, and self-regulation of learning in inclusive contexts. The central objective is to propose an integrative conceptual model that articulates contributions from learning psychology, literary education, and inclusive educational policies. Methodologically, a critical and integrative review of national and international literature was conducted, considering authors who discuss reading development, the aesthetic and cognitive potential of picturebooks, and processes of subjectivation and self-regulation. The results indicate that collaborative literary mediation expands learning opportunities by fostering empathy, creativity, and engagement, strengthening self-regulatory skills essential to children's integral development.

The discussions highlight direct implications for educational policies, teacher training, and even pedagogical practices, suggesting avenues for future research on the impact of the proposed model on learning and literary engagement in diverse contexts.

Keywords: including literary mediation; early childhood education; collaborative teaching.

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1. INTRODUCTION

Collaborative work between teachers in the common room and the resource room multifunctional constitutes a strategic axis for the construction of educational practices inclusive, especially in the context of Special Education, by articulating knowledge, experiences and distinct pedagogical perspectives to enhance the integral development of children with special educational needs. In this context, literary reading transcends simple decoding of signs, configuring itself as a space for social, affective and cognitive, capable of mobilizing subjectivity, creativity and essential skills for life in society, meeting the specific demands of students with developmental disorders, disabilities and learning difficulties (Cosson, 2018; Nascimento and Souza, 2017; Vidal, 2019). When conducted intentionally and dialogically, literary mediation allows the cognitive, emotional and cultural diversity of children is understood as a resource pedagogical, favoring sensitive, meaningful and inclusive learning experiences (Mantoan, 2015; Solé, 2012).

Teaching collaboration strengthens inclusive literary mediation by integrating knowledge complementary, promoting adequate selection of materials, conducting literary dialogues and expansion of collective interpretation. This articulation ensures that all children, including those with special educational needs and a diagnosis of Spectrum Disorder Autistic people, participate in an equitable and meaningful way, respecting their particularities learning and cognitive styles (Brazil, 2008; Gonçalves, 2018; Hutt and Beck, 2014). The practice joint work between educators enables the construction of innovative pedagogical strategies, promoting interventions adapted to the singularities of each subject and favoring co-authorship and children's protagonism in reading (Girotto and Souza, 2011; Pinto and Silva, 2019; Hirsch, 2014).

Picture books play a central role as an aesthetic and pedagogical resource, as articulation between image and text creates opportunities for the construction of individual meanings and collectives, encouraging critical reflection, empathy and sensitive perception, in addition to enabling treatment of complex issues in a way that is accessible to children with different needs educational (Martins and Silva, 2017; Oliveira and Costa, 2018; Ribeiro and Almeida, 2019). When integrate these works into collaborative mediation in Special Education contexts, teachers enhance the literary experience, transforming reading into a social practice

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meaningful, dialogic and capable of mobilizing attention, memory and affective involvement of children (Bruner, 1997; Bruner, 2002; Santos, 2019).

The dimension of subjectivity emerges as the central axis of inclusive literary mediation, since reading mobilizes memories, affections and unique experiences, allowing people to children with different cognitive and emotional conditions construct their own meanings and develop autonomy, intrinsic motivation and critical capacity (Piaget, 2005; Ansari, 2018; Ainsworth, 1979). From this perspective, mediation ceases to be a mere instructional act and becomes transforms it into a comprehensive training practice, promoting self-regulation of learning and consolidating children's books as an instrument of inclusion and pedagogical innovation (Campos, Fullgraf and Wiggers, 2011; Cosson, 2018; Zanella and Costa, 2020).

The Brazilian educational context, marked by structural inequalities and gaps in teacher training for Special Education poses significant challenges to school inclusion. implementation of public policies and regulatory frameworks, such as the Common National Base Curricular and the National Policy for Special Education, provides strategic foundations for guide collaborative and equitable pedagogical practices, ensuring that all children, regardless of their developmental conditions or diagnosis, have access to enriching literary experiences (Araújo, 2017; Brazil, 1988, 1990, 1996, 2012, 2017; Xavier, 2019).

In this scenario, collaborative work between teachers in the common room and the classroom multifunctional resources emerges not only as a pedagogical strategy, but as a principle advisor of inclusive, dialogical and transformative practices in Special Education. To articulate literary mediation, child diversity and shared professional knowledge, This approach strengthens the integral development of children with special needs special educational programs, consolidating children's literature as an instrument of subjectivation, critical training and educational innovation (Cunha, 2013; Pedrosa, 2020; Silva and Oliveira, 2018).

The objective of this article is to analyze how collaborative work between classroom teachers common and multifunctional resource room enhances inclusive literary mediation in context of Special Education, promoting integral development, self-regulation of learning and equitable participation of all children, with an emphasis on the use of books-album as a central pedagogical tool.

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RCMOS – Multidisciplinary Scientific Journal of Knowledge.
ISSN: 2675-9128. São Paulo-SP.

2 THEORETICAL FRAMEWORK

2.1 READER TRAINING AND LITERARY MEDIATION

The construction of readers in school, especially in special education contexts, goes beyond the simple decoding of symbols, becoming a complex process of cultural appropriation, development of subjectivity and construction of meanings themselves. Through reading experiences, children are invited to interpret, question and critically reflect on diverse content, promoting skills cognitive, socio-emotional and cultural (Cosson, 2018; Bruner, 1997). Each experience of reading represents a space for aesthetic, intellectual and affective exploration, in which the student actively engages in knowledge construction and understanding different perspectives of the world (Hirsch, 2014; Piaget, 2005).

Collaborative work between teachers in the common room and the resource room multifunctional professionals take on a strategic role in this context. The interaction between these professionals enables joint planning of reading activities adapted to the particularities of each student, ensuring that pedagogical resources are distributed in an inclusive and efficient (Araújo, 2017; Garcia, 2018). This cooperation is especially relevant for children with special educational needs, including those with developmental disorders autistic spectrum, by ensuring full participation and enrichment of collective experiences of the whole class (Baron-Cohen, Leslie and Frith, 1985; Hutt and Beck, 2014).

Literary mediation carried out by teachers transcends the application of techniques pedagogical, involving ethical commitment and aesthetic sensitivity. The teacher-mediator must recognize the particularities of each student, value their previous experiences and their cultural repertoire, in addition to creating a rich, stimulating and inclusive reading environment (Cunha, 2013; Ribeiro and Almeida, 2019). When they act in an integrated manner, teachers expand the scope of reading as a tool for integral development, encompassing dimensions cognitive, affective, social and cultural (Mantoan, 2015; Leite and Lima, 2019).

In child development, adequate literary mediation favors the construction of empathy and the ability to understand multiple perspectives. By engaging with narratives diversified, the child learns to interpret different contexts and reflect on their own

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experiences (Ainsworth, 1979; Ansari, 2018). The constant dialogue between teachers from different educational environments allow the implementation of strategies that promote self-regulation of learning, enabling students to plan, monitor and evaluate their own reading processes autonomously (Prado and Lima, 2019; Wang and Lee, 2018).

Literary mediation also constitutes a cultural practice capable of integrating memory, repertoire and sociocultural context. When considering prior experiences and knowledge, teachers develop activities that respect the diversity of cognitive abilities and affective, strengthening children's protagonism and valuing different forms of expression and communication (Bruner, 2002; Cosson, 2018; Pedrosa, 2020).

The articulation between teachers ensures that reading is experienced as an experience collective and meaningful. By collaborating, teachers create opportunities for the exchange of experiences, socialization and joint construction of meanings, promoting a school environment inclusive, stimulating and engaging (Vidal, 2019; Zanella and Costa, 2020). These practices strengthen the social function of the school and promote the integral development of all students, in line with national special education policies and legal principles of inclusion (Brazil, 1988, 2008, 2012, 2017).

2.2 PHOTOBOOKS AND INCLUSIVE CHILDREN'S LITERATURE

The picture book, by integrating text and image, constitutes a strategic tool in reader training in early childhood education, especially in special education contexts. The combination of verbal and visual narratives favors multiple interpretations, allowing for participation of children with different learning styles (Bruner, 1997; Hirsch, 2014). For students with special educational needs, including children with disabilities of the autistic spectrum, this literary genre acts as a mediator, expanding textual understanding and stimulating imagination and symbolic expression (Baron-Cohen, Leslie and Frith, 1985; Bosa, 2007; Hutt and Beck, 2014).

Collaborative work between teachers enhances the pedagogical use of the picture book. While the common room teacher contributes to curricular contextualization and activities collective reading sessions, the teacher in the multifunctional resource room offers adaptations and resources that ensure accessibility and full inclusion (Araújo, 2017; Leite and Lima, 2019). This

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articulation allows us to address complex themes present in picturebooks, such as diversity, emotions and social experiences, in a way that is sensitive and appropriate to individual capacities each child (Pereira, 2018; Prado and Lima, 2019).

The aesthetic character of the picturebook is crucial to inclusive literary mediation. The images function as narrative elements that invite interpretation and the creation of meanings themselves, stimulating visual and cognitive literacy (Setton and Medrano, 2021; Rea and Gouveia, 2021). The integration between text and image promotes critical analysis and aesthetic sensitivity, allowing students to construct narratives that dialogue with their experiences (Martins and Silva, 2017; Nascimento and Souza, 2017).

For children with special educational needs, the picture book offers space safe to explore feelings, fears, doubts, and fantasies. Teacher mediation, based on individualized observation and constant dialogue, enables significant appropriation of the content, promoting subjectivity and emotional expression (Cosson, 2018; Oliveira, 2016; Vidal, 2019).

Inclusive children's literature, when used in collaborative contexts, creates shared and enriching reading experiences. Joint planning between teachers simultaneously meet the collective demands of the class and individual needs, promoting real inclusion and integral development (Garcia, 2018; Xavier, 2019; Zanella and Costa, 2020). In this model, the picturebook becomes a strategic pedagogical tool, capable to engage, stimulate and educate in a comprehensive and inclusive manner (Ouimet, 2021; Pastorelli and Viotto, 2021).

2.3 SUBJECTIVITY, SELF-REGULATION AND INTEGRAL DEVELOPMENT

The integral development of the child in special education contexts requires understanding of cognitive, affective and social dimensions as interdependent processes. The reading and literary mediation, when planned collaboratively, provide conditions for the exercise of subjectivity, allowing the student to perceive himself as the protagonist of their learning (Piaget, 2005; Bronfenbrenner, 2011). In this scenario, classroom teachers common and multifunctional resource room play complementary roles, expanding

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access to the curriculum and adapting strategies to individual needs, promoting self-regulation and autonomy (Araújo, 2017; Garcia, 2018).

Children's subjectivity is constructed from interaction with multiple contexts and educational agents. Safe and consistent relationships between children and educators are fundamental to engagement and meaningful learning (Ainsworth, 1979; Ansari, 2018). For students with special needs, this affective mediation contributes to safety emotional, the sense of belonging and the interpretation of social and emotional signals (Baron-Cohen, Leslie, and Frith, 1985; Bosa, 2007; Wang and Lee, 2018).

Self-regulation involves planning, monitoring and evaluating one's own process of learning, closely linked to the perception of skills and affective engagement (Gundu and Boruchovitch, 2018; Souza and Palatiño Torres, 2019). Collaborative teachers structure gradual literary activities, encouraging conscious choices of strategies reading and interpretation, favoring metacognitive skills and critical reflection (Ribeiro and Almeida, 2019; Prado and Lima, 2019).

Inclusive literary mediation acts as a catalyst for subjectivity and self-regulation. Narratives with dilemmas or ambiguities encourage individual positions and development of empathy, while the joint action of teachers ensures support individualized (Moreyra and Moraes, 2015; Vidal, 2019; Neves, 2019).

Integral development emerges from the integration between literary mediation, interactions affective and self-regulation strategies, overcoming reduced views of teaching and reaffirming the reading as a cultural, educational and formative practice (Bruner, 2002; Macedo, 2021). The diversity of abilities in special education highlights the need for planning together, constant dialogue and adaptation of activities (Pinto e Silva, 2019; Pastorelli and Viotto, 2021).

Sensitively mediated literature contributes to empathy, emotional expression, and self-reflection. When teachers integrate practices, it is possible to create literary experiences personalized that respect individuality and promote inclusion, equity and social function of the school as a safe and culturally enriching learning space (Liberato, 2020; Silva and Moura, 2020; Xavier, 2019).

Therefore, the promotion of subjectivity, self-regulation and integral development in special education depends on collaborative, reflective and needs-sensitive practices

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individual. The joint work between teachers, combined with the strategic use of picture books and inclusive literary resources, consolidates a pedagogical model capable of training children autonomous, critical and emotionally balanced, strengthening equity, inclusion and pedagogical excellence (Mantoan, 2015; Pedrosa, 2020; Zanella and Costa, 2020).

2. MATERIAL AND METHOD

This research is characterized as a theoretical study with a qualitative approach, guided by the interpretative perspective, whose objective is to understand how collaboration between teachers in the common room and the multifunctional resource room enhance literary mediation inclusive. This approach allows us to analyze pedagogical practices focused on reading, use of the picture book and the promotion of integral development, self-regulation of learning and equitable participation of children, considering cognitive diversity, cultural and affective (Cosson, 2018; Mantoan, 2015; Bronfenbrenner, 2011).

The research articulated different fields of knowledge, including psychology of development, literary mediation theory, inclusive educational policies and studies on autism spectrum disorder (Ainsworth, 1979; Baron-Cohen, Leslie, & Frith, 1985; Bruner, 2002). This integration enabled the construction of a replicable conceptual model of literary mediation, capable of contemplating diversity and promoting reading experiences enriching and inclusive (Ribeiro and Almeida, 2019; Zanella and Costa, 2020).

Data collection was carried out through a systematic and critical review of the literature, including books, articles, book chapters, dissertations and theses published between 2000 and 2024. The selection prioritized works that presented a consistent theoretical foundation and practical relevance for literary mediation, reader training, use of picture books, subjectivity and self-regulation of learning (Solé, 2012; Girotto and Souza, 2011; Hirsch, 2014; Oliveira, 2016).

Strict inclusion and exclusion criteria were defined: publications were included peer-reviewed academics, recognized reference books, and works that address inclusive pedagogical practices; non-reviewed scientific dissemination materials were excluded and publications without theoretical or methodological consistency. This procedure ensured that

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only sources of high scientific relevance were considered, giving robustness to the analysis and support for the proposition of the conceptual model (Pinto e Silva, 2019; Pedrosa, 2020).

The analysis was developed from three interdependent dimensions, which reflect the articulation between theory and pedagogical practice. Initially, the categorization was carried out thematic of the publications, organizing them into three central axes: reader training and literary mediation; picture books and inclusive children's literature; and subjectivity, self-regulation and integral development. Each work was examined considering the author, the year, the type of study, the thematic focus and its relevance for collaborative literary mediation practices (Campos, Füllgraf and Wiggers, 2011; Martins and Silva, 2017; Nascimento and Souza, 2017).

Then, a critical comparative analysis was carried out, articulating convergences and divergences between authors and identifying conceptual and practical gaps. Through analysis qualitative content, central concepts, pedagogical strategies and resources were extracted of the picturebook that favor inclusive literary mediation, relating them to the processes of self-regulation and integral development of the child (Solé, 2012; Girotto and Souza, 2011; Prado and Lima, 2019).

Finally, the integrative synthesis made it possible to propose a conceptual model of inclusive literary mediation, structured in replicable steps for application in the classroom. This model emphasizes the careful selection of works, dialogic mediation, and encouragement of listening active and the integration of affective, cognitive and social dimensions, articulating practices collaborations between teachers in the common room and the multifunctional resource room (Vidal, 2019; Oliveira, 2018; Zanella and Costa, 2020). Literary mediation is conceived as an experience dialogic in which the teacher acts as a sensitive mediator, integrating literary repertoire, listening active, encouraging the construction of personal and collective meaning, and attention to individual needs of children (Bruner, 1997; Cosson, 2018; Pereira, 2018). In this way, the model promotes the integral development, equitable participation and self-regulation of learning, aligning with the principles of inclusive education established by legislation and guidelines national (Brazil, 1988; Brazil, 2008; Brazil, 2012; Brazil, 2017).

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3. RESULTS AND DISCUSSION

Literary mediation in early childhood education is a phenomenon multifaceted, which transcends the simple decoding of written signs, constituting itself as space for the construction of meaning, cultural appropriation and integral development of subjectivity, empathy, and self-regulation of learning. According to Bräkling (2004), Cosson (2018) and Vidal (2019), literature establishes dialogues between the child and the world, integrating aesthetic, emotional and social experiences that favor critical readings and reflective. In contrast, Bronfenbrenner (2011) and Piaget (2005) highlight that the context ecological and the stages of cognitive development significantly shape the reception of literary mediation, highlighting the need for pedagogical practices sensitive to individual and collective specificities.

In synergy, Ansari (2018) and Ainsworth (1979) show that affective bonds solid and consistent interactions in the educational environment enhance the effectiveness of practices of mediation, while Hutt and Beck (2014) and Wang and Lee (2018) demonstrate that interventions generics may be insufficient for children with autism spectrum disorder, highlighting the need for differentiated and inclusive strategies.

The thematic categorization of the analyzed publications highlighted three central axes of research: reader training and literary mediation; picture books and children's literature inclusive; and subjectivity, self-regulation, and integral development. Each work was examined considering author, year, type of study, thematic focus and relevance to practices collaborative literary mediation, according to Campos, Füllgraf and Wiggers (2011), Martins and Silva (2017) and Nascimento and Souza (2017). In synergy, Solé (2012), Girotto and Souza (2011) and Oliveira (2018) emphasizes that diversified reading strategies, planned in a intentional, strengthen engagement, deep understanding and reading autonomy. However, Hirsch (2014) warns that superficial approaches can reduce the effectiveness of mediation, limiting the development of complex interpretive skills.

The use of the picture book emerges as a central element of the model, as it allows for multiple interpretations and narrative co-authorship, ensuring the participation of children with different cognitive, linguistic skills and life experiences (Nunes, 2021; Setton; Medrano, 2021; Zanelle; Costa, 2020). In synergy, Bakhtin (2011) and Bruner (2002) show that the

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interaction between text and image enhances aesthetic expression and the construction of meaning, strengthening reading as a culturally significant experience. On the other hand, Cunha (2013) and Liberato (2020) argue that insufficient teacher training or lack of intentional mediation can compromise the full exploration of the picturebook, highlighting the need for teachers with a solid literary repertoire and reflective practices, capable of articulate reading, context and children's individual experience.

The dimension of subjectivity and self-regulation of learning proves to be crucial for the effectiveness of literary mediation, promoting cognitive, affective and social processes that stimulate critical thinking, creativity, empathy and autonomy (Ganda; Boruchovitch, 2018; Souza; Palatiño Torres, 2019; Pereira, 2018; Santos, 2019). In synergy, Bajour (2012), Pelliciotti and Zelnys (2021), Chambers (2023) and Pedro (2023) emphasize that strategies such as active listening and valuing silence favors the articulation between individual and collective experiences, strengthening equitable participation. On the other hand, studies on children with ASD demonstrate the need for specific adaptations in mediation, as sensory barriers, communicational and cognitive issues can impede full engagement (Baron-Cohen; Leslie; Frith, 1985; Bosa, 2007; Hutt; Beck, 2014; Gonçalves, 2018; Neves, 2019). Thus, the model proposed combines sensitivity, strategic planning and pedagogical flexibility, ensuring that every child is heard, understood and engaged in a meaningful way.

The integrative synthesis of the analysis made it possible to propose a conceptual model of inclusive literary mediation, structured in replicable and applicable stages in the classroom. This model articulates the careful selection of works, dialogic mediation, encouragement of active listening and integration of affective, cognitive and social dimensions, promoting collaborative practices between teachers in the common room and the Multifunctional Resource Room (Vidal, 2019; Oliveira, 2018; Zanelle; Costa, 2020). According to Bruner (1997), Cosson (2018) and Pereira (2018), the teacher acts as a sensitive mediator, integrating literary repertoire, encouraging the construction of personal and collective sense and attention to the individual needs of children. In synergy, Ainsworth (1979), Ansari (2018) and Vygotsky (2019) reinforce that affective bonds, engagement and integral development are essential, while Hutt and Beck (2014) and Wang and Lee (2018) demonstrate that mediation must consider specific pedagogical adaptations for different groups.

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The articulation with public policies and national legislation confers legitimacy, consistency and social relevance to the model, aligning it with the principles of inclusive education and to the promotion of equity (Brazil, 1988; 1990; 1996; 2008; 2012; 2017). In synergy with Leite and Lima (2019), Xavier (2019), Araújo (2017), Garcia (2018), Pacheco and Lopes (2020), Silva and Moura (2020), Pedrosa (2020) and Mantoan (2015), it is evident that literary mediation inclusive not only transforms the reading experience, but also consolidates critical readers, reflective and emotionally autonomous. On the other hand, the lack of teacher training adequate or insufficient pedagogical resources can limit the impact of mediation, highlighting the need for investment in continuing education programs and policies robust educational practices.

Thus, the analysis demonstrates that inclusive literary mediation constitutes a innovative pedagogical proposal, articulating theoretical knowledge, practical experience and teaching sensitivity, capable of generating a significant impact on the child's integral development and in the consolidation of equitable, reflective and culturally contextualized educational practices. The combination of diverse reading strategies, use of picture books, encouragement of self-regulation and active listening, when aligned with legislation and public policies, ensures that the model is applicable, replicable and effectively transformative.

5 FINAL CONSIDERATIONS

The present study shows that literary mediation in early childhood education is configured as a complex pedagogical practice, integrating cognitive, affective, social and cultural in an articulated and intentional way. The analysis developed demonstrated that strategies of diverse reading, combined with the use of picture books, active listening, and the appreciation of silence and the promotion of self-regulation of learning, constitute powerful instruments for the integral development of children, enhancing the construction of meanings multiples and critical engagement in the educational process.

According to the results, inclusive literary mediation not only favors the textual comprehension and literary literacy, but also stimulates empathy, creativity and critical reflection, consolidating literature as a space for dialogue, narrative co-authorship and equitable participation. In synergy with public policies and national guidelines, the model

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proposed contributes to the implementation of inclusive education, ensuring accessibility and valuing the cognitive, cultural and socio-emotional diversity present in the classroom.

In contrast, the analysis also indicated that gaps in teacher training, resources Insufficient pedagogical methods or superficial mediation strategies can compromise the full achievement of the objectives of integral development. However, the proposal of a model replicable and structured, based on theoretical and practical evidence, offers concrete subsidies for teaching practice, enabling educators to adjust their practices according to the specific needs of each child, promoting more effective learning processes autonomous, reflective and participatory.

Furthermore, the study reaffirms the importance of the articulation between theory and practice pedagogical. Literary mediation, when planned and executed intentionally, represents an opportunity for educational transformation, capable of integrating knowledge academics, professional experience and pedagogical sensitivity. In synergy with the legislation Brazilian, inclusion policies and continuing education programs, the model demonstrated has the potential to expand the impact of educational practices, not only in the cognitive sphere, but also in the emotional, social and ethical development of children.

This research contributes to the advancement of scientific knowledge in the field of education children, offering an innovative and systematic approach to inclusive literary mediation. It is hoped that their proposals will support teacher training, inspire future research and serve as a reference for educational policies that value diversity, promote equity and consolidate excellent pedagogical practices, ensuring full integral development of all children.

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ACKNOWLEDGMENTS

We would like to express our sincere gratitude to all the people who, directly or indirectly, directly contributed to the completion of this work. We thank our families for unconditional support, for patience in moments of dedication to research and for encouragement constant that has strengthened us throughout this journey. We also recognize the importance

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of professional colleagues, who shared experiences, reflections and dialogues that expanded our critical vision and contributed to the maturation of the ideas presented here.

We extend our thanks to the educational institutions in which we operate, for their space for learning and exchanging knowledge, and to our students, who are a true inspiration for the search for more meaningful and transformative educational practices. This article is the result of sum of efforts, partnership and friendship that unites us as teachers and researchers, and we hope that the results presented here can contribute to the academic community and with education in a broad sense.

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