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Continuing education of Libras teacher-interpreters and the development of professional practices from the perspective of inclusive education

Formação continuada de professores-intérpretes de libras e o desenvolvimento das práticas profissionais na perspectiva da educação inclusiva

Formación continua de profesores-intérpretes de Libras y el desarrollo de las prácticas profesionales desde la perspectiva de la educación inclusiva

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Abstract:
This article aims to discuss the importance of continuing education for strengthening the professional practices of Brazilian Sign Language (Libras) teacher-interpreters within the context of inclusive and bilingual education. Methodologically, it is characterized as bibliographic research with a qualitative approach, grounded in the analysis of Brazilian legislation and the theoretical contributions of Quadros (2019), Lacerda (2020), Strobel (2018), Imbernón (2011), Nóvoa (2022), and Tardif (2014), whose works address teacher training, deaf education, and the role of the educational interpreter. The results show that continuing education constitutes an essential process for the development of linguistic, pedagogical, ethical, and cultural competencies, fostering more critical, reflective, and collaborative professional practices. It is concluded that permanent investment in the qualification of teacher-interpreters strengthens bilingual education, broadens communication accessibility, and contributes to the realization of deaf individuals' right to quality education, in line with the principles of inclusion and the appreciation of linguistic diversity.

Keywords:
Continuing education; Libras teacher-interpreter; Bilingual education; Inclusive education.

Resumo:
Este artigo tem como objetivo discutir a importância da formação continuada para o fortalecimento das práticas profissionais dos professores-intérpretes de Língua Brasileira de Sinais (Libras) no contexto da educação inclusiva e bilíngue. Metodologicamente, caracteriza-se como uma pesquisa bibliográfica, de abordagem qualitativa, fundamentada na análise da legislação brasileira e nas contribuições teóricas de Quadros (2019), Lacerda (2020), Strobel (2018), Imbernón (2011), Nóvoa (2022) e Tardif (2014), cujas produções abordam a formação docente, a educação de surdos e a atuação do intérprete educacional. Os resultados evidenciam que a formação continuada constitui um processo essencial para o desenvolvimento de competências linguísticas, pedagógicas, éticas e culturais, favorecendo práticas profissionais mais críticas, reflexivas e colaborativas. Conclui-se que o investimento permanente na qualificação dos professores-intérpretes fortalece a educação bilíngue, amplia a acessibilidade comunicacional e contribui para a efetivação do direito à educação de qualidade das pessoas surdas, em consonância com os princípios da inclusão e da valorização da diversidade linguística.

Palavras-chave:
Formação continuada; Professor-intérprete de Libras; Educação bilíngue; Educação inclusiva.

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Resumen:
Este artículo tiene como objetivo discutir la importancia de la formación continuada para el fortalecimiento de las prácticas profesionales de los profesores-intérpretes de Lengua Brasileña de Signos (Libras) en el contexto de la educación inclusiva y bilingüe. Metodológicamente, se caracteriza como una investigación bibliográfica, de abordaje cualitativo, fundamentada en el análisis de la legislación brasileña y en las contribuciones teóricas de Quadros (2019), Lacerda (2020), Strobel (2018), Imbernón (2011), Nóvoa (2022) y Tardif (2014), cuyas producciones abordan la formación docente, la educación de sordos y la actuación del intérprete educacional. Los resultados evidencian que la formación continuada constituye un proceso esencial para el desarrollo de competencias lingüísticas, pedagógicas, éticas y culturales, favoreciendo prácticas profesionales más críticas, reflexivas y colaborativas. Se concluye que la inversión permanente en la calificación de los profesores-intérpretes fortalece la educación bilingüe, amplia la accesibilidad comunicacional y contribuye para la efectivación del derecho a la educación de calidad de las personas sordas, en consonancia con los principios de la inclusión y de la valorización de la diversidad lingüística.

Palabras clave:
Formación continua; Profesor-intérprete de Libras; Educación bilingüe; Educación inclusiva.

1 Introduction

The consolidation of Brazilian inclusive education significantly expanded the discussions on the training of professionals responsible for linguistic mediation between deaf students and listeners. In this context, the professor-interpreter of Libras stands out, whose action goes beyond the translation between two languages, requiring pedagogical knowledge, linguistic domain, cultural sensitivity and ethical commitment to the processes of teaching and learning.

The recognition of Libras as the official language of the deaf Brazilian community, through Law No. 10.436/2002, followed by the regulation promoted by Decree No. 5.626/2005, opened new challenges for educational systems. Among them, the need to invest in the continuing training of professionals working in bilingual education stands out, considering that the complexity of pedagogical practices demands constant updating in the face of social, technological and educational transformations.

Continuing education, therefore, represents a permanent process of knowledge construction, allowing teachers to develop skills capable of responding to the multiple demands present in school routines. For Imbernón (2011), teacher training must be understood as a continuous process of professional development, based on critical reflection on the practice and collective construction of knowledge. In the specific case of deaf education, Quadros (2019) highlights that the domain of Libras, by itself, does not guarantee a qualified performance. Professionals need to understand the principles of bilingual education, the cultural aspects of

the deaf community, inclusive teaching methodologies and the fundamentals of educational translation and interpretation.

In addition, the performance of the teacher-interpreter is constantly crossed by pedagogical, ethical and communicative dilemmas. Often, these professionals assume responsibilities that extrapolate their legal duties, evidencing gaps in the institutional organization of schools and in the training offered by the education systems themselves.

Given this scenario, this article aims to discuss the importance of continuing education to strengthen the professional practices of the teachers-interpreters of Libras, analyzing the contemporary challenges, the theoretical foundations that sustain their performance and the possibilities of building increasingly inclusive pedagogical practices. It is based on the understanding that continuous professional development is an indispensable condition for the realization of bilingual education of quality and for the guarantee of the linguistic rights of the deaf population.

2 Theoretical Marco / Results

2.1 Continuing education as the basis of the professional performance of the teacher-interpreter of pounds

The changes in public policies aimed at inclusive education profoundly changed the professional profile required of the teachers-interpreters of Libras. If previously the performance of these professionals was strongly linked to communication mediation, it is currently expected an intervention based on linguistic, pedagogical, cultural, technological and ethical knowledge, making continuing education an indispensable element for the qualified exercise of the profession.

According to Novoa (2022),

> the teacher training cannot be understood as an isolated event or closed in graduation, but as a permanent process of identity construction when applied to teachers-interpreters of Libras, whose professional practice is constantly influenced by educational changes, linguistic research and public policies aimed at school inclusion (Novoa, 2022, p. 38).

In the field of deaf education, Quadros (2019) states that the educational interpreter participates directly in the construction of learning opportunities of the deaf student. However, this participation requires much more than mastery of Libras and Portuguese. The professional needs to understand the pedagogical objectives of the activities, know didactic mediation strategies and recognize the linguistic specificities that characterize the process of language acquisition by deaf students.

This understanding approaches the reflections of Tardif (2014), for whom teaching knowledge is constructed in the interaction between scientific knowledge, professional experiences and daily experiences. In the case of the teacher-interpreter, such knowledge assumes an interdisciplinary character, as it articulates knowledge of Linguistics, Education, Translation, Psychology, Teaching and Deaf Studies. From this perspective, continuing education ceases to represent mere technical updating to constitute a space for the production of new professional knowledge. Imbernón (2011) argues that:

> the permanent training should stimulate processes of investigation of the practice itself, allowing the teacher to develop intellectual autonomy to face complex problems of school routine. In this sense, continuing education should not be limited to the acquisition of new technical knowledge, but should promote spaces for critical reflection, dialogue and reconstruction of teaching knowledge (Imbernón, 2011, p. 24).

Thus, the teacher becomes an active subject of his professional development, able to analyze his/her reality, resignify his/her practices and build more appropriate responses to contemporary educational demands. The Brazilian educational reality shows that many teachers-interpreters still encounter difficulties related to the definition of their functions within school institutions. In several situations, they assume pedagogical responsibilities that compete with the regent teacher or, conversely, have their performance reduced to the simple mechanical translation of the contents presented in the classroom. Both situations reveal limited understanding of the nature of educational interpretation.

According to Lacerda (2020), linguistic mediation performed by the educational interpreter requires constant negotiation of meanings, considering the different cultural repertoires present in the school environment. It is not only a matter of converting words between two languages, but of promoting conditions for the deaf student to participate effectively in educational practices.

Another important aspect concerns the development of ethical competences. The performance of the teacher-interpreter involves complex situations related to the confidentiality of information, impartiality during interpretation, respect for deaf identity and the construction of collaborative relationships with teachers, managers, families and students. These skills are hardly consolidated only during initial training, making permanent vocational training programmes indispensable.

In this sense, Strobel (2018) points out that:

> understanding deaf culture is a fundamental requirement for any professional who acts in bilingual education. The knowledge of the visual experiences, forms of social interaction and identity processes of the deaf community significantly expands the quality of the pedagogical mediation performed by the teacher-interpreter, avoiding practices based exclusively on listening conceptions of education (Strobel, 2018, p. 51).

Furthermore, the advancement of digital technologies profoundly changed the forms of communication and teaching. Virtual learning environments, video conferencing platforms, accessible audiovisual resources and artificial intelligence tools have become part of everyday school life, requiring teachers-interpreters to develop new technological skills. In this scenario, continuing education assumes a strategic role by enabling permanent updating in the face of the rapid transformations that characterize contemporary society.

Another indispensable element concerns research as a component of professional practice. Freire (2021) states that teaching implies continuously researching, since critical reflection on practice is a condition for its permanent transformation. Applied to the context of educational interpretation in Libras, this perspective shows that professional development depends on the teacher-interpreter's ability to analyze his/her own work, identify difficulties and reconstruct methodological procedures more appropriate to the students' needs.

Continued education also strengthens collaborative work among regent teachers, interpreters, pedagogical coordinators and other education professionals. Several studies show that deaf students' learning has better results when pedagogical actions are planned collectively, breaking with fragmented models of professional performance. This articulation favors the sharing of responsibilities and broadens the possibilities of building truly inclusive practices.

Therefore, understanding continuing education as a structuring axis of professional development means recognizing that the quality of bilingual education depends directly on the appreciation of teachers-interpreters and the offer of permanent opportunities for improvement. However, discussing professional training also implies analyzing the concrete challenges faced in school routine, especially those related to pedagogical practices, working conditions and public inclusion policies. These aspects will be deepened in the following chapter, which will examine how these factors influence the professional practice of the professor-interpreter of Libras and the effectiveness of inclusive education.

2.2 Continuing training and strengthening the professional practices of the teacher-interpreter of pounds

The discussion about continuing education inevitably leads to the analysis of professional practices developed by the professor-interpreter of Libras in the school context. Although legal advances have ensured the presence of these professionals in educational institutions, the realization of a qualified pedagogical practice remains conditional on factors such as the organization of school work, professional appreciation, the offer of permanent

training programs and the recognition of the specificities of bilingual education for deaf people. The research developed in recent decades shows that the daily life of the teacher-interpreter is marked by challenges that go beyond the attributions traditionally associated with translation and interpretation. Lacerda (2020) notes that:

> the performance in educational environments requires constant linguistic and pedagogical decisions, since the interpretation process occurs simultaneously to the interactions between teachers, students, curriculum contents and different communicative contexts (lacerda, 2020, p. 56).

Thus, each teaching situation requires adaptations that can only be performed by professionals prepared to critically reflect on their own practice. In this sense, it is evident that the quality of educational interpretation does not depend exclusively on the technical domain of Libras and Portuguese Language. Since, for Quadros (2019), the educational interpreter needs to understand the pedagogical objectives of the class, know the methodological strategies used by the teacher and recognize the ways in which deaf students build knowledge from a visual perspective. The absence of this understanding can significantly compromise access to the school curriculum, limiting the possibilities of learning.

Contemporary literature shows that many teachers-interpreters enter the profession with excellent linguistic competence, but with reduced pedagogical training. This reality produces difficulties related to the planning of activities, the understanding of learning theories and the mediation of content specific to different areas of knowledge.

In this same debate, Gatti et al. (2019) analyzes that:

the professional teacher development requires permanent updating processes capable of integrating scientific knowledge, practical experiences and critical reflection on the everyday challenges of the school. Continuing education constitutes a space for collective construction of knowledge, in which teachers can analyze their practices, share experiences and develop new pedagogical strategies (Gatti, et al. 2019, p. 13).

Thus, professional qualification is no longer understood as a punctual action and becomes a continuous process of improvement, essential to respond to the transformations and demands of contemporary education. This process enables teachers to expand their knowledge, develop more reflective practices and build pedagogical interventions based on students' needs and different school contexts. Thus, continuing education assumes a strategic role in the appreciation of teachers and in the consolidation of an education committed to quality, inclusion and social transformation.

Another frequently identified aspect refers to the lack of definition of functions performed by the teacher-interpreter within educational institutions. In many schools, these

professionals are understood only as translators, remaining excluded from pedagogical meetings, collective planning and curriculum discussions. In other situations, the reverse movement occurs: the teacher-interpreter starts to assume responsibilities of the regent teacher, producing distortions that compromise both his professional identity and the organization of pedagogical work. This problem demonstrates that continuing education needs to include not only technical content related to interpretation, but also discussions about professional identity, ethics, educational legislation and forms of collaborative work. According to Imbernón (2011),

professional development occurs when the teacher participates in collective processes of reflection, sharing experiences and building solutions to concrete problems of educational practice. In this perspective, teacher education should value the knowledge built in everyday school life, recognizing the practice as a space for producing knowledge and pedagogical transformation (Imbernón, 2011, p. 37).

Thus, the formative processes become more significant by enabling the interaction between theory and professional experience, strengthening the autonomy of educators and contributing to more conscious, collaborative and contextualized educational practices. Such understanding breaks with traditional training models focused on the transmission of content and brings together the formation of the real needs experienced by professionals. In the case of bilingual education for deaf people, collaborative work is of even greater importance. The regent teacher and the interpreter teacher need to establish permanent relations of planning, dialogue and evaluation of the activities developed in the classroom.

According to Karnopp (2015), the education of deaf students only achieves consistent results when there is integration among the different professionals involved in the educational process, respecting the linguistic and cultural specificities of the deaf community. The absence of such articulation often generates communication difficulties, inadequate interpretations of curriculum contents and work overload for the teacher-interpreter. In addition, it limits the effective participation of deaf students in school activities, contrary to the principles of inclusive education and bilingual education provided for in Brazilian legislation.

Another significant challenge is related to the advancement of digital technologies. The growth of hybrid teaching, virtual learning platforms and digital communication tools profoundly changed the performance of teachers-interpreters. Interpretation in virtual environments has its own characteristics, requiring mastery of technological resources, adaptation of translation strategies and development of new communication skills. As Moran observes (2021), the digital transformation of education demands professionals capable of integrating technology, active methodologies and innovative pedagogical practices. In this

context, continuing education is essential to ensure that teachers-interpreters follow technological changes without losing sight of the fundamentals of inclusive education. The use of digital resources does not replace human mediation, but increases the possibilities of accessibility when used in a critical and planned way.

The ethical dimension of professional activity is another relevant aspect. Educational interpretation involves complex situations related to the confidentiality of information, impartiality, respect for linguistic identities and mediation of conflicts present in the school environment. These questions require permanent professional reflection, as there are no standardized answers to all situations found in the school routine.

Freire (2021) states that educational practice requires ethical commitment, social responsibility and provision for permanent dialogue. This perspective applies directly to the professor-interpreter of Libras, whose performance is based on the construction of trust relations between students, teachers and the school community. Professional ethics, therefore, is not only a set of norms, but a constituent element of the educational practice itself. Parallelly, the valorization of deaf culture as a structuring element of professional activity deserves to be highlighted. Strobel (2018) argues that:

understanding the visual experience of deaf subjects allows overcoming welfareist conceptions still present in some educational contexts. By recognizing Libras as the first language of many deaf students, the teacher-interpreter contributes to the appreciation of the linguistic and cultural identity of this community, strengthening pedagogical practices based on respect for diversity (Strobel, 2018, p. 63).

Reflection on professional practices also highlights the need for permanent public policies aimed at continuing education. It is not enough to legally acknowledge the importance of the teacher-interpreter; it is essential that states, municipalities and educational institutions offer systematic programs for updating, incentives for research, adequate working conditions and professional development opportunities throughout their careers.

From this perspective, continuing education is no longer the sole responsibility of the professional and becomes an institutional and political commitment. As Gatti et al. (2019) defends, improving the quality of education depends on the articulation between consistent public policies, teacher appreciation and permanent training processes that dialogue with the concrete challenges of contemporary school.

Thus, it is observed that the strengthening of the professional practices of the professor-interpreter of Libras results from the integration between scientific knowledge, pedagogical experiences, linguistic domain, ethical reflection and commitment to bilingual education.

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However, fully understanding this action requires examining the future perspectives of the profession, considering the advances of educational policies, the challenges of inclusion and the possibilities of innovation in continuing education. These elements are the focus of the following chapter, which will discuss ways to improve the training of teachers-interpreters of Libras in front of the demands of contemporary education.

2.3 Perspectives for continuing education and consolidation of the professional practices of the professor-interpreter of pounds

The reflections presented in the previous chapters show that the continuing education of the professor-interpreter of Libras is one of the pillars for the consolidation of bilingual education and inclusive education in Brazil. However, understanding its relevance requires advances in the analysis of future perspectives involving the profession, considering the challenges imposed by the social, technological, cultural and educational transformations that characterize contemporary society.

Teacher-interpreter training needs to be understood as a permanent process of professional development, capable of following the 2.constant changes in public policies, linguistic research and teaching methodologies. This understanding approaches the conception defended by Novoa (2022. For the author:

> the professional teacher development occurs throughout the career, through processes of study, investigation, critical reflection and sharing of experiences among education professionals. The teacher's training is a permanent path of identity construction, in which knowledge is continuously re-signified from professional experiences and social demands. [...] Teacher learning is not limited to formal training spaces, but is expanded in the relationships established in everyday school life, favoring more innovative, collaborative pedagogical practices and committed to the quality of education (Novoa, 2022, p. 44).

In this context, it is necessary to overcome traditional training models based exclusively on content transmission. The specialized literature shows that training programs focused only on eventual courses or isolated training have a reduced impact on the daily practice of professionals. As Imbernón (2011) argues, continuing education produces more significant results when it is linked to the real problems faced by teachers in their spaces of activity, favoring collaborative research processes and collective production of knowledge.

Applied to the context of Libras teachers-interpreters, this perspective implies recognizing that professional learning occurs in the articulation between theory and practice. The experiences experienced in the classroom, the difficulties of linguistic mediation, the challenges of inclusion and the relationships established with students, teachers and families constitute important spaces for the construction of professional knowledge. Thus, continuing

education should promote systematic moments of reflection on these experiences, enabling professionals to critically analyze their actions and develop increasingly effective strategies of pedagogical mediation.

An aspect that deserves to be highlighted in the studies on the Brazilian Sign Language (LIBRAS) and on the formation and performance of the interpreter teacher of Libras, refers to the strengthening of the professional identity of the interpreter teacher of Libras. Although Brazilian legislation has recognized significant advances in the regulation of Libras and in the expansion of the linguistic rights of the deaf population, there are divergent interpretations about the attributions of these professionals in the school context. In several educational institutions, it is observed the permanence of misconceptions that sometimes reduce the teacher-interpreter to the condition of a mechanical translator, sometimes assigning him functions exclusively teachers, discharging the specificity of his performance.

In this context, according to Lacerda (2020) points out that:

> the consolidation of professional identity depends on institutional clarity about the responsibilities attributed to the educational interpreter, as well as the construction of collaborative relationships among all professionals involved in the teaching and learning process. This collaboration requires joint planning, shared definition of pedagogical objectives and understanding that deaf student learning constitutes collective responsibility of the school, and not exclusively of the professor-interpreter (Lacerda, 2020, 50).

From this perspective, the construction of learning communities among education professionals is important. Participation in research groups, scientific seminars, congresses, specialization courses and continuing education programs favors the exchange of experiences, expands the theoretical repertoire and strengthens the investigative capacity of professionals. Thus, collaborative learning is one of the main factors associated with professional teacher development, especially in contexts marked by the diversity and complexity of educational practices.

Thus, as a decisive element for the future of the profession, we have the advancement of digital technologies applied to accessibility. The growth of virtual teaching platforms, videoconferencing tools, digital learning environments and artificial intelligence resources significantly changed the forms of communication between teachers and students. Although these technologies extend the possibilities of inclusion, they also impose new challenges on Libras' interpreters teachers, who need to develop skills related to interpretation in digital environments, production of accessible materials and critical use of educational technologies.

Moran (2021) notes that technological innovation only contributes to the improvement of education when it is associated with pedagogical innovation. This statement is particularly important in the context of deaf education, because the simple incorporation of technological

resources does not guarantee linguistic accessibility or significant learning of students. It is necessary for teachers-interpreters to understand the limits and potential of these tools, integrating them to pedagogical practices in an ethical, critical and contextualized way.

In parallel, the strengthening of academic research on translation and interpretation in Libras is an important perspective for the qualification of continuing education. In recent decades, there has been significant growth in scientific production in this area, expanding the understanding of translation processes, acquisition of Libras, bilingual education, deaf culture and inclusive practices. This movement strengthens the constitution of its own scientific field, offering increasingly consistent theoretical foundations for the performance of teachers-interpreters.

In this scenario, the need to expand dialogue between universities, education networks and basic education schools is also highlighted. The approximation between academic research and professional practice favors the construction of training programs more consistent with the real needs of professionals, avoiding the frequently observed distance between scientific production and school routine. According to Freire (2021), teaching implies research, and research implies transforming educational practice from critical reflection on reality. Thus, the appreciation of deaf culture as the foundation of training policies is essential. Furthermore, Strobel (2018) argues that:

> understanding the historical, social and cultural aspects of the deaf community allows overcoming welfare perspectives and strengthening an education based on respect for linguistic differences. By recognizing Libras as a language of instruction and identity construction, the interpreter-teacher contributes to the promotion of more democratic, inclusive and committed school environments with human rights (Strobel, 2018, p. 81).

However, the professional development of these educators also depends on the implementation of consistent public policies. Permanent programs of continuing education, incentive for research, wage valuation, improvement of working conditions and expansion of the offer of graduate courses represent fundamental measures to strengthen the performance of teachers-interpreters throughout the national territory. Without institutional investments, the responsibility for professional qualification lies exclusively with the individual, compromising the effectiveness of inclusion policies.

In addition, it is necessary to expand the mechanisms of evaluation of training actions, seeking to understand how continuing education programs effectively impact the pedagogical practices and learning processes of deaf students. The systematic evaluation of these policies allows identifying weaknesses, improving training strategies and promoting greater articulation between theory, research and professional practice.

In view of these reflections, it is evident that the future of the performance of the professor-interpreter of Libras is directly related to the consolidation of an institutional culture that values permanent education, research, collaborative work and the recognition of bilingual education as a linguistic right of the deaf community. The construction of this perspective requires the joint commitment of universities, teaching systems, public managers, researchers and education professionals.

Thus, the analysis developed throughout this chapter demonstrates that continuing education exceeds the technical dimension of professional updating and constitutes a permanent process of human, scientific and ethical development. This understanding allows us to conclude that strengthening the professional practices of the teacher-interpreter depends on the integration between public policies, scientific production, professional valorization and institutional commitment to truly inclusive education. In the light of these discussions, it is possible to present, in the final considerations, a synthesis of the main arguments developed in this study, resuming the objectives initially proposed and reaffirming the centrality of continuing education for the qualification of professional practices of teachers-interpreters of Libras.

3. Material and Method

This study is methodologically characterized as a bibliographic research, with a qualitative approach, structured from the critical analysis of scientific productions, legal norms and official documents aimed at inclusive education and the performance of the Brazilian Sign Language interpreter teacher (Libras). The bibliographic research, according to the methodological assumptions underlying this work, is an essential procedure for understanding complex educational phenomena, allowing the mapping, systematization and analysis of theoretical concepts consolidated in the literature of the area.

The investigative path was based on the analysis of the Brazilian educational legislation relevant to the theme, with emphasis on Law No. 10.436/2002 and Decree No. 5.626/2005, in addition to the theoretical contributions of reference authors such as Quadros (2019), Lacerda (2020), Strobel (2018), Imbernón (2011), Nóvoa (2022) and Tardif (2014). These references were selected because they addressed teaching training, deaf education, deaf culture, professional knowledge and the challenges inherent to linguistic and pedagogical mediation in school routine.

The analysis of the collected material occurred in an interpretative and thematic way, seeking to articulate the legal and theoretical frameworks with the reality experienced by the teachers-interpreters. Thus, the methodological procedure made it possible to counter different academic perspectives, highlighting the gaps between legal prescription and pedagogical practice, and basing the discussion on the centrality of continuing education in professional development and the effectiveness of bilingual education of quality.

4. Results and Discussion

The results of the research show that continuing education is a structuring and indispensable axis for strengthening the professional practices of teachers-interpreters of Libras. As pointed out by Nóvoa (2022) and Imbernón (2011), professional development does not end in initial training, constituting a permanent process of identity construction and critical reflection on practice. In the context of bilingual education, it was found that the technical domain of Libras and Portuguese Language, although fundamental, is insufficient due to the complexity of school demands, requiring solid pedagogical, ethical, cultural and technological skills from the professional.

Another aspect highlighted in the results refers to the recurrent institutional misdefinition of the functions of the teacher-interpreter, oscillating between a mechanical translation activity and inadequate assumption of the teacher-regent's own burdens. As Lacerda (2020) points out, this distortion impairs the organization of pedagogical work and overloads the professional, showing that continuing education programs should contemplate discussions about professional identity, ethics and collaborative work. The planned articulation between interpreter, regent teacher and pedagogical team proved to be a sine qua non condition to ensure curricular accessibility and effective participation of deaf students.

Finally, the discussion points out that the appreciation of deaf culture, based on the contributions of Strobel (2018), and the critical incorporation of technological innovations and research in school routine, as defended by Freire (2021) and Moran (2021), are decisive elements for overcoming welfare perspectives. It is concluded that improving the educational quality of deaf subjects depends directly on consistent public policies that ensure systematic opportunities for professional improvement, integrating theory, pedagogical praxis and political commitment to inclusion.

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Final considerations

The continuing education of Libras teachers-interpreters is an indispensable element for the consolidation of inclusive education and bilingual education aimed at deaf people. As discussed in the introduction of this study, the expansion of public inclusion policies and the recognition of Libras as the official language of the deaf community produced new requirements for professionals responsible for language mediation in the school environment. These requirements go beyond the technical domain of interpretation, demanding pedagogical, linguistic, cultural, ethical and technological knowledge capable of responding to the complexities present in the educational routine.

Throughout the first chapter, it was demonstrated that continuing education is a permanent process of professional development, in which theory and practice are articulated in an inseparable way. The literature analyzed shows that the teacher-interpreter needs to constantly update his knowledge to follow the transformations of education, legislation, research on Libras and methodologies for bilingual education. From this perspective, it was found that permanent training favors the development of competencies that increase the quality of linguistic mediation and strengthen the commitment to the principles of inclusion.

In the second chapter, the analysis of professional practices allowed us to understand that the performance of the teacher-interpreter is directly related to the institutional conditions offered by schools, to the professional appreciation and to the collaborative work developed among teachers, managers and other education professionals. It was observed that the lack of attributions, the lack of collective planning and the insufficiency of systematic training programs significantly compromise the effectiveness of bilingual education. On the other hand, school environments that invest in permanent training and collaborative practices are better able to ensure the participation of deaf students in the teaching and learning processes.

In the third chapter, it was found that contemporary challenges require an expanded conception of continuing education, based on research, pedagogical innovation, critical use of digital technologies, appreciation of deaf culture and permanent construction of the professional identity of the teacher-interpreter. It was evidenced that professional development depends not only on the individual effort of educators, but also on the implementation of public policies capable of ensuring adequate working conditions, permanent programs for qualification and career enhancement.

The reflections developed throughout this article allow us to state that continuing education is a strategic process for strengthening the professional practices of Libras teachers-

interpreters. Its relevance is manifested in increasing the quality of linguistic mediation, improving pedagogical practices, strengthening bilingual education and promoting the linguistic rights of the deaf community. More than responding to legal requirements, investing in the training of these professionals represents an ethical and social commitment to building a truly inclusive, democratic education committed to equity.

It is therefore concluded that the implementation of inclusive education depends on the articulation between public policies, educational institutions, education systems and education professionals, recognizing that the learning of deaf students will only be fully ensured when the continuing education of Libras' interpreters-teachers is understood as a permanent policy of professional valorization and guarantee the right to quality education.

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