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The pedagogical coordinator and school inclusion: the role of coordination in promoting inclusive and equitable education

O coordenador pedagógico e a inclusão escolar: o papel da coordenação na promoção da educação inclusiva e equitativa

El coordinador pedagógico y la inclusión escolar: el papel de la coordinación en la promoción de la educación inclusiva y equitativa

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Abstract: This article investigates how the pedagogical coordinator contributes to the realization of inclusive and equitable education, focusing on their work alongside the teaching team and other school professionals. Given the continuous growth in the enrollment of special-education target students in regular classrooms, the coordinator is understood as an articulator of pedagogical processes and an agent that fosters inclusion. The methodological approach was an integrative review, qualitative, descriptive and basic in nature, organized into the six phases proposed by Botelho, Cunha and Macedo (2011), with a corpus of scientific works published between 2019 and 2025, complemented by consolidated theoretical references. Data was analyzed through content analysis (Bardin), yielding five categories: support for adapting pedagogical practices; continuing education focused on diversity; articulation with the multidisciplinary team; challenges in implementing inclusive policies; empathy and a sensitive view of differences. Results indicate that the coordinator fosters inclusion and equity when assuming an articulating role and mobilizing collective work, but that their action is often limited by the overload of bureaucratic tasks, the fragility of specific training, and policy discontinuity. It is concluded that inclusion cannot be delegated solely to the coordinator: it is a collective responsibility requiring institutional support, continuing education, and shared accountability across the whole school community.

Keywords: Pedagogical coordination. School inclusion. Continuing education. Inclusive education.

Resumo: Este artigo investiga como o coordenador pedagógico contribui para a efetivação da educação inclusiva e da equidade escolar, com foco em sua atuação junto à equipe docente e aos demais profissionais da escola. Diante da ampliação contínua das matrículas de estudantes público-alvo da educação especial nas classes comuns, o coordenador é compreendido como articulador dos processos pedagógicos e agente potencializador da inclusão. Adotou-se como percurso metodológico a revisão integrativa, de abordagem qualitativa, descritiva e de natureza básica, organizada nas seis fases propostas por Botelho, Cunha e Macedo (2011), tendo como corpus produções científicas publicadas entre 2019 e 2025, complementadas por referenciais teóricos consolidados do campo. Os dados foram analisados pela técnica de análise de conteúdo (Bardin), da qual emergiram cinco categorias: apoio à adaptação de práticas pedagógicas; formação continuada voltada à diversidade; articulação com a equipe multidisciplinar; desafios na implementação de políticas inclusivas; e empatia e olhar sensível às diferenças. Os resultados indicam que o coordenador favorece a inclusão e a equidade quando assume posição articuladora e mobiliza o trabalho coletivo, mas que sua atuação é frequentemente limitada pela sobrecarga de tarefas burocráticas, pela fragilidade da formação específica e pela descontinuidade das políticas. Conclui-se que a inclusão não pode ser delegada exclusivamente ao coordenador: trata-se de responsabilidade coletiva que demanda apoio institucional, formação continuada e corresponsabilização de toda a comunidade escolar.

Palavras-chave: Coordenação pedagógica. Inclusão escolar. Formação continuada. Educação inclusiva.

Resumen: Este artículo investiga como el coordinador pedagógico contribuye para la efectivación de la educación inclusiva y de la equidad escolar, con foco en su actuación junto al equipo docente y a los demás profesionales de la escuela. Ante la ampliación continua de las matrículas de estudiantes público-objetivo de la educación especial en las clases comunes, el coordinador es comprendido como articulador de los procesos pedagógicos y agente potencializador de la inclusión. Se adoptó como ruta metodológico la revisión integradora, de abordaje cualitativo, descriptivo y de naturaleza básica, organizada en las seis fases propuestas por Botelho, Cunha y Macedo (2011), teniendo como corpus producciones científicas publicadas entre 2019 y 2025, complementadas por referenciales teóricos consolidados del campo. Los datos fueron analizados por la técnica de análisis de contenido (Bardin), de la cual emergieron cinco categorías: apoyo a la adaptación de prácticas pedagógicas; formación continuada dirigida a la diversidad; articulación con el equipo multidisciplinar; desafíos en la implementación de políticas inclusivas; y empatía y mirada sensible a las diferencias. Los resultados indican que el coordinador favorece la inclusión y la equidad cuando asume posición articuladora y moviliza el trabajo colectivo, pero que su actuación es frecuentemente limitada por la sobrecarga de tareas burocráticas, por la fragilidad de la formación específica y por la descontinuidad de las políticas. Se concluye que la inclusión no puede ser delegada exclusivamente al coordinador: se trata de responsabilidad colectiva que demanda apoyo institucional, formación continuada y corresponsabilización de toda la comunidad escolar.

Palabras clave: Coordinación pedagógica. Inclusión escolar. Formación continua. Educación inclusiva.

1. Introduction

The contemporary school is a plural space, in which subjects with different trajectories, rhythms and needs coexist and experience the teaching and learning process. Thinking about the organization of this process requires, therefore, considering the heterogeneity that characterizes each class and each student. In this scenario, school inclusion is no longer an accessory agenda to become one of the main challenges faced by education systems, demanding pedagogical practices that not only recognize, but effectively integrate all students (ROSARY; PAPI, 2023).

The relevance of the topic is reinforced by recent data. According to the School Census of 2023, of the total 1,617,420 enrollments of special education in common classes in Brazil, 607,144 corresponded to students with Autistic Spectrum Disorder (ASD), which represents 37.5% of this set (SOUZA; PIMENTEL, 2025). The continuous growth of these enrollments shows that the common school is today the privileged place for the schooling of target-public students of special education, requiring qualified pedagogical responses from their professionals.

At the normative level, the right to inclusive education is supported by a robust set of legal frameworks. The Federal Constitution of 1988, the Law of Guidelines and Bases of National Education (Law No. 9.394/1996), the National Policy of Special Education in the Perspective of Inclusive Education (2008), Law No. 12.764/2012, which establishes the National Policy of Protection of the Rights of Persons with Autistic Spectrum Disorder and the Brazilian Law of Inclusion (Law No. 13,146/2015) consolidate, within the internal framework, principles already established internationally by the Declaration of Salamanca (1994). These devices represent significant achievements; however, the existence of legal guarantees does not in itself guarantee the realization of inclusion in the daily practice of schools (SOUZA; PIMENTEL, 2025).

It is appropriate to distinguish between integration and inclusion. According to Mantoan (2003), school inclusion does not fit into the traditional paradigm of education: while integration assumes that the student adapts to school, inclusion demands that the school is reorganized to accommodate and meet the particularities of all. It is a question of shifting the focus of disability to the potential of the student, breaking with physical, attitudinal and pedagogical barriers. To this effort is added the principle of equity, which, unlike formal equality, recognizes that treating in a fair way implies offering each student the specific conditions he needs to learn, adapting rules and strategies according to individual characteristics.

It is at this point that the pedagogical coordinator's action becomes strategic. According to Pinto (2011), the coordinator is the professional responsible for articulating, in the school context, the intentions, actions and pedagogical conceptions that guide the educational process. Although their performance occurs outside the classroom, their work is directed to strengthening the pedagogical practices developed in this space (SOUZA; PIMENTEL, 2025). Its uniqueness lies precisely in the possibility of mediating the teaching practice, mobilizing collective knowledge and promoting continuing education, dimensions directly involved in the construction of an inclusive and equitable school. However, the coordinator does not carry out the necessary transformations alone; it is through the collective and the definition of common intentions that the school reality is transformed (FRANCO, 2008).

Given these considerations, the guiding question of the article consists of: how does pedagogical coordination contribute to the realization of inclusive education and school equity? The overall objective of this study is to investigate how the pedagogical coordinator contributes to the realization of inclusive education and school equity. As specific objectives, we seek to: analyze how the coordinator supports teachers in the adaptation of pedagogical practices;

discuss the role of continuing education focused on diversity and inclusion and examine the coordinator's articulation with the multidisciplinary team.

Research is justified by the increasing importance of inclusive educational practices and the need for pedagogical leadership capable of guiding and supporting teachers in the implementation of effective strategies in the face of diversity. In addition to the introduction, the article is organized into four sections: the theoretical framework, which situates the constitution of the coordinator and the concepts of inclusion and equity; the material and method, which details the path of integrative review; the results and discussion, organized into five analytical categories; and the final considerations.

2. Theoretical Mark

This section presents the contributions that support the analysis. Initially, we discuss the constitution and professional identity of the pedagogical coordinator; then, the concepts of school inclusion and equity; and finally, the understanding of the coordinator as an inclusion agent.

2.1 The formation and identity of the pedagogical coordinator

The figure of the pedagogical coordinator results from a historical process of reconfiguration of non-teacher functions in the Brazilian school. The former qualifications of school supervisor and educational advisor, marked by a technicist conception and by a supervisory character of teaching work, were gradually replaced by the idea of a unitary educator, a multitasking professional who conceives the educational process in its entirety (PINTO, 2011). If, on the one hand, this unification has brought gains by overcoming the fragmentation of pedagogical work, on the other hand, it has resulted in the accumulation of attributions and, often, the precariousness of working conditions (CATANANTE; DIAS, 2017).

Unlike the distorted image that reduces the coordinator to a bureaucrat, fiscal or mere mediator of conflicts, his daily work is multifaceted and positions him as an agent of transformation in school (CHAGAS; MATTOS; SANTOS, 2014, apud PEREIRA, 2025). For Franco (2008), it is essential that the coordination professional perceives himself as the educator who needs to produce the critical articulation between teachers and their context, between educational theory and educational practice, in a process simultaneously formative and emancipating. Its main function, in the perspective of the collective construction of the Political-Pedagogical Project (PPP), would be to mobilize the different knowledge of professionals who work in the school space, with a view to the students' meaningful learning.

The national research coordinated by Placco, Souza and Almeida (2012) offered important parameters for the understanding of this professional. The authors identified that continuing teacher education is indicated as the coordinator's main assignment, but that its work is stressed by concrete difficulties: remuneration, the large amount of tasks, the short time to perform them and the lack of specific training. Pires (2004) summarizes this tension by stating that the main assignment of the pedagogical coordinator is to plan, organize and monitor the development of didactic-pedagogical actions of the educational institution. The more this professional directs his work to the responsibilities that characterize his function, the greater the recognition and effectiveness of his work tends to be. On the other hand, when it departs from these tasks, regardless of the reasons, doubts, conflicts and lack of understanding about its role and responsibilities in the school context (PIRES, 2004) increase.

The lack of roles aggravates this picture. Research conducted by the Victor Civita Foundation revealed that the regiments of five state secretaries gathered, in addition, more than two hundred assignments intended for the coordinator, and that distinct expectations fall on him: the management expects compliance with the determinations of the secretariat; teachers, support in classroom difficulties; and the families, care, often without clarity about what are, in fact, their functions (PLACCO; SOUZA; ALMEIDA, 2012). This multiplicity of demands, while giving the coordinator the feeling of being indispensable, can lead him away from his formative role, compromising the construction of a consolidated professional identity.

In this sense, it is verified that the identity of the coordinator is strengthened when it remains close to the activities that support its function, especially articulation and training, and weakens when absorbed by administrative tasks that distance it from the pedagogical work. As Placco, Souza and Almeida (2012) observe, overcoming the daily activities of the school requires a collective work that, in turn, requires the presence and action of an articulator of the educational processes capable of acting in differentiated spaces-times, an attribute that defines, in essence, the specificity of coordination.

2.2 School inclusion and equity: concepts and fundamentals

Inclusion is not reduced to a single movement, but configures a plurality of struggles in defense of a society that considers all its members as legitimate citizens (ROSARY; PAPI, 2023). In the educational field, inclusion can be understood as the process that assures any student the space to experience the school from its particularities. The concepts of inclusion and exclusion are intrinsically linked: inclusion is mentioned precisely because exclusion exists and generates processes of resistance to the participation of the excluded.

Mantoan (2003) describes the evolution of special education in successive stages, from the welfare approach to the focus on medical and psychological aspects, and from this to integration and finally to total and unconditional inclusion. The author points out that teaching in the inclusive perspective means re-signifying the role of the teacher, school and the usual pedagogical practices in the excluding context of teaching. The school is called to break paradigms and create increasingly inclusive spaces, shifting the centrality of the disability to the potential of the student.

The principle of equity is linked to this debate. While equality presupposes equal treatment for all, equity adapts the rule to each specific case in order to make it fairer; to include, in this sense, it means providing the student with learning conditions consistent with their individual characteristics (GONZAGA; BORGES, 2018, apud NOGUEIRA, 2019). The Common National Curricular Base (BNCC) brought the discussion about the equity of the strictly legal plan for the field of pedagogical practices, assigning the coordinator the task of understanding the learning rights and seeking methodologies and guidelines for these learnings to be effective for all.

In the perspective of international bodies, inclusion and equity are understood as inseparable principles for ensuring quality education for all. The Unesco manual (2019) highlights the role of coordinators in identifying the barriers to inclusion present in their schools and in encouraging a flexible approach to practices, valuing the strengths already existing in the institution and in the community. Inclusion and equity are therefore no longer abstract goals and become concrete criteria for continuous evaluation of school work.

2.3 The pedagogical coordinator as an inclusion agent

The nature of his duties places the coordinator in a privileged position to follow the pedagogical processes to promote the realization of the inclusive paradigm (SOUZA; PIMENTEL, 2025). Aguiar (2015) maintains that the presence of a student with disabilities will require a sensitive look from the coordinator and the entire school team, able to see, beyond disability, a subject with rights, duties, desires and needs, that is, a learning being. In this direction, the coordinator can contribute to the inclusion as it helps the teacher to think and elaborate the necessary referrals, understanding that the school has a formative intentionality realized through the construction and implementation of its guiding documents, especially the PPP.

It should be noted, however, that inclusion is the task of all those who work in the school, and should not fall on a single team or professional. Thus, it is understood that the

coordinator's role is to articulate a network to support inclusion, instigating joint reflection and collective decision-making, so that everyone feels participative in the process (SOUZA; PIMENTAL, 2025).

3. Material and Method

This research is characterized as an integrative review of the literature, with a qualitative, descriptive and basic approach. The integrative review was chosen because it enables the synthesis and analysis of scientific knowledge already produced on the subject investigated, allowing systematically gathering findings dispersed in different studies and building an overview of the state of the art (BOTELHO; CUNHA; MACEDO, 2011).

The methodological approach followed the six phases proposed by Botelho, Cunha and Macedo (2011): (1) identification of the theme and formulation of the research question; (2) establishment of the inclusion and exclusion criteria and search in the literature; (3) definition of the information to be extracted from the selected studies; (4) evaluation of the included studies; (5) interpretation of the results; and (6) synthesis of knowledge.

The search was carried out in the Scientific Electronic Library Online (SciELO), CAPES Catalogue of Theses and Dissertations and Academic Google, as well as specialized journals in the field of education. The descriptors used were: “pedagogical coordinator”, “school inclusion”, “equity” and “inclusive education”. The period from 2008 to 2025 was established as a time frame, favoring the most recent production; however, consolidated theoretical frameworks prior to the cut-off were admitted when indispensable to the foundation.

The following inclusion criteria were adopted: full papers, in Portuguese, available in full, that simultaneously addressed the pedagogical coordination or school management and the inclusion of target students of special education. As exclusion criteria: duplicate studies, isolated summaries and studies that treated the pedagogue only as a regent teacher, with no link to the coordinating function. From the reading of the titles, abstracts and final considerations and, in cases where this information was not sufficient, the full text constituted the corpus of analysis presented in Chart 1.

Table 1 — Corpus for the analysis of the integrative review

Author (s) – Year	Title	Type – Source
Nogueira (2019)	The pedagogical coordination in the process of including a disabled child (ASD) in early childhood education	Specialization TCC (UFMG)
Rosario and Papi (2023)	The pedagogical coordination and its relationship with educational inclusion	Article / integrative review (Value Review)
Souza and Pimentel	The pedagogical coordination in the inclusion	Article / bibliographic review

(2025)	of students with ASD	(Diálogos e Diversidade)
Pereira (2025)	Pedagogical Coordinator and Special Education	Article / qualitative research (FESA Review)
Azevedo e Cunha (2008)	School management and inclusive education: a necessary partnership	Article (Education: Theory and Practice)
Lira (2012)	The pedagogical coordination and the process of inclusion of students with NEE	Master's Dissertation (UFRN)
Vioto (2013)	The role of the pedagogical supervisor in the process of inclusion of students with NEE	Master's Dissertation (UEL)
Catanante e Dias (2017)	Educational coordination, continuing education and diversity	Article (Educate in Magazine)

Source: prepared by the authors (2026).

The selected studies were examined by the content analysis technique (Bardin, 2011), considering recurrences and similarities for the construction of the categories. From the interpretative reading of the corpus, three categories emerged aligned with the objectives and two emerging from the analysis: 1 - support for the adaptation of pedagogical practices; 2 - continuing education focused on diversity and inclusion; 3 - articulation with the multidisciplinary team; 4 - challenges in the implementation of inclusive policies; and 5 - empathy and sensitive to differences. These categories structure the following section.

4. Results and Discussion

The findings are presented and discussed below, organized into the five categories identified. It should be noted that the analyzed productions refer to the coordinator from different nomenclatures, such as: pedagogical coordinator, pedagogical supervisor, pedagogue and management team, which reflects the diversity of the educational contexts investigated (ROSARY; PAPI, 2023). For the purposes of this study, such designations are taken as functional equivalents, because they share the attribution of articulating the pedagogical work.

4.1 Support for the adaptation of pedagogical practices

The first category shows the coordinator as mediator of teaching practice in the classroom. Souza and Pimentel (2025) point out that the coordinator, as organizer of the pedagogical work, can mediate the teacher's work and contribute to the inclusion of students by jointly developing constant reflection practices of the educational process. This support is materialized in the monitoring of planning, in the discussion of differentiated methodologies, in curricular adaptations and in the (re)development of evaluation processes that favor the participation of all.

One instrument frequently associated with this mediation is the Individual Development Plan (IDP). Nogueira (2019) shows, in his intervention in a school of early childhood education, that the PDI works as a tool to facilitate inclusion, because it gathers in a single document information, evaluations and the registration of the student's development, guiding the planning of activities that simultaneously involve the disabled child and his colleagues. The author observes, from the teachers' reports, that the instrument fulfills its function when it introduces an individualized look on the target-public student of special education, avoiding the accumulation of disconnected attempts and building a continuous intervention. This construction, however, requires systematic monitoring of coordination so that the instrument does not fall into disuse.

Azevedo and Cunha (2008) point out concrete referrals that coordination can foster for inclusion, including mediation, with educators and community, of the elaboration of a collective action plan that contemplates diversity, and the favoring of the curricular adaptations necessary for educators and students. Thus, it is observed that the support for the adaptation of practices is not restricted to the prescription of techniques, but involves the collaborative construction of teaching proposals, which reinforces the articulating character of the function.

Vioto (2013), in collaborative research, shows that when coordination takes on the role of training processes with teachers, activities such as the organization of schedules, planning and reflection on educational inclusion begin to be developed in a shared way. The author warns, however, that the risk of the responsibility for inclusion being transferred exclusively to the coordinator, which would overload and distort its articulator function. The adaptation of practices, therefore, is only supported in the perspective of co-responsibility: the coordinator proposes, problematizes and accompanies, but the effective transformation of the classroom depends on the engagement of the teachers as a whole.

4.2 Continuing training for diversity and inclusion

The continuing education of teachers emerges, in the corpus analyzed, as the attribution more directly related to the function of pedagogical coordination in relation to inclusion (ROSARY; PAPI, 2023). The school is understood as a training place, in which the real demands of practice can be systematized in the light of scientific knowledge. Pereira (2025), anchored in Gatti (2013), argues that, although infrastructure and resources are important, it is the human and professional development of educators that produces significant changes in the teaching processes, defending a training that transcends the purely technical approach.

Nogueira (2019) illustrates this dimension with the strategy of the “text box”, a simple device, installed in the classroom of teachers, in which the coordination provided texts and research on autism and inclusion. The initiative proved to be a real and dynamic possibility of continuing education in service, for providing up-to-date and accessible knowledge without requiring extra-class hours. In addition to the workshops for making materials and talking wheels, the strategy caused a change in the language and posture of teachers in the presence of a disabled child in their classes.

Important note, however, is made by Catanante and Dias (2017): when not accompanied by institutional support, the burden of responsibility attributed to the training carried out at the school site by the coordinator will hardly lead to the expected results. Continuing education, therefore, should not be taken as a savingist response to all school difficulties, nor as an exclusive task of the coordinator; it must be supported both internally and externally, through policies and structures that guarantee time, space and conditions. Add to this the need for the coordinator himself to receive specific training, in a continuous process of search for improvement (AGUIAR, 2015; PLACCO; SOUZA; ALMEIDA, 2012).

4.3 Articulation with the multidisciplinary team

The third category concerns the coordinator's role in the articulation between the school and the other professionals that make up the student support network. Pereira (2025) points out that the coordinator should work in partnership with the support team (special education teachers, psychologists, occupational therapists and other professionals), fundamental collaboration so that the pedagogical strategies are adequate and personalized, respecting the individuality of each student.

Nogueira (2019) highlights this articulation by reporting the work together with the teacher of Specialized Educational Care (ESA) in the performance of workshops, as well as the approximation with the health team and with the family of the child accompanied. The author concludes that the flexibility inherent in the function allows the coordinator to meet with the health professionals and articulate the care provided, passing on to the teachers, in the training in service, the orientations received, which facilitates the development of the student and dispenses the use of additional hours.

Stelmachuk and Mazzotta (2012), apud Rosario; Papi, 2023 reinforce, among the elements promoting inclusion, the presence of an assistant for the student, the participation of the family and the exchange of information between teachers in the multifunctional resource room and the regular room. It is concluded that inclusion is more consistent when the

coordinator acts as articulator of a wide network, composed of teachers, specialists, family and community, and not when he alone assumes responsibility for the process.

The articulation with the families deserves particular attention. According to Pereira and Costa (2014, apud Nogueira, 2019), it is up to the coordinator, together with management and teachers, to think strategies that bring the family closer to the institutional context. This approach is especially relevant in the cases of students in the process of diagnosis, in which the school, with pedagogical reports, can guide families in the search for specialized care. The experience of Nogueira (2019) illustrates how this mediation produces concrete effects: the close monitoring of a family in a situation of vulnerability resulted in the resumption of the search for multidisciplinary care and referral to care benefits provided by law, reaffirming the coordinator as a link between school, health and social assistance.

4.4 Challenges in the implementation of inclusive policies

The literature is convergent by pointing out that, despite the advance of the legal framework, significant obstacles to the implementation of inclusive policies persist. A recurrent limit is the overload of administrative and bureaucratic actions, which diverts the coordinator from the specific pedagogical demands and reduces the time available for the follow-up of teachers (LIRA, 2012; VIOTO, 2013). Fernandes (2012) calls this function deviation phenomenon, resulting in disconnection with the real needs of teachers and students.

Another challenge is the discontinuity of public policies and the fragility of their implementation and evaluation. Researches synthesized by Rosario and Papi (2023) indicate that the lack of specific training programs on inclusion, the absence of targeted investments and the discontinuity of legislative guidelines compromise the formative function expected of the management team. Added to this is the resistance to change in the pedagogical practices already established and the scarcity of resources, identified as the main obstacles faced by the coordinators (PEREIRA, 2025).

There is still a relevant conceptual gap. According to Rosario and Papi (2023), inclusion needs to be perceived as a social theme present in school, and not only as an issue to be resolved by the school or, in isolation, by the coordinator. When managers say that their schools are inclusive, but simultaneously indicate elements that are not suggestive of inclusion effectively occurs in the practices, the fragility of the process is evident. To overcome these challenges requires, therefore, collective co-responsibility, institutional support and the discussion, in the school collective, of questions such as: what inclusion is intended and with what support for the development of practices?

Illustrative of this set of challenges is the finding of Lira (2012) apud Rosario; Papi, 2023: in the context investigated, the inclusion process was reduced to care in the multifunctional resource room, under the justification that the regular class teacher would not be prepared for inclusion; moreover, the moments of pedagogical follow-up were limited to pedagogical weeks, and emergency activities diverted the coordination of their interventional possibilities. The author concludes that the implementation of an inclusive project demands the reorganization of the Political-Pedagogical Project and the resizing of the coordinator's duties. This finding reinforces that inclusion is not achieved by mere transfer of the student to a specialized space, but by the transformation of practices in the school as a whole.

4.5 Empathy and a sensitive look at differences

The last category deals with an attitudinal dimension often neglected in the analyses on school management, but central to inclusion. According to Aguiar (2015), the presence of a student with disabilities requires a sensitive attitude from the pedagogical coordinator and the entire school team, based on the recognition of the student as a subject of rights, learning, desires and needs, in addition to his disability. This perspective requires overcoming the conception of an "ideal student", recognizing that each student has his/her own characteristics and needs, which should be considered in the planning and development of pedagogical practices, valuing their potential and learning possibilities.

Souza and Pimentel (2025) reinforce the need to break with conceptions that underestimate the potential of students with ASD and with assistentialist practices that hinder their effective participation in the educational process.

Recognizing neurodiversity and respecting the specific form with which each subject learns is understood as a joint duty of school, family and society. It is up to the coordinator, in this sense, to mobilize the teaching team to reflect on their role as an inclusion agent, promoting problematizations that make the school a space for positive changes and meaningful learning.

The experience reported by Nogueira (2019) materializes this principle: by promoting, in the “School of Parents”, lectures on autism, racial equality and coexistence with differences, coordination expanded the reflection of the school community on the various forms of exclusion, often naturalized. Thus, empathy is not merely an affective attribute, but an ethical-political posture that guides pedagogical decisions and strengthens the inclusive culture of the institution.

Final Considerations

This study investigated how the pedagogical coordinator contributes to the realization of inclusive education and school equity. The integrative review allowed us to identify that the coordinator favors inclusion especially when it assumes an articulating and mobilizing position of collective work, acting on five complementary fronts: support for the adaptation of pedagogical practices; the promotion of continuing education focused on diversity; the articulation with the multidisciplinary team; addressing the challenges of implementation of policies; and the cultivation of empathy and the sensitive look to differences.

It was found that the work of this professional is stressed by concrete limits, the overload of bureaucratic tasks, the fragility of specific training, the scarcity of resources, the resistance to change and the discontinuity of policies. These limits reiterate that inclusion cannot be delegated exclusively to the coordinator, under penalty of overloading it and reducing the process to isolated and unimpacting actions. Inclusion is, rather, collective responsibility, which demands co-responsibility of the entire school community, consistent institutional support and articulation between different educational instances.

In this context, equity is revealed as a guiding principle: it is not enough to ensure the student's enrollment and permanence; it is necessary to ensure effective learning conditions adjusted to their particularities. The pedagogical coordinator, for the uniqueness of his function, which allows him to circulate between the classroom, management, families and specialized services, occupies a strategic place in this construction, provided that he is recognized and supported in his training and articulating dimension.

As a limitation, it is recorded that the integrative review, by synthesizing previously published productions, does not replace the empirical investigation of school contexts. Thus, it is recommended to develop new research, especially in the field, to examine, in concrete situations, the developments, limits and possibilities of the performance of pedagogical coordination in the face of inclusion, as well as the socialization of strategies that favor overcoming the identified obstacles. This work is expected to contribute to the debate on well-informed and engaged pedagogical leadership, a condition recognised as vital to the progress of truly inclusive and equitable education.

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