

THE PEDAGOGUE AS A FACILITATOR OF SCHOOL INCLUSION IN HIGH SCHOOL <https://doi.org/10.63330/aurumpub.013-003>**Carlos Alexandre Caxito dos Santos¹****ABSTRACT**

When working in high school, the pedagogue assumes an essential role in promoting school inclusion, serving as a link between the various agents of the educational process and the specific needs of students with diverse educational requirements. Their function goes beyond pedagogical planning, encompassing the mediation of inclusive practices, the sensitization of the teaching staff, and the creation of a welcoming and equitable school environment. In the context of high school, where the challenges of adolescence are compounded by curricular demands, the pedagogue's work becomes even more strategic, requiring active listening, collaborative planning, and actions that ensure the permanence and full development of all students. The objective of this study is to analyze the role of the pedagogue as a facilitator of school inclusion in high school, highlighting their actions, challenges, and contributions to the realization of inclusive education. The methodology adopted is bibliographic review, based on works that discuss pedagogical practice, inclusion policies, and school routines. It is concluded that the pedagogue, when well-prepared and proactive, can transform the school reality, making high school more accessible and meaningful for all students.

Keywords: Pedagogue; Inclusion; High School; Education; Accessibility.

¹ Graduated in Pedagogy from Sociedade de Ensino Superior Estácio de Sá. Holds a postgraduate degree in Youth and Adult Education from Sociedade de Ensino Superior Estácio de Sá.
E-mail: prof.alexandre.caxito@gmail.com



INTRODUCTION

The role of the pedagogue in high school demands sensitivity, active listening, and a keen awareness of the students' individualities. In an educational stage marked by academic demands and personal transformations, the pedagogue becomes a fundamental figure in articulating actions that promote access, retention, and success for students with disabilities or specific educational needs. Their role extends beyond pedagogical organization, encompassing support in building relationships and promoting more humane and inclusive pedagogical practices.

According to Carvalho, Mira, and Santos (2018), inclusion within the school environment requires collective and coordinated work, wherein the pedagogue assumes the role of facilitator among school professionals, families, and the students themselves. Their presence contributes to the development of a more humanized school management, one that values differences as integral components of the educational process. The pedagogue's sensitive listening and ability to foster constructive dialogue encourage a school culture committed to the principles of inclusion.

Pereira et al. (2022) argues that the challenges of school inclusion in high school are exacerbated by the rigid structure of the curriculum, the lack of specific teacher training, and the scarcity of resources. In this context, the pedagogue can act as a bridge between students' needs and the school's pedagogical approach, suggesting curricular adaptations, promoting professional development initiatives for teachers, and encouraging the use of diverse methodologies that accommodate different learning styles.

Ramos (2023) emphasizes that effective strategies for inclusion depend on the engagement and competence of the professionals involved, with the pedagogue being an essential agent in ensuring that such strategies become part of everyday practice. Their work may include monitoring students' learning processes, mediating conflicts, and coordinating with support services, always aiming to build a school environment that respects and embraces all forms of being and learning.

Garcia, Diniz, and Martins (2016) observe that inclusion in high school still faces resistance, often driven by teacher overload and a lack of understanding of what inclusive education truly entails. In this scenario, the pedagogue acts as a trainer, encouraging critical reflection among the teaching staff and supporting pedagogical practices that break away from exclusionary models. Their active presence strengthens the school's commitment to quality education for all.

As the guiding question of this study, we seek to answer: In what ways can the pedagogue act as a facilitator of school inclusion in high school, contributing to the development of more humane and accessible educational practices?

This study is justified by the need to reflect on the pedagogue's role in realizing a truly inclusive school, especially in high school—a stage marked by intense academic and personal transformations. In a context where exclusionary practices and learning barriers still persist, understanding how the pedagogue



can intervene in a coordinated and proactive manner becomes essential to ensuring the right to quality education for all students.

The general objective of this study is to analyze the pedagogue's role as a facilitator of school inclusion in high school. The specific objectives are: to understand the pedagogue's role within the school context; to investigate the foundations of school inclusion in high school; to identify the main challenges and possibilities of inclusive practice; to analyze the pedagogue's role as mediator and facilitator of educational processes; and to propose strategies and perspectives for building a more inclusive school.

The methodology adopted is qualitative in nature, based on bibliographic review. The research was conducted through consultation of publications available on Google Scholar and the SciELO database, using the keywords "Pedagogue," "School Inclusion," "High School," "Inclusive Education," and "Accessibility." Articles, books, and journals published between 2015 and 2025 were selected, addressing school inclusion and the pedagogue's role in high school either directly or indirectly.

DEVELOPMENT

THE ROLE OF THE PEDAGOGUE IN THE SCHOOL CONTEXT

The pedagogue occupies a central position within the school environment, not only as the individual responsible for pedagogical organization but also as an active agent in constructing an educational project that respects differences and values the student's holistic development. Their presence transcends technical functions: they are a professional who listens, observes, guides, and mediates, directly contributing to the creation of a more humane, democratic, and transformative learning space. Within the school context, their work is articulated with teachers, administrators, students, and families, serving as a crucial link for the implementation of educational policies and more equitable and inclusive pedagogical practices.

According to Alvarez and Rigo (2018), the pedagogue operates across various dimensions of school life, coordinating pedagogical actions that involve planning, teacher training, monitoring the teaching-learning process, and interventions aimed at educational difficulties. This professional navigates between theory and practice, seeking solutions that strengthen the educational process and fostering dialogue between the institution's political-pedagogical project and the concrete needs of the school community. Their role extends beyond the classroom, encompassing management, training, and pedagogical guidance.

Branco (2018) asserts that the presence of the pedagogue is essential for the school to fulfill its social function, as they act as a facilitator among the different segments of the institution. Their work enables critical reflection on pedagogical practices and contributes to the construction of an education that acknowledges diversity and confronts inequalities. The pedagogue is the professional who identifies gaps



in the educational process and proposes strategies for overcoming them, mediating conflicts and fostering a more collaborative learning environment.

Almeida and Azevedo (2015) emphasize that the pedagogue must adopt an investigative stance, capable of interpreting the educational reality critically and proactively. This entails rethinking their own practice, breaking away from traditional models, and proposing innovative pedagogical actions that respond to contemporary educational demands. In this sense, the pedagogue is not merely a task executor but a reflective subject who transforms their context through listening, observation, and conscious intervention.

Leifeld et al. (2016) further highlight the importance of the social pedagogue in today's educational landscape, noting that their work must consider the cultural, social, and emotional aspects of those involved in the educational process. Pedagogical work should align with the principles of inclusion, participation, and the promotion of citizenship. The school, as a space for coexistence and human development, requires professionals who understand the challenges of contemporary society and act with empathy, sensitivity, and ethical commitment.

Thus, the presence of the pedagogue goes far beyond school bureaucracy. They are an essential agent in constructing meaningful education—one that welcomes, listens, and transforms. Their role demands sensitivity, technical knowledge, and a commitment to the student's holistic formation. In educational contexts marked by inequality, their work becomes even more urgent, as they have the potential to forge pathways toward a more inclusive, democratic, and socially committed school.

FOUNDATIONS OF SCHOOL INCLUSION IN HIGH SCHOOL

School inclusion in high school represents both a necessary and challenging advancement in the educational field, particularly because this stage is marked by cognitive, emotional, and social complexities. The foundations of inclusion at this level go beyond mere access to school; they require intentional actions that ensure the permanence, active participation, and meaningful learning of all students, especially those with disabilities or specific educational needs. It involves recognizing diversity as a constitutive element of the school environment and structuring practices that respect individual differences, promoting equity and mutual respect.

According to Mantoan, Prieto, and Arantes (2023), inclusion cannot be reduced to compensatory measures or the mere placement of students with disabilities in regular classrooms. It entails a profound shift in the conception of teaching and learning, requiring the abandonment of exclusionary practices still present in schools. The authors argue that building an inclusive school demands an institutional culture committed to human rights, the appreciation of difference, and the transformation of pedagogical practices.



Garcia, Diniz, and Martins (2016) point out that the challenges of school inclusion in high school are closely tied to the structure of the educational system itself, which often fails to provide adequate support for teachers working with diverse student populations. The rigidity of the curriculum, the emphasis on standardized assessments, and the lack of ongoing professional development hinder the implementation of inclusive pedagogy. However, the authors emphasize that collective engagement from the school staff and support from professionals such as pedagogues can significantly contribute to changing the reality of inclusion.

Silva and Carvalho (2017) note that many teachers still experience insecurity regarding inclusion, particularly because they do not feel adequately prepared to address diverse needs in the classroom. This scenario underscores the importance of teacher training focused on the principles of inclusion, offering not only theoretical knowledge but also practical tools for everyday teaching. Strengthening support networks and fostering a collaborative culture among school professionals are also identified as viable pathways to expanding inclusion in high school.

Mendes and Vilaronga (2023) highlight the importance of collaborative teaching as an effective strategy to support school inclusion. According to the authors, when there is coordination between general education and special education, learning opportunities are expanded for all students. Collaborative teaching encourages the exchange of knowledge among professionals and contributes to more flexible, creative, and diversity-oriented pedagogical practices. In this process, the role of the pedagogue as a facilitator and mediator is fundamental to integrating actions and strengthening collective work.

Therefore, school inclusion in high school must be understood as an ethical and pedagogical commitment that permeates all dimensions of the school. It requires not only structural changes but, above all, a shift in perspective regarding the individuals who make up the educational space. Recognizing the value of each student, investing in continuous professional development, adopting collaborative strategies, and promoting dialogue among professionals are actions that underpin a truly inclusive and transformative school.

CHALLENGES AND POSSIBILITIES OF INCLUSIVE PRACTICE

Inclusive practice in high school presents a set of challenges that intertwine with the possibilities of transforming the school into a more just, pluralistic, and welcoming space. This stage of student development demands pedagogical responses that address not only curricular requirements but also the social, emotional, and cognitive aspects of a diverse youth population. Inclusion, in this context, must be conceived as an integral part of everyday school life, rather than as a parallel or occasional adaptation.

According to Pilat and Alves (2022), one of the main obstacles to the realization of inclusion lies in resistance to methodological changes. Traditional lecture-based classes, focused on rigid and minimally

dialogical content, hinder the participation of students with specific educational needs. The authors emphasize the importance of the pedagogue in mediating and implementing active methodologies that foster meaningful learning through collaboration, listening, and the appreciation of students' experiences. When these methodologies are integrated into high school, new possibilities for engagement and development emerge for all.

De Fátima Andrade, Borges, and Carlotto (2022) affirm that the pedagogue plays a crucial role in coordinating inclusive practices, acting as a bridge between teachers, students, and families. A recurring challenge identified by the authors is the lack of ongoing professional development specifically geared toward inclusion. Many professionals are still unfamiliar with accessible strategies and adaptable pedagogical resources, which compromises the effectiveness of inclusive actions. By promoting training and dialogue among the various sectors of the school, the pedagogue directly contributes to overcoming these obstacles.

Duarte (2023) observes that inclusive pedagogical management must go beyond bureaucratic procedures and act with intentionality, developing internal policies that value diversity. This involves collective planning, close monitoring of the learning process, and investment in actions that respect students' individualities. The researcher points out that the pedagogue, when adopting a managerial and proactive stance, strengthens the school's commitment to democratic and accessible education.

Teacher insecurity in the face of diversity is also a challenge highlighted by Souza and Kochhann (2016). The lack of preparation to work with students with disabilities, learning disorders, or complex emotional issues generates discomfort and even withdrawal among educators. In this context, the pedagogue can serve as both technical and emotional support, offering guidance, materials, and practices that help teachers develop a more sensitive and flexible approach to classroom heterogeneity.

Pilat and Alves (2022) suggest that the use of active methodologies can be a concrete possibility for overcoming some of the difficulties experienced in the classroom. These methodologies promote student protagonism, encourage collaborative work, and value multiple forms of expression. As a result, learning opportunities are expanded for students with different styles and paces, creating a more inclusive environment. The pedagogue, by proposing and monitoring these methodologies, acts as a transformative agent of school practices.

According to De Fátima Andrade, Borges, and Carlotto (2022), another significant challenge is the lack of dialogue among the various professionals within the school. Often, inclusion is treated as the sole responsibility of the resource room or a specific professional, which fragments the process and weakens connections. Building an inclusive culture requires valuing teamwork and understanding that everyone shares responsibility for student learning.



It is in the face of these challenges that numerous possibilities also arise. When the pedagogue embraces their role as facilitator with commitment and sensitivity, they can create spaces for listening, training, and support. They have the capacity to mobilize the school to become more aware of its social role and better prepared to ensure learning for all. Inclusive practice in high school, though complex, is feasible when built through dialogue, empathy, and the courage to break away from exclusionary models.

A THE PEDAGOGUE'S ROLE AS MEDIATOR AND FACILITATOR

Mediation and facilitation are central aspects of the pedagogue's work within an inclusive perspective, especially in high school, where the challenges of diversity become even more complex. This professional not only organizes the pedagogical process but also serves as a link between the human, pedagogical, and institutional dimensions of the school. Their sensitive listening, attentive observation of individualities, and ability to foster dialogue are essential qualities for ensuring that inclusion moves beyond rhetoric and becomes a concrete reality in everyday school life. Through this committed engagement, pathways are paved toward a more democratic, just, and welcoming school.

According to Carvalho, Mira, and Santos (2018), the pedagogue plays a strategic role in building a humanized school management that values diversity and encourages pedagogical practices that respect students' individual characteristics. This involves breaking away from rigid and exclusionary structures, investing in processes of listening, cooperation, and shared responsibility. When the pedagogue coordinates the various sectors of the school around an inclusive political-pedagogical project, they act as a facilitator of processes aimed at promoting equity and combating the inequalities present in the school environment.

Pereira et al. (2022) state that the pedagogue's role as a facilitator also involves identifying barriers that hinder students' learning and participation. These barriers may be physical, attitudinal, communicational, or curricular, and require diverse and coordinated strategies to be overcome. In this regard, the pedagogue must have a deep understanding of the school context, engage in dialogue with teachers, listen to families, and, above all, respect students' agency in the educational process.

Ramos (2023) emphasizes that one of the most significant roles of the pedagogue in school inclusion is the promotion of formative practices within the institution. By proposing spaces for ongoing professional development—such as discussion circles, pedagogical workshops, and study groups—the pedagogue mobilizes teachers to reflect on their practices and embrace new ways of teaching. This formative action contributes to the development of a more sensitive perspective toward differences and strengthens teachers' autonomy in facing the challenges of inclusive classrooms.

The pedagogue's mediation also involves monitoring students' learning and development processes, as noted by Garcia, Diniz, and Martins (2016). When the pedagogue closely follows the



progress of students with disabilities or specific needs, they can intervene more effectively, guiding teachers on curricular adaptations, accessible methodologies, and support strategies that respect each student's potential and learning pace. This reinforces the ethical dimension of pedagogical work, centered on valuing the individual and ensuring the right to quality education.

Duarte (2023) highlights that when the pedagogue also assumes managerial functions, they are better positioned to coordinate institutional policies aimed at inclusion. Their role extends beyond the classroom and reaches decision-making spaces within the school, such as councils, planning meetings, and the development of the political-pedagogical project. By actively participating in these spaces, the pedagogue helps ensure that inclusion is embedded in the school's institutional culture and not limited to isolated or occasional actions.

Souza and Kochhann (2016) argue that it is essential for the pedagogue to have both initial and ongoing training that encompasses the foundations of inclusive education. Only with theoretical knowledge and practical sensitivity can they mediate the diverse interests and needs that permeate the school environment. Such training also enables the pedagogue to serve as a reference for other school professionals, guiding them confidently, fostering meaningful exchanges, and encouraging transformative collective actions.

Ramos (2023) contends that, beyond mediating between teachers and students, the pedagogue should also coordinate external partnerships, involving health services, social assistance, and specialized institutions. These intersectoral collaborations expand the possibilities for meeting students' needs and strengthen the comprehensive support network. By fostering dialogue between the school and other sectors of society, the pedagogue ensures that inclusion is approached in a broad, integrated, and continuous manner.

According to Pereira et al. (2022), the pedagogue's role also includes caring for the institutional climate. Creating a welcoming, respectful, and safe environment for all students is an essential part of inclusion. This requires active listening, conflict mediation, and the strengthening of affective bonds within the school. As someone in constant contact with the various members of the school community, the pedagogue is a central figure in this process of humanizing relationships.

Garcia, Diniz, and Martins (2016) observe that high school, due to its disciplinary organization and content-focused approach, remains a space that resists inclusion. In this context, the pedagogue must act as a bridge between curricular demands and students' needs, proposing strategies that make teaching more flexible and respectful of different learning styles. Their mediation thus becomes an essential tool for integrating students into school life without compromising their individuality.

Carvalho, Mira, and Santos (2018) reinforce that the pedagogue's work must be guided by an ethical and political perspective. This means adopting an active stance against injustices, questioning



exclusionary practices, and advocating for more dignified and equitable teaching and learning conditions. A pedagogue who understands their role as a social change agent can mobilize the school to rethink its values, practices, and objectives.

Souza and Kochhann (2016) also point out that the success of the pedagogue's work depends on the recognition of their role by other school professionals. At times, their function is underestimated or viewed merely as technical or bureaucratic. For mediation and facilitation to be effective, the school must understand the importance of pedagogical work in promoting inclusion and provide spaces for listening and participation for this professional.

Ramos (2023) believes that the pedagogue can become a multiplier of inclusive practices within the school. Their continuous presence, attentive observation, and ability to engage with all sectors of the institution make them a privileged agent for implementing lasting changes. This requires institutional investment, professional recognition, and, above all, a genuine commitment to inclusion as an educational principle.

Duarte (2023) reminds us that the pedagogue's mediation must also extend to families, strengthening the bonds between home and school. Often, families feel disconnected from school life or misunderstood in their concerns. By establishing respectful and welcoming communication, the pedagogue builds bridges that foster trust and family engagement in the student's educational process.

According to Pereira et al. (2022), the pedagogue must develop socio-emotional skills to support their mediating practice. Being patient, knowing how to listen, communicating clearly, and handling conflicts respectfully are fundamental attributes for those who aim to coordinate diverse interests and promote a healthy and inclusive learning environment. These skills are not merely innate but can and should be cultivated throughout one's career.

The pedagogue's role as mediator and facilitator of school inclusion is a complex practice that demands preparation, sensitivity, and a deep commitment to social justice. They are the ones who connect the various segments of the school, fostering dialogue and creating pathways for diversity to be respected and embraced as an essential part of the educational process. When their work is recognized and supported, inclusion becomes more feasible, more tangible, and more humane.

PATHWAYS TO AN INCLUSIVE SCHOOL: STRATEGIES AND PERSPECTIVES

Building an inclusive school in the context of high school requires more than goodwill: it demands planning, sensitivity, ethical commitment, and concrete actions involving the entire school community. This stage of education, marked by intense cognitive, emotional, and social transformations, presents specific challenges for embracing diversity. Reflecting on pathways to inclusion at this level of education



also entails examining the role of pedagogical practices, school management, and professional training in promoting an education that respects differences and values each individual.

According to Duarte (2023), when the pedagogue acts with awareness of their managerial role, they can lead significant processes of change within the school. Their role is not limited to coordinating pedagogical actions but includes creating spaces for listening, dialogue, and participation. They contribute directly to the development of a political-pedagogical project that values diversity and proposes effective strategies for inclusion. The participatory management model advocated by the author is a promising pathway for transforming school culture and making it more welcoming and accessible.

Souza and Kochhann (2016) argue that the pedagogue's training must address inclusion issues from the earliest years of undergraduate education. It is essential that this professional understands that inclusion is not limited to the physical presence of students with disabilities in the classroom, but is expressed through the quality of interactions, respect for individualities, and the promotion of meaningful learning for all. The absence of solid training in this area undermines the school's ability to confront the challenges posed by diversity.

Ramos (2023) highlights the importance of effective strategies that are embedded in the school's daily routine. The author identifies curricular adaptations, the use of accessible pedagogical resources, the flexibility of assessment methods, and the implementation of active methodologies as fundamental. Such strategies foster the participation of students with diverse profiles and learning styles, promoting a more inclusive and stimulating environment for all.

Pereira et al. (2022) point out that one of the main obstacles to implementing inclusion in high school is institutional resistance and the rigidity of school practices. According to the authors, a restructuring of the current pedagogical model is necessary, based on democratic and inclusive values. This requires courage to rethink the curriculum, reorganize school time and space, and invest in the ongoing training of teachers and administrators.

Ramos (2023) emphasizes that sensitizing the school staff is one of the first steps toward consolidating an inclusive proposal. Educators must understand that inclusion is not the isolated responsibility of a specific professional, but a collective commitment that spans all areas of knowledge. Creating opportunities for training, discussion circles, and reflective practices helps build broader awareness of the school's role in ensuring rights.

Duarte (2023) underscores that intersectoral work is also a powerful strategy for strengthening inclusion. Dialogue with health services, social assistance, and specialized institutions enables the school to better understand students' needs and act in a coordinated manner. This integration expands the support network and contributes to the students' overall well-being, reinforcing their school retention and development.



According to Souza and Kochhann (2016), it is essential for the school to invest in a culture of welcome that values everyone's sense of belonging. This is reflected not only in pedagogical practices but also in everyday attitudes, discourse, and interpersonal relationships. The physical environment must also be designed according to accessibility principles, ensuring that all individuals can move and express themselves with autonomy and dignity.

Ramos (2023) stresses that pedagogical planning must be collective and student-centered. Involving teachers, coordinators, families, and students in planning school activities contributes to the development of proposals that are more aligned with the realities of each class. Active listening and respect for diversity should guide this process, promoting shared responsibility for all students' learning.

Pereira et al. (2022) warn that inclusion requires consistency and must not be viewed as a temporary project. It is a continuous process of school transformation that demands constant evaluation, adjustments, and sensitive listening. In this context, the pedagogue acts as a mobilizer, supporting teachers and ensuring that inclusion is genuinely practiced, not merely discussed.

According to Duarte (2023), the pedagogue can also serve as an advocate for public inclusion policies, raising awareness within the school community and seeking to strengthen institutional partnerships. By participating in spaces of democratic management, school councils, and educational forums, this professional reinforces the school's commitment to human rights and equitable access to knowledge.

Moving toward an inclusive high school means recognizing that education must welcome, listen to, and respect all forms of existence. The challenges are real, but so too are the possibilities for change when there is sensitivity, commitment, and collective action. The pedagogue, as a facilitator of these processes, plays an indispensable role in constructing pathways that lead to equity, justice, and the appreciation of diversity in everyday school life.

FINAL CONSIDERATIONS

In conclusion, the pedagogue plays an indispensable role in the realization of school inclusion in high school, acting as a mediator between the various educational demands and the individuals involved in the teaching-learning process. Their presence in the school goes beyond pedagogical organization; they are an agent who fosters dialogue, active listening, and coordination among teachers, students, families, and school management. In a context marked by academic and social challenges, the pedagogue contributes to transforming the school environment into a more welcoming, equitable, and sensitive space that embraces differences.

School inclusion requires coordinated, intentional, and humanized actions. In this scenario, the pedagogue becomes a point of convergence between the needs of students with disabilities or other



specific educational demands and the pedagogical strategies adopted by the school. Their attentive perspective and ability to navigate planning, guidance, and management make them a key figure in overcoming exclusionary practices that are often still normalized in the daily life of high school education.

Promoting inclusion necessarily involves cultural and institutional change. The pedagogue contributes to this transformation by facilitating moments of professional development, reflection, and dialogue with the teaching staff, by building bridges between theory and practice, and by assisting in the development of a political-pedagogical project that incorporates the principles of equity and respect for individual differences. They also act as a coordinator of internal and external support networks, strengthening intersectoral collaboration and expanding the possibilities for student support.

Listening to families, supporting teachers, and monitoring students are practices that give concrete form to the pedagogue's inclusive role. In high school—a decisive stage for young people's personal and academic development—this role becomes even more necessary. The pedagogue must possess the sensitivity to address emotional, social, and educational issues that directly impact students' learning and well-being, creating viable pathways for their continued presence and holistic development within the school.

Through ethical and committed actions, the pedagogue reinforces students' sense of belonging to the school environment and contributes to the construction of an inclusive culture that transcends discourse and materializes in relationships, pedagogical practices, and institutional policies. When inclusion is embraced as a guiding principle rather than a mere obligation, the school becomes more humanized, and the pedagogue's role is revealed as even more powerful and transformative.

Thus, it can be affirmed that the pedagogue, when well-trained and actively engaged, becomes an agent of change, capable of transforming realities and promoting truly inclusive education. Their work in high school is fundamental to ensuring that all students have access, continuity, and real conditions for learning and participation. Inclusion, in this sense, is not an isolated challenge but a collective construction, in which the pedagogue acts as a bridge, guide, and inspiration for a more democratic and pluralistic school.



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