
Home pedagogical care: inclusion beyond school walls*Home pedagogical care: inclusion beyond school walls*

Bruna Letícia Santos de Oliveira¹**Summary**

This article is justified by the need to understand how home-based pedagogical care works, considering its operation, organization, legislation, teacher training and impact on family dynamics. The Article aims to address the aspects linked to the demands that APD (home pedagogical care) has on students, teachers and its importance in an inclusive perspective, placing historical and legislative aspects of a teaching modality that is often unknown by part of many educators. Home care is a type of teaching that is responsible for maintaining the educational process of students who, for health reasons, are unable to attend school regularly. This bibliographical, documentary and practical research is based on the methodologies used in the teaching work carried out with a student in 2019. It uses articles and books that address the functioning of this service dynamic and historical and legislative aspects on the topic.

Key words:Inclusive education; Home Education; Education; Ludic

Abstract / Summary

This article is justified if, through the need for meaning, the functioning of home pedagogical assistance, considering its functioning, organization, teacher training and impact on family dynamics. The article aims to address the connected aspects such as demands that the APD (home pedagogical assistance) has before students, teachers and its importance in an inclusive perspective, placing historical and legislative aspects of a teaching modality that is often unknown by many educators. Home care is a teaching modality that is responsible for maintaining the educational process of the student who, due to health reasons, is unable to attend school regularly. This bibliographic, documentary and practical research based on the methodologies used with a student in the year 2019. Articles and books that address the functioning of this service dynamics and historical and legislative aspects on the topic are used.

Keywords:Including education; home education; Education; playful

1. Introduction

Home Pedagogical Care is a model of educational care that has been gaining ground in our country. This support is aimed at sick children and teenagers who cannot leave their homes. These students have different diseases, some have chronic diseases, others have degenerative dysfunctions and there are also

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cases in which students were subjected to treatments or even suffered circumstances that made them unable to attend social situations and regular schools. For a long time, those responsible for these children and adolescents demanded to develop particular tools or hire teachers to provide conventional educational assistance to their children who happened to fit this profile. Currently, several states and municipalities in Brazil have managed to provide and ensure the right to education for these children and adolescents who are cared for individually in their homes through Home Pedagogical Care. They are served by teachers who work in public education networks, these teachers teach these students the contents of the regular curriculum that they would study in their receptive school institutions, in addition to addressing skills according to their individual demands.

On the other hand, we have AEE - specialized educational service, which is characterized by being offered after school in a way that makes it possible to supplement the student's needs in regular education. This modality is regulated by the Law on Education Guidelines and Bases 9394/96 in addition to Resolution CNE/CEB No. 2, of 2001 (CNE/CEB/BRASIL, 2001). The documents bring a broader concept, assuming Specialized Educational Assistance as a complement to regular education (BRASIL. SEESP/MEC, 2002.). states that:

Develop strategies and guidelines to enable pedagogical-educational monitoring of the process of development and construction of knowledge of children, young people and adults enrolled or not in regular education systems, within the scope of basic education and who are unable to attend school, temporarily or permanently and, guarantee the maintenance of the link with schools through a flexible and/or adapted curriculum, favoring their entry, return or adequate integration into their corresponding school group, as part of the right to comprehensive care. (BRASIL. SEESP/MEC, 2002, p. 05)

Therefore, the educational process can be carried out in environments other than school spaces, including hospital classes and home environments (BRASIL, 2002). Both services are intended to provide assistance to students who, for various reasons, are unable to attend classes regularly. In this way, home pedagogical care goes far beyond the students who attend the resource room, but everyone who for some reason needs to be absent from school for health reasons, whether temporary or not.

It is understood that this work aims to carry out bibliographical and documentary research on the topic, presenting historical and legislative aspects, in addition to discussing home care for students who fall into this modality and ratifying the

inclusive policies and actions that exist to ensure that everyone with a disability has access to school and is not deprived of their pedagogical and cognitive development.

2. Materials and methods

This article is a combination of the report on the pedagogical practice that took place during 2019 in the municipality of Caraguatatuba, in addition to a brief review of articles related to the topic that contributed to the construction of a vision based on the functioning of this teaching modality..The literature was selected based on its relevance to point out historical, legislative and functional aspects on the topic. The articles were collected through national electronic databases such as: Scientific Electronic Library Online (SciELO) and Google Scholar. The articles were searched using key words linked to the topic to point out possible contributions to discussing teacher training and composition of home pedagogical care (APD).

2.1 History and legislation: from special education to inclusive education

Although we talk about special education, we should understand that in Brazil there have been several legislations and events linked to inclusive educational policies. According to Aranha (2005), the first relevant event for Special Education in Brazil took place in 1835, when Deputy Cornélio Ferreira presented to the Assembly the Bill that stipulated the formation of the position of Teacher of First Languages for teaching of deaf and blind people. In 1857 Mazzotta (2003) states that D. Pedro II founded the Instituto dos Surdos-Mudos in Rio de Janeiro Imperial, worthy of the efforts of Ernesto Huet and his brother, three years after the formation of the Benjamin Constant Institute for the blind. In 1910, three blind people who attended the Institute entered the Faculty of Law of São Paulo and in 1943, through Decree No. 165, the Institute received the right to provide primary and secondary education. According to Battisti (2007), the disabled begins to be seen as a subject, with educational rights equal to others. Exclusively from the 20th century. Thus, for Mittler (2003):

Inclusion implies a radical reform in terms of curriculum, assessment, pedagogy and ways of grouping students in the classroom. It is based on a value system that makes everyone feel welcome and celebrates diversity based on gender, nationality, race, language,

origin, social background, level of educational attainment or disability. (MITTLER,2003, p34).

Currently, we have had major developments already mentioned, according to Battisti (2007, p.132) the laws that consolidate and protect those with special needs are: the LDB, Law nº 9394 of 1996 and the National Guidelines for Special Education in Basic Education (Decree nº 3956 of 2001). According to Neri (2003), the LDB grants special schools, but does not give autonomy for the student or parents to be able to determine the modality they wish to send their children to. It is worth highlighting that the law endorses that people with special needs have access to teachers with relevant training to see the differences, carrying teaching practices that favor divergence and the characteristics of each student. (MANTOAN, 2003).

In addition to ensuring, according to Decree No. 7,611 of 2011, technical and financial assistance to public education networks. Decorating specialized educational services, with solid investments in the training of educators and managers, adapting spaces architecturally and implementing multifunctional resource rooms (equipped with visual inputs and recommended pedagogical and educational materials).

3.APD legislative aspects

The Law of Guidelines and Bases of National Education/LDB 9394/1996 in its article 5 states that the Public Power is responsible for generating alternative forms of access to numerous levels of education, leading to the organization to guarantee the learning process (article 23) (BRAZIL , 1996). Various health elements can occur that make it impossible for the student to be present in the school space. According to Resolution no. 02, of September 11, 2001, article 13, of the National Education Council, it is recognized that education systems, in view of integrated action with health systems, need to regulate specialized educational assistance to students unable to attend classes in understanding health treatment (BRASIL, 2001).

In this way, home pedagogical care provides social inclusion for students who suffer from an illness for long periods and need to be absent from the school space. The profile of aggregate action between health and education in relation to Home Educational Care is highlighted in the CNE/CEB resolution no. 02, of 11/09/2001, which reinforces that:

Education systems, through integrated action with health systems, must organize specialized educational assistance for students unable to attend.

attend classes due to health treatment that involves hospital admission, outpatient care or prolonged stay at home.

In view of the indicated legislation, it is worth emphasizing that even if there is a right, home pedagogical support is often not offered and therefore it is essential that education professionals, family members, students together with public bodies demonstrate proposed actions that can preserve the mandatory provision and compliance with this right. The relevance of home pedagogical care lies in the fact that it meets the students' right to health treatment, offering the continuation of their studies, without losing their pedagogical, cognitive and social advancement.

Students removed from their routine need activities that take them back to the daily reality they lived before their absence for health reasons. Home Pedagogical Care is the inclusion of the school atmosphere in the home environment through the presence of the teacher, who in turn has the role of providing opportunities for schooling. Students in this type of service who receive teachers at their homes face some factors that go beyond pedagogical limitations, so it is up to the teacher to have the necessary sensitivity to understand the demands of these students.

It is therefore up to the teacher, in this context, to review their previous stance on the formal reality of education and expand their vision in a multifaceted way, to the possibilities and challenges that arise there (MATOS and MUGGIATI, 2011). Considering that everyone has the right to education in its entirety, the home pedagogical service model must be understood as a complete educational experience for these students. The question that arises from the problems is how the construction of places of non-learning occurs in the school environment and the influence of medical diagnosis. (FONSECA and MATTOS 2013)

Bringing these ideas together with daily practices means making this educational model part of these students' routine and including them fully within the educational curriculum, preventing losses in their training.

During the process, the teacher needs to consider several possibilities so that they have a minimally adequate place for school work with these students. According to Silva, Pacheco and Pinheiro (2014), the teacher needs to "adapt their praxis to the gradations and particularities of a space that a priori is not theirs". Once the teacher enters a student's home and witnesses family situations, it is one of the unique aspects of home pedagogical care, which the teacher will experience during their work. Cardoso

(2006) states that the educator in this process is an important mediator, whose teaching strategies are supported by the use of specific resources, facilitators in the Service.

2.3 The Role of the Teacher in Home Care

The teacher who works in home pedagogical care needs to be aware that his duties and responsibilities are the same as the school environment, consequently developing and redirecting the student care procedure; notify of meetings, meetings and qualification and continuing training courses; prepare a report and portfolio on development during the period in which the student was in Care; carry out the work plan, based on the Pedagogical Proposal. In this context, it is worth highlighting that Home Pedagogical Care requires:

Discernment to act with open, mobile, changing plans and programs constantly reoriented by the special and individual situation of each child or adolescent under care (CECIM; FONSECA, 1998, p 26).

In this way, it is understood that assistance must constitute an important part of the professional profile of the teacher who works in Home Care, insofar as the relationship between the human being and the world is not, consequently, a direct link, but a relationship mediated by other people and by human productions, which depends on the actual activities in which he is involved and are not limited to physical encounters.

In terms of pedagogical practices with students receiving home care, it is essential to highlight how close they are to practices with students with disabilities due to the necessary adjustments.

The service requires the teacher to reconsider his practice and make it more flexible based on the lived environment where time needs to be optimized, learning must take place in a positive way, the family needs to be a partner in this process and the educational harm due to the absence of the atmosphere school minimized.

It is essential to have a strong articulation between the teacher who provides the service and the student's reference school, as there is a pedagogical proposal aimed at the development of this student, as the health condition of the student can change and in an unpredictable return to the The school then also returns to specialized educational services in a regular environment. Therefore, it is essential that the home pedagogical care teacher acts as he or she is

a regular classroom, in order to expand a union with the teachers of the class in which the student is enrolled.

4. Results and discussions

As previously mentioned, the article is based on the experiences lived by a public school teacher in the municipality of Caraguatatuba, in relation to the specialized educational service provided to a student from the municipal public network of Caraguatatuba-SP, assuming that the services took place at her residence, all the action plan was transformed into a portfolio and adapted according to the student's demands. The work carried out during 2019 was divided into two main parts, the first was linked to the creation of the bond according to Dias (2018):

When there is an emotional relationship between teacher and student, the latter feels safe and confident when carrying out the proposed activities, as well as relating to other colleagues. This helps build self-esteem and directly contributes to learning and, consequently, to their development.

The bond is part of an important stage of human relations and especially in educational relations, involving teacher and student. Understanding this during the first months beyond the content, building a bond with the student became essential for the good development of the pedagogical work, along with understanding the student's demands and limitations.

In a second moment, the focus was on adapting the content, understanding that the student who is suitable for this type of service has limitations and needs that it is up to the teacher to understand and meet.

One of the strategies adopted during classes is working with portfolios that help the teacher to observe the student's progress in different skills worked on. In view of this practice, the teacher mediates the construction of his student's knowledge, working with the student on the theory of the Zone of Proximal Development, using the student's existing knowledge so that he is able to formulate new concepts and thus advance in their learning even outside the regular educational environment.

During classes, the planning of activities was designed to go beyond the school environment, understanding that learning must be effective in an unconventional environment. Bringing the school into the student's home is a clear objective, which was provided through not only activities, but educational objects and toys that accompanied the activities for a playful moment. During the consultations, one can notice the receptivity

by the family in relation to the teacher, thus creating always positive expectations about the offspring of the Educated, Glat and Pletsch, (2004) discuss pedagogical dynamics in relation to family dynamics and how they should be treated in light of this model of education.

During the year, the relationship between the teacher and the student became natural, understanding that from these initial processes carried out, the student internalized the dynamics of the classes and the functioning of the routine in a home environment, thus making the home environment an extension of the school space.

5. Final Considerations

This work made it possible to cover facts linked to the schooling process of children who are suitable for home pedagogical care. To better understand aspects of the topic, in addition to historical information and legislation linked to inclusion and special education.

A series of bibliographic and documentary references were used, using articles that allowed us to understand the importance of home care as an important aid to meeting the demands of these students who are undergoing medical treatment and are therefore unable to attend the school environment. It was highlighted in this article through the report of the teaching practice that took place in 2019 with a student who, for health reasons, was unable to attend school. guarantee these students the broad possibility of their social, pedagogical and cognitive development, thus seeking an effective way to contribute to these students.

In this context, it is also worth mentioning that during the research, several bibliographic searches were carried out in different national databases and with multiple descriptors. It can be concluded that this type of care, despite being supported by legislation, is not widely explored in the literature, however the research provides relevant knowledge in the scope of special and inclusive education in the field of home pedagogical care and its daily practice.

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