

AN ANALYSIS OF THE CHALLENGES FACED BY THE SCHOOL MANAGER WITH REGARD TO THE INCLUSIVE EDUCATION OF DEAF STUDENTS

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RESUMO: A inclusão de pessoas surdas está sendo gradativamente comum em ambientes coletivos, principalmente no âmbito educacional. Isto porque desde os primórdios as pessoas com alguma deficiência não tinham sequer a oportunidade de viver, realidade que está sendo alterada nos últimos anos. Por este lado, o presente artigo tem como principal objetivo a análise de dilemas apresentados aos gestores na direção escolar e, essencialmente, ofertada a todos os alunos. Para tanto, este trabalho foi desenvolvido sobre a leitura e compreensão dos documentos reguladores oficiais, como também embasou-se em teóricos como Libâneo (2004), Luck (2008), Lacerda (2002), Mantoan (1998), Ricardo (2018) e entre outros especialistas da área de gestão e coordenação pedagógica. Metodologicamente, esta pesquisa foi baseada na investigação bibliográfica que, por sua vez, não só destaca os problemas existentes nesse espaço escolar, mas também busca apresentar como os alunos surdos institucionalmente devem ser atendidos pelas escolas regulares. Ressaltando a importância do uso da Língua Brasileira de Sinais (LIBRAS) neste processo de inclusão que, em suma, possibilita uma educação igualitária e eficiente, já que os alunos surdos têm o direito de conviver e serem formados em um ambiente de socialização e interação, aspectos ofertados em conjunto com o espaço escolar.

Palavras-chave: Inclusão. LIBRAS. Gestão Escolar.

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ABSTRACT: The inclusion of deaf people is gradually being common in collective environments, especially in the educational sphere. This is because since the beginning people with some disability did not even have the opportunity to live, a reality that is being changed in recent years. For this purpose, this article has as its main objective the analysis of dilemmas presented to managers in the school direction and, essentially, offered to all students. To this end, this work was developed on the reading and understanding of official regulatory documents, as well as based on theorists such as Libâneo (2004), Luck (2008), Lacerda (2002), Mantoan (1998), Ricardo (2018) and among other specialists in the area of management and pedagogical coordination. Methodologically, this research was based on bibliographic research, which, in turn, not only highlights the problems that exist in this school space, but also seeks to present how institutionally deaf students should be attended by regular schools. Emphasizing the importance of using the Brazilian Sign Language (LIBRAS) in this inclusion process, which, in short, enables an egalitarian and efficient education, since deaf students have the right to live together and be formed in an environment of socialization and interaction, aspects offered together with the school space.

Keywords: Inclusion. POUNDS. School Management.

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1 INTRODUCTION

This work aims to address the discussion about the role of the school manager under the aspect of the inclusion of deaf students, an important theme with regard to the interventions necessary for the success in the learning process of these students in regular education institutions. Although the inclusion rate of people with hearing impairment has increased significantly in recent years, there is still a need to discuss educational policies aimed at these specific subjects, as well as the manager as a fundamental part of this process must monitor and intervene so that the inclusion of these subjects is effective.

In addition, this article intends to analyze the challenges faced by the school manager with regard to the Inclusive Education of deaf students, as well as to understand how the monitoring of the learning of these students takes place, who, in turn, suffer from the lack of important mechanisms for their communication, for example. Furthermore, it is notable that the manager must look for ways for his school to be in fact a school that adopts and welcomes differences, so that there is not only their insertion in the school space, but their assiduous participation in the activities that may be developed.

In view of the above, the approach to these dilemmas in the face of the inclusive education of deaf students contributes so much to future professionals in the area of school management, with regard to reflection and elaboration of actions that value and recognize these students, considering that they have the same learning capacities, needing only a follow-up to be protagonists of their stories, as Mantoan (2003) rightly argued, for inclusive education to happen in practice, a general restructuring is necessary, since the school must become open to the creation of new possibilities of knowledge.

In summary, this work is of paramount importance to understand how the inclusion process takes place in the school, in addition to the knowledge of the challenges faced by management. In addition, starting from this step, it is possible to consider the planning of a school that aims at the effective experience, as well as the inclusive work by the entire school team in partnership with the social body which, finally, is intrinsic to the experience of these students.

2 THEORETICAL FRAMEWORK

2.1 School Inclusion

The concept of school inclusion is based on the premise of aggregating and/or integrating people with disabilities whatever the activities developed in the space, considering that their learning process and training verify the development of their capacities and skills in order to improve their needs. The fact is that this is a right provided for by numerous official documents, including the Citizen Constitution of 1988 – the supreme guideline of the Brazilian State, in which specifically in article 208, it highlights the duty of the State towards the inclusive education of people with disabilities, preferably in the regular school system, considering that the guarantee of this right ensures full integration into society.

Following this perspective, it can be highlighted that educational institutions - as spaces of inclusion and teaching - must observe the capacities and potential of students, contrary to the view that disability is a limiting factor in the learning of their students, since they are subjective beings who have particularities. Furthermore, schools cannot refuse to provide or offer differentiated care to these people, as can be seen in the Salamanca Declaration of 1994.

Schools must welcome all children, regardless of their physical, intellectual, social, emotional, linguistic and other conditions. They must welcome children with disabilities and gifted children; children who live on the streets and who work; children from distant or nomadic populations; children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised groups or areas. (p. 18)

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Under this thought, it is notable that plurality is part of the educational and social environment, so as mentioned earlier, regardless of the differences, everyone should be included in the regular school, from planning to physical structure, considering that quality education enables integration and collaborates for the growth of a fairer society through the formation of students who respect and understand that differences are not labels or obstacles to learning.

2.2 Inclusive Education for the Deaf in Brazil

Historically in Brazil, the initial discussions about the inclusive education of the deaf person took place in the government of Dom Pedro II, when together with the Frenchman Hernest Huet they aimed at the ideas of inclusion with the hope of founding a space aimed at the deaf. This partnership between Dom Pedro II and Huet resulted in the foundation of the first school for the deaf in 1857, called the Imperial Institute for the Deaf and Mute. In this

institution aimed at serving the deaf, they worked with French sign language and informal gestures that were already used in the Brazilian territory. In addition, studies developed at that time pointed out an important contradiction, the deaf did not develop speech, due to the fact that they did not hear, that is, it was unfeasible to try to verbalize them, a form of teaching in force in the institutions.

However, after years of struggle for the officialization of Brazilian Sign Language, it was only in 2002 that LIBRAS was established as the second official language in the country, thus prevailing the recognition of these individuals, who suffered so much from marginalization and exclusion in schools. According to Brito (1993), LIBRAS is, in turn,

a language of gestural-visual modality, recognized as the natural language of the deaf and constitutes the "symbol of deafness". Today we consider that Sign Language is the only effective means of communication among the deaf, enabling them to develop linguistically and cognitively. (BRITO, 1993, p. 28).

The institutionalization of LIBRAS as a secondary language has enabled its insertion and use in spaces that were not previously reached, educational institutions, in turn, are great examples of this integration, considering that previously deaf people were enrolled in special schools. This scenario, however, only changed with the enactment of the Law of Guidelines and Bases No. 9,394 of 1996 and, recently, with the inclusion of article 60 by Law No. 14,191 of 2021, in which it is understood that,

for bilingual education of the deaf, for the purposes of this Law, the modality of school education offered in Brazilian Sign Language (Libras), as a first language, and in written Portuguese, as a second language, in bilingual schools for the deaf, bilingual classes for the deaf, common schools or in bilingual education centers for the deaf, deaf-blind, with hearing impairment, deaf people with high abilities or giftedness or with other associated disabilities, opting for the bilingual education modality for the deaf.

The fact is that these laws not only guaranteed the right to education for these subjects, but also proved that they can, or rather, should be enrolled in regular schools, without the need to direct them only to schools with exclusive special service. Furthermore, it is not valid to enroll it without complying with the teaching conditions for students, such as the presence of an interpreter. Furthermore, a positive factor for inclusion in the regular classroom is related to the exchange of knowledge between non-listeners and listeners, because both concomitantly learn from their differences to respect and know.

2.3 The challenges of managers in the face of the inclusion of deaf students

It is true that in the execution of school management there are positive results. However, it is worth mentioning that these managers also face numerous challenges, among them in the inclusion of people with hearing impairment, because for the teaching-learning process to really happen, the full help of a professional with mastery of the Brazilian Sign Language (LIBRAS) is needed, considering that their absence in this process leads to misunderstanding or failure to communicate with these students.

Another very recurrent dilemma for those in charge of managing regular schools is also related to the scarce participation of families or guardians of deaf students, as well as society in general, considering that they are members who have the power to intervene in favor of improvements and the guarantee of rights for people with disabilities. As Luck (2008) suggests,

Participation is a significant way to reduce inequalities between school members by promoting greater approximation among school members. Therefore, it is centered on the search for more democratic ways of managing a social unit. Democratic management is therefore defined as the process in which conditions are created for the members of a collectivity not only to take part, regularly and continuously, in its most important decisions, but also to assume responsibility for their implementation. (p. 57)

From this perspective, the role of the manager is defined with the term responsibility, since he is responsible for the execution of the democratization process in the school, from beginning to end. In addition to enabling the integration of all, it starts from it the projects, decisions and actions to be carried out considering the inclusion of these subjects, whose relationships are opportunities for changes that, consequently, open spaces for them to effectively participate in this management model from the perspective of inclusion, reaffirming the purposes and responsibilities, as citizens who also have the right to a fair and egalitarian education, which adapts to their demands.

In addition, another obstacle to the management of an inclusive regular institution is related to the lack of trained professionals specialized in LIBRAS, numerous problems can be highlighted for this educational theme, also, firstly, there is the scenario in which some teachers settle down and do not seek to add or modify their methodological practice, considering that they must work in partnership with the interpreters. This process is not unilateral, much less easy, but it is important for the training process developed by teachers. According to Libâneo (1998), the teacher mediates the active relationship of the student with the subject, including with the contents of his discipline, but considering the deaf student, the essentiality of the interpreter in this path is noted, since he is active participation in the communication and interpretation of what the teacher wants to say in his class.

In theory, these professionals – teachers and interpreters – should work together with a single objective, to enable effective learning for their students. However, this relationship is strengthened by some requirements that need to be followed, the teacher, for example, when questioned by the interpreter, must be aware of the interpretative interposed, that is, if what he is explaining is really being transmitted to the deaf student, as well as the interpreter also lacks his competence to perform the function without there being suspicion about professionalism. Following this line of thought, Lacerda (2002, p. 123) states that the interpreter needs to be able to negotiate content with the teacher, reveal his doubts, the learner's questions and sometimes mediate the relationship with the student, so that the desired knowledge is built. Finally, the importance of this teamwork is revealed, from school planning to the class itself, the manager has to develop means that foster inclusion.

3 METHODOLOGY

3.1 TYPOLOGY OF RESEARCH

This research will be predominantly bibliographic because, according to Gil, "bibliographic research is developed based on material already prepared, consisting mainly of books and scientific articles," that is, this type of research presents us with a range of information making concrete studies on certain topics. As for the chosen approach, books by authors such as Heloísa Luck, Libâneo, Lacerda, among others, were used for the theoretical foundation in order to point out statistical data and historical information, which served to reflect on the challenges experienced in inclusive education in Brazil. In addition, the considerations raised by the aforementioned authors contributed strongly to the broadening of the discussion, provoking interventions in the socio-school space with their research and scientific studies, with the aim of further improving the knowledge of specialists in this particular theme.

Regarding the technical procedures, it was decided to carry out readings and studies related to the theme which, in turn, explains about this theme of school inclusion, or rather, the challenges faced by the school manager with regard to the Inclusive Education of deaf students, considering the authors who contributed so that the existing problems in this aspect can be solved through interventions of the entire school body. Considering that this article aims to contribute through studies, carried out in the awareness process, about the responsibility of management with regard to this deaf subject who, in the midst of various challenges, feel the

need to be recognized as an existing being in the school space and to have the mechanism that guarantees this inclusion, especially with regard to professionals who meet their limitations. From this perspective, the research enables the expansion of discussions and reflections on how the inclusion process is going.

FINAL CONSIDERATIONS

Based on the bibliographic analysis carried out, it is observed that fortunately the scenario of education for deaf students has improved a lot, with regard to the facilitated access and monitoring of these students in the institution, which is already progress in view of the precariousness of teaching. However, despite these efforts, there are still numerous difficulties faced by the manager in relation to the total inclusion of the deaf student. It is notorious that there are challenges to be faced and that the studies carried out are still few, which implies that the inclusion process remains slow and that it happens without meeting the due needs of these subjects, despite understanding that public policies have emerged, it is necessary that the information of these policies reaches managers and students.

Thus, it should be highlighted that there is a need to invest in continuing education for inclusive education professionals, since as the deaf person is included, the whole school needs to come together so that inclusion actually happens, in this sense the studies carried out point out that every time discussions on this theme increase, It contributes on a large scale to the expansion and strengthening of the theme in order to arouse new concerns for other researchers, who, like us, understand the importance of carrying out this work for the field of education.

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