

The contribution of the second class teacher in inclusive education: an analysis of the teaching-learning process in the State School System of Santa Catarina^I

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Abstract

Special education has been discussed in the educational field due to the need to guarantee the social, educational, and political rights of students with disabilities. The guiding question of this research is: What is the contribution of the second classroom teacher in the regular education networks of Santa Catarina to the teaching and learning process of students who are the target audience of inclusive education? The general objective is to understand the contributions of this professional to the teaching and learning process of students with disabilities in regular education. The specific objectives are: To understand the historical context of inclusive education in Brazil and in Santa Catarina; To examine national and state public policies related to the second classroom teacher; and To address the relevance of this professional in the educational process of students attending regular education. This bibliographic and documentary research is based on authors such as Jannuzzi (2004) and Corrêa (2010), as well as on legislation that regulates this professional role. The conclusion indicates that the second classroom teacher contributes significantly to the teaching and learning process of students, through specific training, the ability to propose curricular adaptations, and the specialized support offered.

Keywords: Disability; inclusive education; Santa Catarina; second classroom teacher.

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A contribuição do segundo professor de turma na educação inclusiva: uma análise do processo de ensino-aprendizagem na Rede Estadual de Santa Catarina

Resumo

A educação especial vem sendo dialogada no campo educacional pela necessidade de garantir os direitos sociais, educacionais e políticos dos educandos com deficiência. A questão norteadora da pesquisa é: Qual a contribuição do segundo professor de turma nas redes de ensino regular de Santa Catarina no processo de ensino e aprendizagem dos educandos público-alvo da educação inclusiva? Como objetivo geral, busca-se compreender as contribuições desse profissional no processo de ensino e aprendizagem dos educandos público-alvo da educação inclusiva. Os objetivos específicos são: Compreender o contexto histórico da educação inclusiva no Brasil e em Santa Catarina; Verificar as políticas públicas nacionais e estaduais relativas ao segundo professor de turma; e Abordar a relevância desse profissional no processo educativo dos educandos que frequentam o ensino regular. A pesquisa bibliográfica e documental é baseada em autores como Jannuzzi (2004) e Corrêa (2010) e em legislações que regulamentam esse profissional. A conclusão aponta que o segundo professor de turma contribui significativamente para o processo de ensino e aprendizagem dos educandos, por sua formação específica, capacidade de propor adaptações curriculares e apoio especializado que oferece.

Palavras-chave: Deficiência; educação inclusiva; Santa Catarina; segundo professor de turma.



La contribución del segundo profesor de aula en el educación inclusiva: un análisis del proceso de enseñanza-aprendizaje em la Red Estatal de Santa Catarina

Resumen

La educación especial ha sido objeto de debate en el ámbito educativo debido a la necesidad de garantizar los derechos sociales, educativos y políticos de los estudiantes con discapacidad. La pregunta orientadora de esta investigación es: ¿Cuál es la contribución del segundo profesor del aula en las redes de educación regular de Santa Catarina en el proceso de enseñanza y aprendizaje de los estudiantes público objetivo de la educación inclusiva? El objetivo general es comprender las contribuciones de este profesional en el proceso de enseñanza y aprendizaje de los estudiantes con discapacidad en la educación regular. Los objetivos específicos son: Comprender el contexto histórico de la educación inclusiva en Brasil y en Santa Catarina; Verificar las políticas públicas nacionales y estatales relacionadas con el segundo profesor del aula; y Abordar la relevancia de este profesional en el proceso educativo de los estudiantes que asisten a la educación regular. La investigación, de carácter bibliográfico y documental, se basa en autores como Jannuzzi (2004) y Corrêa (2010), así como en legislaciones que regulan esta función profesional. La conclusión señala que el segundo profesor del aula contribuye significativamente al proceso de enseñanza y aprendizaje de los estudiantes, gracias a su formación específica, su capacidad para proponer adaptaciones curriculares y el apoyo especializado que ofrece.

Palabras clave: Discapacidad; educación inclusiva; Santa Catarina; segundo profesor del aula.



Introduction

Inclusive education, globally recognized as a fundamental right, aims to integrate all learners, regardless of their physical, sensory, intellectual, or emotional conditions, into the regular Brazilian educational system, as established by the Law of Guidelines and Bases for National Education (Brazil, 1996). In the national context, the trajectory of inclusive education has been marked by significant advances, driven by international guidelines, such as the Salamanca Statement (1994), and by the implementation of national policies, such as the Federal Constitution (Brazil, 1988), the Law of Guidelines and Bases for National Education (LDBEN No. 9394/1996), and the National Policy on Special Education from the Perspective of Inclusive Education (2015), among others.

Despite these advances, to ensure that educational inclusion is effectively realized, it is necessary to adopt practical and specific measures that guarantee the required support for learners with disabilities, global developmental disorders, and high abilities or giftedness (Brazil, 1996). In the state of Santa Catarina, the presence of the second class teacher in regular education networks is a concrete response to this need, as this is a professional qualified, preferably in special education, who works in conjunction with the lead teacher to more adequately meet the educational needs of the target audience of inclusive education (Santa Catarina, 2016).

Given the relevance of the study, it is necessary to investigate the presence of the second class teacher in promoting the development of the teaching and learning process of learners who are the target audience of inclusive education and its impact on the quality of state education in Santa Catarina. Thus, it is possible to determine the research problem: How does the presence of a second class teacher contribute to the development of learners with disabilities, disorders, and high abilities or giftedness in the regular education classroom of the basic education network in the state of Santa Catarina?



The general objective of this study is to investigate the contributions of the second class teacher to the teaching and learning process of learners who are the target audience of inclusive education in the regular education networks of the state of Santa Catarina. As for the specific objectives, they are: to understand the historical context of inclusive education in Brazil; to analyze national and state (Santa Catarina) public policies that guarantee access and stay for learners with disabilities, global developmental disorders, and high abilities or giftedness in the regular education classroom; and to verify the relevance of the second class teacher in the teaching and learning process of learners who are the target audience of inclusive education.

To achieve these objectives, the study is based on a qualitative approach through bibliographic and documentary research, as it seeks to resolve the research problem initially presented. According to Gil (2002, p. 17), “Research can be defined as the rational and systematic procedure that aims to provide answers to the problems that are proposed.” In this sense, we developed research organized from the contributions of relevant authors and public policies in search of reliable results. According to Gil (2002), bibliographic research is based on materials already published, such as books and scientific articles, and this approach is used in this study to theoretically ground the theme and present significant and reliable results.

Furthermore, bibliographic research relies on materials already prepared and explored by renowned and qualified authors, serving as support for the construction of the theoretical framework. In parallel, documentary research was used, which according to Gil (2002), presents characteristics very similar to bibliographic research but has not yet undergone analytical treatment. Still according to Gil (2002), this distinction is related to the origin of the sources, as bibliographic research works with texts already interpreted and published, while documentary research uses original records that can still be analyzed and organized according to the study’s objectives. In this sense, documentary research was used to organize and analyze state and national public policies



in order to seek concrete information that could answer the proposed research problem.

To address the proposed objectives, the work was divided into four points: the first section comprises the introduction, which includes the theoretical foundation involving the methodology applied to the research. The second involves the contextualization of inclusive education in Brazil, the national public policies that guarantee access and stay for learners with disabilities in regular education, and the public policies of Santa Catarina that maintain the presence of the second class teacher so that we can verify the importance of this professional for the formative process of the learners, as well as the inclusive process. The third section presents the results and discussions. And the last section comprises the final considerations.

In short, the organization of the study intends to ensure a consistent analysis of the relevance of the second class teacher in the teaching and learning process of learners who are the target audience of inclusive education.

Inclusive Education in Brazil and Santa Catarina: From the Context to the Emergence of Law No. 17,143/2015

The school inclusion of learners with disabilities, global developmental disorders, and high abilities or giftedness is a challenge and a responsibility in the construction of a just and equitable society, as stated by Corrêa (2010, p. 36): “society’s interest in people with disabilities began to be awakened around the 20th century,” through popular struggles. Jannuzzi (2004, p. 34) notes that “[...] civil society begins to organize itself into associations of people concerned with the problem of disability.” This understanding remains current, as recent studies indicate that, despite normative advances, the implementation of inclusive education still faces structural and pedagogical challenges, while simultaneously seeking to promote the social development of learners (Glat, 2025; Pletsch; Silva, 2025).



In Brazil, the inclusion of learners with disabilities in regular education is a historical process that has evolved gradually, driven by social movements and national public policies. According to Corrêa (2010), these movements have been significant over the last fifteen years. This struggle is long-standing and began in Brazil in the 20th century, when the education of people with disabilities, disorders, and high abilities/giftedness was still predominantly segregated, conducted only in specialized institutions such as the Benjamin Constant Institute, created in 1854, and the National Institute of Education for the Deaf, in 1857 (Corrêa, 2010). Years later, around the 1960s, special schools began to expand, although, according to Jannuzzi (2004), the majority of learners who were the target audience of inclusive education were still served in a separate manner.

From the 1960s onwards, with international movements for the rights of people with disabilities, Brazilian public policies began to be influenced. During this period, numerous social movements emerged and, with them, the creation of the first APAE (Association of Parents and Friends of Exceptional Children) in 1962 in Brazil, in favor of awareness and defense of the educational rights of people with disabilities, disorders, and high abilities/giftedness (Corrêa, 2010).

In 1971, the first Law of Guidelines and Bases for National Education (Law No. 5,692/1971) was published, which for the first time mentioned the need for differentiated educational services for learners with disabilities, significant school delay, and high abilities, according to the guidelines of the Boards of Education (Brazil, 1971).

In the 1980s, the Federal Constitution of 1988 represented an important advance by stating in Art. 208, Clause III, that education is a right for all and a duty of the State, ensuring specialized educational services for people with disabilities, preferably within the regular school network (Brazil, 1988). Shortly thereafter, Law No. 7,853/1989 was published, establishing guidelines for support for disabled persons. In Article 2, Clause I, Item “c”, it determined



the mandatory nature of free special education provision in public educational institutions (Brazil, 1989).

In the 1990s, we had three major legal milestones for inclusive education, most notably the Statute of the Child and Adolescent (ECA No. 8,069), which guaranteed the right to education for children and adolescents, including those with disabilities, by ensuring in Clause III that there would be specialized educational services for people with disabilities, offered preferably in the regular school network (Brazil, 1990).

In 1994, the Salamanca Statement, held in Spain in conjunction with UNESCO, brought a significant contribution to education based on goals to be achieved to ensure the inclusion of people with disabilities in the educational system, directly impacting Brazil's public policies by promoting education for all and fundamental changes in public policies to favor integrative education and empower schools to serve people with special educational needs (Unesco, 1994).

Two years later, the Law of Guidelines and Bases for National Education (LDBEN No. 9,394/1996) was published, establishing special education as a teaching modality aimed at people with disabilities, global developmental disorders, and high abilities or giftedness, defining that this service must occur, preferably, in regular education. Furthermore, in its Art. 58, it ensures access to support services, specialized care, and inclusive education starting from early childhood education (Brazil, 1996).

Following this, Decree No. 3,298/1999 reinforces and details the guidelines for the implementation of special education, recognizing it as a transversal modality that must be present at all levels and modalities of teaching. It further determines that its provision be mandatory and free in public institutions, with guaranteed access to benefits intended for other learners, such as school materials, transport, meals, and scholarships. Additionally, the document reaffirms that school education for people with disabilities must begin in early childhood education, from the first years of life (Brazil, 1999).



In the 21st century, inclusive education gained strength with the publication of the National Guidelines for Special Education in Basic Education (CNE/CEB No. 2/2001), which encouraged the inclusion of learners with disabilities, global developmental disorders, and high abilities/giftedness in regular schools. Between 2005 and 2006, there were significant advances with the recognition of the Brazilian Sign Language (Libras) as a legal means of communication (Decree No. 5,626) (Brazil, 2005) and the implementation of the Center for High Abilities/Giftedness Activities (NAAH/A) in 2006 to serve learners in a specific way and provide specialized professionals.

In 2008, the National Policy on Special Education from the Perspective of Inclusive Education guided that inclusive education must occur at all levels of education, integrating specialized educational services into curricular activities (Brazil, 2008a). In the same year, Decree No. 6,571/2008 provided for Specialized Educational Services (AEE), regulating its provision, which was subsequently repealed by Decree No. 7,611/2011 (Brazil, 2008b; Brazil, 2011). In 2009, Resolution CNE/CEB No. 4/2009 regulated regular education and Specialized Educational Services (AEE), highlighting the relevance of accessibility services and resources (Brazil, 2009).

With the publication of the National Education Plan (PNE), which occurred between the years 2014 and 2024, specific goals and strategies were defined for basic education. Goal four, aimed at people with disabilities between the ages of four and seventeen, guaranteed learners free access throughout all stages of basic education with specialized educational services, including the use of multifunctional resources and specialized services (Brazil, 2014).

In 2015, the Brazilian Law for the Inclusion of Persons with Disabilities (Law No. 13,146/2015) ensured that people with disabilities have access to quality education in inclusive and accessible environments, with equal opportunities and the full development of the learners' potential, ensuring the right to access assistive technology resources and necessary adaptations in the school environment to meet the learners' needs (Brazil, 2015). Recently, Law



No. 14,191 of 2021 inserted Bilingual Education for the Deaf, guaranteeing deaf learners the right to have access to quality education by receiving specialized and individualized support.

Beyond normative advances, inclusive education must be understood as a process that requires transformations in daily school life to ensure real conditions for participation and learning for students, which implies reviewing pedagogical practices, curricula, and forms of organizing teaching work (Mantoan, 2015).

In this perspective, the consolidation of school inclusion depends on the construction of more flexible pedagogical practices and the articulated action between school professionals. As Glat and Pletsch (2012) point out, inclusion becomes effective in the day-to-day classroom through strategies that consider the singularities of the learners who are the target audience of inclusive education.

Thus, inclusive education demands a commitment to valuing diversity and, in this sense, it is noteworthy that in the state of Santa Catarina there was a debate regarding the need for the second class teacher's performance in regular classrooms as a strategy to favor the inclusion of learners with specific special needs in the daily routine of the classroom.

The Second Teacher in Regular Classrooms in the Santa Catarina State Network: Law No. 17,143/2015

Law No. 17,143 of May 15, 2017, was proposed by State Deputy Luciane Carminatti (PT), who introduced Bill (PL) No. 0207.3/2013 in the Legislative Assembly of the State of Santa Catarina (ALESC). The proposal was motivated by the need to ensure adequate support for learners with disabilities, global developmental disorders, and high abilities/giftedness, promoting inclusive education in the regular education networks of the state of Santa Catarina. The proposal was based on Resolution No. 112 CEE/SC (Santa Catarina, 2006), the Pedagogical Program (Santa Catarina, 2009), and Resolution No. 100 CEE/



SC (Santa Catarina, 2016), as stated in the article published in “Lei do segundo professor entra em vigor em Santa Catarina” (2017). This legislative initiative is part of a broader context of strengthening public policies for inclusive education in the state, especially regarding the expansion of pedagogical support in regular education through the performance of the second class teacher (Wagner; Reis, 2023).

The bill was submitted to discussions and debates in the relevant commissions of ALESC and received support from educators, specialists, and parents of learners who are the target audience of inclusive education, as published in “Lei do segundo professor entra em vigor em Santa Catarina” (Carminatti, 2017). The project was initially vetoed by Governor Raimundo Colombo, alleging that the Law presented a formal defect and a cost of R\$40.6 million (“Lei de SC que exige professor extra em salas com aluno com deficiência é inconstitucional por vício de origem, decide STF,” 2019). However, the veto was rejected by ALESC, allowing the Law to be promulgated on May 15, 2017, according to the “Nota oficial sobre decisão do STF que derruba Lei do segundo professor em SC” (Carminatti, 2019).

In 2019, the Law was judged grounded in a Direct Action of Unconstitutionality (ADI) 5786 in the Federal Supreme Court (STF), as mentioned in “Suspensa Lei de SC que obriga presença de segundo professor em sala com deficientes” (Brazil, 2017). The presence of the second class teacher remains in effect in the state, backed by other public policies contributing to quality education for learners who are the target audience of inclusive education.

But, after all, if the Law contributes to inclusive education by improving the quality of teaching and promoting equity in the state public schools of Santa Catarina, why was its implementation judged grounded in a Direct Action of Unconstitutionality (ADI) 5786 in the Federal Supreme Court (STF) in 2019?

To answer such a question, it is incumbent upon this research to examine the main arguments of the veto decision, approved by a majority of votes in the Federal Supreme Court, through the analysis of ADI 5786 (Brazil, 2019).



The action, filed by Governor Raimundo Colombo, argued that the Law was unconstitutional because it was a parliamentary initiative and dealt with matters that should be the initiative of the Head of the State Executive Power. The main justification was that the law addressed topics such as the provision of public positions, legal regime, and retirement, which, as provided for in the Federal Constitution (1988), are the exclusive competence of the head of the Executive Power (CF, art. 61, § 1, II, c) (Brazil, 2019).

Article 61 of the Federal Constitution (1988) clarifies that it is the responsibility of the President of the Republic, and therefore governors at the state level, to propose laws that deal with public servants, including aspects of appointment, stability, and retirement (Brazil, 1996).

The governor also presented the increase in expenses for hiring the servants (second teacher), arguing that the hiring of new professionals for educational services in regular schools for learners with Attention Deficit Hyperactivity Disorder (ADHD) would generate an estimated cost of more than 40 million reais just for the hiring of 1,118 teachers (Brazil, 2019).

The Federal Supreme Court (2019), in judging the Direct Action of Unconstitutionality 5786, declared Law No. 17,143/2017 unconstitutional, upholding the arguments that the Law disobeyed the exclusive competence of the Union and invaded the competence of the State Executive, as per the report of the “Ação Direta De Inconstitucionalidade 5.786 Santa Catarina” (Brazil, 2019).

It is not within the scope of this research to judge the Direct Action of Unconstitutionality 5786, but merely to present the facts. However, what happens to learners with disabilities, global developmental disorders, and high abilities/giftedness in the regular education networks of the state of Santa Catarina without the presence of the second class teacher?



Public Policies: An Investigation into the Second Class Teacher

Although Law No. 17,143/2017 was considered unconstitutional in 2019, the presence of the second class teacher remains in the schools of the Santa Catarina state network, ensured by CEE/SC Resolution No. 112 of 2006, the 2009 Pedagogical Program, CEE/SC Resolution No. 100 of 2016, and the 2018 Special Education Policy Handbook. Such permanence aligns with the understanding that equitable policies for school inclusion are fundamental to guaranteeing access and participation for all learners in the educational process, as highlighted by Reis, Wagner, and Moura (2024, p. 4), stating that “equitable school inclusion policies are essential to ensure that all students have access to educational opportunities, regardless of their differences.”

Resolution No. 112 of 2006 presented norms for Special Education in the State Education System of Santa Catarina. The Pedagogical Program, created in 2009, aims to “establish guidelines for special education services to qualify the teaching and learning process of students with disabilities, typical behaviors, and high abilities, enrolled in regular education [...]” (Santa Catarina, 2009, p. 15).

Furthermore, CEE/SC Resolution No. 100 of 2016 “Establishes norms for Special Education in the State Education System of Santa Catarina” (Santa Catarina, 2016). The 2018 Special Education Policy handbook aims to act in the monitoring, guidance, and evaluation of the education of learners with disabilities, ASD, ADHD, and high abilities/giftedness, ensuring support for quality school services.

Resolution No. 112/2006, in Clause IV of the Single Paragraph of Art. 4, defines the second class teacher as the “teacher with a qualification in special education – area 5 (five) who works with the lead teacher in classes where there are enrolled learners, as addressed by this Resolution, who require two teachers in the classroom” (Santa Catarina, 2006). The learners “are those diagnosed with disabilities, typical behaviors, and high abilities” (Santa Catarina, 2018).



The Pedagogical Program defines the second class teacher as the professional who performs In-Class Service (AC), as it “is characterized by the performance of a teacher from the special education area within the classroom” (Santa Catarina, 2009, p. 16). The same is observed in CEE Resolution No. 100/2016, “§ 1º In-Class Service - AC, characterized by the intervention of the special education professional during the same period of attendance in regular education by the students specified in this Resolution” (Santa Catarina, 2016).

This function is regulated and guaranteed by Article 8 of Resolution No. 2/2019 of the National Council of Education (CNE), which establishes the participation of the second class teacher in specialized pedagogical support services within common classes. The norm provides, among other aspects, for collaboration between teachers specialized in special education, the presence of interpreters for different languages and communication codes, as well as itinerant professionals working inside or outside schools. It also provides for the operation of resource rooms to complement or supplement the school curriculum using specific strategies, equipment, and materials (Brazil, 2019).

Complementing this regulation, Resolution No. 100/2016 reinforces that the presence of the second class teacher will be made available in classes that have learners with intellectual disabilities, autism spectrum disorder, or multiple disabilities, provided they present significant difficulties in social interactions and academic performance. The service is also intended for learners with physical disabilities who require assistance in daily activities (Santa Catarina, 2016).

Both documents detail the guidelines for the performance of the second teacher in elementary school classes, with the objective of promoting inclusion and improving pedagogical practice, especially for learners with disabilities, global developmental disorders, and high abilities/giftedness.

The Pedagogical Program (2009) defines the functions of the second class teacher differently for each level of education. In the early years of Elementary School I, the second class teacher, preferably qualified in special education, must



work in conjunction with the lead teacher to manage the classroom, contribute to inclusive pedagogical practices, and propose differentiated procedures to meet the needs of all learners (Santa Catarina, 2009).

In the final years of Elementary School II and High School, “The second teacher must support the lead teacher in the development of pedagogical activities, using their specific knowledge to adapt and improve teaching” (Santa Catarina, 2009, p. 16). In this manner, it is incumbent upon them to adapt the content addressed by the lead teachers to the learners’ needs, ensuring that the theme is maintained.

In turn, the Special Education Policy (Santa Catarina, 2018) presents the second class teacher in a more simplified manner as the professional whose function is to act in conjunction with the lead teacher of the early years and as support for the teachers of the final years of elementary and high school.

The role played by this professional is fundamental to creating an inclusive school environment, ensuring that all learners have access to learning and the social interactions necessary for their integral development. This approach benefits the learners and enriches the learning environment, as the second class teacher acts in regular classes, offering pedagogical support to learners with intellectual disabilities, Autism Spectrum Disorder, and multiple disabilities who face social and academic interaction difficulties. Additionally, they accompany learners with physical disabilities who present severe motor limitations and require assistance in daily activities (Santa Catarina, 2018).

According to the Pedagogical Program (Santa Catarina, 2009), the second class teacher is guided by the Specialized Educational Service (SAEDE) or Specialized Service (SAESP) and participates in training in the area of education to improve their pedagogical skills.

The documents converge on the fact that the presence of the second class teacher is provided for in classes with learners presenting multiple disabilities, mental disabilities, psychiatric disorders, motor impairments and dependency



in practical activities, global developmental disorders, and attention deficit hyperactivity/impulsivity disorder (Santa Catarina, 2009).

Resolution No. 100 CEE/2016 and the Special Education Policy (2018) conceptualize disabilities as those who have long-term impairments, including hearing, visual, physical, multiple, and deaf-blindness, in addition to global developmental disorders such as the autism spectrum, attention deficit/hyperactivity, and those with high abilities or giftedness (Santa Catarina, 2016).

The documents define the duties of the second class teacher, which include the planning and execution of pedagogical activities in conjunction with the teacher of the early years; curricular adaptations; participation in the class council; prior knowledge of the teacher's planning in the final years of elementary school; collaboration in guidance provided by SAEDE and/or SAESP; participation in studies and research; suggestions for technical aids that facilitate learner learning; and compliance with the workload (Santa Catarina, 2009).

The Special Education Policy (Santa Catarina, 2018) complements and adds some duties to the second class teacher, such as assisting the lead teacher in extra-class activities; participating in the development and evaluation of the Pedagogical Political Project (PPP); and preparing and entering the learner's descriptive pedagogical report into the "Professor On-line" system.

The Pedagogical Program (2009) and the Special Education Policy (2018) set out restrictions for the position of second class teacher, such as exercising their function in an inclusive manner; not assuming full responsibility for the learners who are the target audience of inclusive education; not teaching classes in the absence of the lead teacher; not being assigned to other functions; and avoiding segregated services. Furthermore, they reinforce that no learner should be dismissed in the absence of this professional, with the school being responsible for organizing itself to meet the learners' needs.

Although Law No. 17,143/2017 was considered unconstitutional, the state of Santa Catarina maintains the presence of the second class teacher in regular



education networks, promoting a more inclusive and integrated educational environment where all learners have access to the same teaching and learning opportunities.

Results and Discussions: Benefits of the Second Class Teacher in Common Schools

After the considerations presented in the theoretical framework, it is possible to affirm that the presence of the second class teacher in the regular education networks of the state of Santa Catarina contributes significantly both to the development of the learners and to the strengthening of pedagogical practices and the school community. Recent studies have demonstrated that the presence of two teachers in a regular classroom favors more inclusive pedagogical practices, especially when based on collaborative planning and co-responsibility for the teaching-learning process (Castro; Cardoso; Teixeira, 2025).

Next, we present some of these benefits, based on CEE/SC Resolution No. 112/2006, the Pedagogical Program (2009), CEE/SC Resolution No. 100/2016, and the Special Education Policy of Santa Catarina (2018), in addition to national policies such as the Federal Constitution (Brazil, 1988), the Law of Guidelines and Bases for National Education (Brazil, 1996), the National Guidelines for Special Education in Basic Education (Brazil, 2001), and the Statute of the Person with Disabilities (Brazil, 2015).

Regarding the learners, the main benefits of the presence of the second class teacher include personalized and individualized support, inclusion, and quality in the teaching and learning process. According to the Pedagogical Program (2009), the presence of the second class teacher provides more attentive and personalized service, contributing to the monitoring of educational development and progress, as this professional helps to “propose curricular adaptations in pedagogical activities; suggest technical aids that facilitate the learning process of the special education student” (Santa Catarina, 2009, p. 17).



In this sense, by carrying out curricular and methodological adaptations to meet the specific needs of the learners, the second class teacher promotes the participation of learners who are the target audience of inclusive education in school activities, avoiding segregation and favoring access to the common curriculum, thus promoting educational inclusion (Silva; Lopes; Quadros, 2024).

These curricular and methodological adjustments are possible because this is a professional “preferably qualified in special education” (Santa Catarina, 2009, p. 16) who participates in training in the field of education, ensuring professional qualification and promoting quality in the teaching and learning process of learners with disabilities, disorders, and high abilities.

Like state policies, national legislation, such as the National Guidelines for Special Education in Basic Education (Brazil, 2001), reinforces the importance of inclusive educational practices based on adapted curricula and methods and professional training. These guidelines propose a new stance on the part of common schools, encouraging the inclusion of actions in the pedagogical project that favor coexistence among learners and respect for diversity. Thus, it is up to the school to organize itself, train its teachers, and modify its structure to guarantee quality education for all (Brazil, 2001).

The Statute of the Person with Disabilities (Brazil, 2015), in Art. 28, ensures that learners have trained and qualified teachers to provide specialized educational services, and the Law of Guidelines and Bases for National Education (Law No. 9,394/1996) guarantees learners, in Art. 59, adapted curricula, methods, and techniques that meet the learners’ needs, in addition to teachers with appropriate specialization trained to promote the integration of learners who are the target audience of inclusive education into regular education classes.

Therefore, we observe that the state legislation of Santa Catarina complements national public policies by ensuring the presence of the second class teacher in regular basic education networks to meet the individual needs of learners with disabilities, disorders, and high abilities.



Beyond the learners, the presence of the second class teacher also benefits the lead teachers and the school community, as there is a distribution of pedagogical responsibilities, support, and collaboration between professionals. With the division of pedagogical responsibilities, both professionals share their pedagogical skills, reducing the workload and allowing the pedagogical demands of the learners to be met (Santa Catarina, 2009).

This partnership results in an articulated effort that enriches pedagogical practices, favors the exchange of experiences, and guarantees the teaching and learning process of the learners (Santa Catarina, 2018). Authors such as Castro, Cardoso, and Teixeira (2025) demonstrate that collaborative teaching, characterized by the joint action of two teachers, contributes to the strengthening of inclusive practices, expands methodological diversification, and offers greater support for the educational needs of learners who are the target audience of inclusive education, since it enables the development “of a joint work in which two or more teachers plan and implement responses to day-to-day educational problems at school” (Castro; Cardoso; Teixeira, 2025, p. 17).

Furthermore, the professional is guaranteed participation in courses and continuing education offered by the Santa Catarina State Secretariat of Education (Santa Catarina, 2009). National public policies, such as the Federal Constitution (1988), value professional training and qualification for teachers, with one of the principles of Art. 206 being the guarantee of career plans, democratic management, and quality standards. Continuing education, when constructed in a participatory manner by teachers, favors the development of a reflective practice that allows them to “be in constant movement to overcome the challenges that arise in the school reality, in the direction of inclusion” (Silva; Mayrinck; Franco, 2024).

The Law of Guidelines and Bases for National Education (Brazil, 1996) defines, in Art. 61, that the training of education professionals must articulate theory and practice, including in-service training for specialization and the formative experiences of teachers accumulated in educational institutions and



other areas of activity. Furthermore, it establishes, in Art. 62, as a minimum requirement for teaching in basic education, primarily, a higher education degree through full teaching certification courses.

It also reinforces the relevance of continuing education in Art. 67 as one of the pillars for professional appreciation, ensuring entry through public competitive examination, continuous improvement, and access to paid leave for training purposes (Brazil, 1996).

According to Silva, Mayrinck, and Franco (2024, p. 5), “continuing education needs to be considered as part of teacher professional development”; in this sense, the second class teacher, as a qualified professional participating in continuing education and training courses, contributes to the lead teachers through specific and updated knowledge, favoring the individualized pedagogical service of learners who are the target audience of inclusive education.

The benefits of the presence of the second class teacher are also evident to parents and the school community, as the work of this professional reinforces families’ confidence in the inclusive educational process by ensuring more individualized and effective monitoring (Brazil, 1996).

In general, the presence of two trained and specialized teachers favors a more organized, welcoming environment conducive to the integral development of the learners, reflecting positively on the school’s image in its involvement with the school community. Furthermore, the Federal Constitution (1988), in Art. 205, states that education is a right for all citizens and a duty of the State and the family, in a collaborative manner, to promote the integral development of individuals, ensuring preparation for social life and qualification for work.

In Art. 206, it reinforces that teaching must be provided based on the principle of: “[...] VI – democratic management of public education, in the form of the Law” (Brazil, 1988), evidencing the State’s commitment to building a participatory school that values dialogue with the school community and, thus,



promotes co-responsibility for teaching among managers, teachers, parents, and learners.

The Law of Guidelines and Bases for National Education (Brazil, 1996) also reinforces in Art. 1 that the objective of education encompasses formative processes that must develop “in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations, and in cultural manifestations.” Thus, we understand that education is a social practice that goes beyond the school, and therefore, it is necessary to integrate school life with the realities in which the learners live, valuing the knowledge built in different contexts.

In summary, we observe through state and national public policies that the presence of the second class teacher in the regular basic education networks of the state of Santa Catarina promotes inclusive education by ensuring that learners with disabilities, global developmental disorders, and high abilities or giftedness have qualified professionals prepared to work in collaboration with lead teachers and the school community to guarantee a quality and equitable teaching and learning process for all.

Final Considerations

In summary, following the bibliographic and documentary analyses, it is concluded that the state of Santa Catarina has developed relevant measures that guarantee an inclusive, high-quality, and equitable education for all students within the regular public network. It is remarkable that the state of Santa Catarina, even with the loss of Law No. 17,143/2017, has maintained the presence of the second class teacher to serve learners with disabilities, global developmental disorders, and high abilities or giftedness. This effort is grounded in Resolution No. 112/2006, the Pedagogical Program (2009), Resolution No. 100 (2016), and the Special Education Policy (2018).

The analysis of public policies in Santa Catarina emphasizes that the second class teacher assists learners with their educational needs and



collaborates with lead teachers by adapting curricular planning, suggesting technical aids, and collaborating in the execution of adapted activities. This support occurs through prior knowledge of the lead teachers' planning and the use of differentiated methods and techniques, based on their qualification in special education and constant professional improvement promoted by courses, continuing education, and advisory services provided by the state network. The second class teacher is, therefore, a professional prepared to exercise their duties and collaborate with learners and teachers in the teaching and learning process.

It is concluded that the presence of the second class teacher in the regular education networks of the state of Santa Catarina significantly benefits the process of educational inclusion, ensuring that learners have access to the same learning opportunities. Thus, the investigated theme answers the research problem.

However, educational inclusion goes beyond the physical school premises; therefore, it is essential that public authorities maintain an attentive and cautious gaze toward educational inclusion. It is hoped that the Direct Action of Unconstitutionality (ADI) 5786, faced by Law No. 17,143/2017, will not be the end, but rather a stimulus for the beginning of a journey toward inclusion.

May we build a future where diversity is celebrated and where every learner has the opportunity to learn in an inclusive environment.

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