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# The 'Second Teacher' in elementary education: a look at legislation and academic research

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**ABSTRACT.** The guarantee of access to all citizens between 4 (four) and 17 (seventeen) years, to Basic Education and the universalization of admission to the regular school, makes possible the emergence of a profession aimed at the attention of the public of Special Education, in the regular school: the Second Teacher. From a qualitative approach, based on bibliographical and documentary research, this study aimed to characterize the Second Teacher in the educational policies that regulate Basic Education, in the State of Santa Catarina, as well as academic research that take it as an object of research. In this way, he sought to know the educational policies which regulate this profession; understand their attributions in Basic Education; characterize the public served by this professional, and; describe its profile, based on the bases already produced. The results show that it is not possible to accurately characterize the profile of the Second Professor, because it is not mentioned in national legislation with this nomenclature; pedagogical practice is often individualized and the profession is marked by instability.

**Keywords:** Public policies in education; Inclusive education; Special education.

## O 'Segundo Professor' na Educação Básica: um olhar sobre a legislação e as pesquisas acadêmicas

**RESUMO.** A garantia de acesso, a todos os cidadãos de 4 (quatro) a 17 (dezessete) anos, à Educação Básica e a universalização do ingresso na escola regular, possibilitam a emergência de uma profissão direcionada ao atendimento do público da Educação Especial, na escola regular: o Segundo Professor. A partir de uma abordagem qualitativa, pautada em pesquisa bibliográfica e documental, o presente estudo pretendeu caracterizar o Segundo Professor nas políticas educacionais que regulamentam a Educação Básica, no Estado de Santa Catarina, bem como nas pesquisas acadêmicas que o tomam como objeto de investigação. Desta forma, buscou conhecer as políticas educacionais que regulamentam essa profissão; entender suas atribuições na Educação Básica; caracterizar o público atendido por este profissional, e; descrever o seu perfil, a partir das bases já produzidas. Os resultados apresentam que não é possível caracterizar, com precisão, o perfil do Segundo Professor, já que ele não é mencionado, na legislação nacional, com esta nomenclatura; a prática pedagógica é frequentemente individualizada e a profissão é marcada por instabilidade.

**Palavras-chave:** Políticas públicas em educação; Educação inclusiva; Educação especial.

## El 'Segundo maestro' en educación básica: una mirada a la legislación y la investigación académica

**RESUMEN.** La garantía de acceso, a todos los ciudadanos de 4 (cuatro) a 17 (diecisiete) años, a la Educación Básica y la universalización del ingreso en la escuela regular, posibilita la emergencia de una profesión dirigida a la atención del público de la Educación Especial, en la escuela regular: el Segundo Profesor. A partir de un abordaje cualitativo, pautado en investigación bibliográfica y documental, el presente estudio pretendió caracterizar al Segundo Profesor en las políticas educativas que regulan la Educación Básica, en el Estado de Santa Catarina, así como en las investigaciones académicas que lo toman como objeto de investigación. De esta forma, buscó conocer las políticas educativas que regulan esa profesión; entender sus atribuciones en la Educación Básica; caracterizar al público atendido por este profesional, y; describir su perfil, a partir de las bases ya producidas. Los resultados muestran que no es posible caracterizar, con precisión, el perfil del Segundo Profesor, ya que no se menciona, en la legislación nacional, con esta nomenclatura; la práctica pedagógica es a menudo individualizada y la profesión está marcada por inestabilidad.

**Palabras-clave:** Políticas públicas en educación; Educación inclusiva; Educación especial.

## Introduction

Currently, the National Education Guidelines and Bases Law (LDB) n. 9.394 / 96 guarantees citizens from 4 (four) to 17 (seventeen) years of age access to free and compulsory Basic Education, offered by the State, as well as ensuring “[...] free specialized educational assistance to students with disabilities, global developmental disorders and high skills or giftedness, preferably in the regular school system” (Brazil, 1996, p. 3). The National Policy on Special Education from the perspective of Inclusive Education, created in 2008, intensifies government investments aiming at guaranteeing the access of people with special educational needs to regular education and their permanence in these school spaces, based on inclusive prerogatives (Brazil, 2008).

Reaffirming this commitment, goal 4 of the National Education Plan (PNE), valid for the 2014-2024 decade, discusses practices that contemplate universal access to regular schools, aimed at the Special Education public. Support for the referred practices is given by the expansion of rooms with multifunctional resources, specialized educational services (AEE) and continuous education for teachers (National Institute of Educational Studies and Research Anísio Teixeira [INEP], 2015).

Data from the National Education Plan observatory (Brazil, 2018) show that between 2008 and 2016 there was an increase in enrollments of students with disabilities, global developmental disorders and high skills or giftedness, in regular schools, distributed throughout the Brazilian territory. From this report, we highlight that, in 2008, the percentage of enrollments of students with special educational needs, in common classes in the public network, was 54%, and in 2016 this number reached 82%. Based on this data, we directed our research to the State of Santa Catarina, which, in 2016, totaled 99.9% of the enrollments of students from 4 (four) to 17 (seventeen) years, with special educational needs, in the regular public school network.

In this register, the emphasis of this research is on the regulation of work and on the teaching practices carried out by a professional who works in the classes in which students with special educational needs are enrolled: the 'Second Teacher' - a professional whose work is governed by the State Law n. 17.143 / 17 (Santa Catarina, 2017); mentioned in Resolution no. 002/09 from the Municipal Council of Education of Chapecó - COMED (Chapecó, 2009), which establishes guidelines for the evaluation of teaching and learning processes in the Basic Education institutions of the Municipal Education System, and; in Resolution n. 001/11 (Chapecó, 2011), which sets standards for Special Education in the Municipal Education System of Chapecó / SC. Based on these legal frameworks, this article proposes to describe the profile of the Second Teacher in the educational policies that regulate Basic Education in the State of Santa Catarina, with attention to the municipality of Chapecó / SC.

Through searches on the web pages of the Capes Theses and Dissertations Catalog (CAPES); the Institutional Repository of the Federal University of Santa Catarina (UFSC), and; from the Postgraduation Program in Education (PPGE), from the Federal University of Fronteira Sul (UFFS), about studies that deal with the Second Teacher, we aim to know the educational policies that regulate this profession; understand their duties in Basic Education; characterize the public served by this professional, and describe your profile, based on the bases already produced. By reading this set of research - which has the object of study in the Second Teacher - and the legal regulations on this profession, we identified that, in the State of Santa Catarina, the Second Teacher accompanies students with special educational needs, in classes in which they are registered.

To guide the reader, we emphasize that the writing of this article is organized in five parts. The first part circumscribes, methodologically, the research developed; the second part brings a survey of national documents, with the intention of investigating what they say about the Second Teacher. Then, we seek to characterize the Second Teacher within the territorial limits of the state of Santa Catarina and the municipality of Chapecó / SC. In part four, we problematize the pedagogical practices performed by this professional. Finally, we bring the final arguments.

## The methodological path

The present study is based on a qualitative research approach and is materialized by the use of bibliographic and documentary research instruments. In this way, we direct the research to the analyzes

already carried out and to the legal documents that regulate this profession, at national, state and municipal levels.

Therefore, in the search of bibliographic bases, we use the descriptor: 'Second Teacher'. Through the search, we found six dissertations, available on the website of the Bank of Theses and Dissertations of Capes and the Institutional Repository of the Federal University of Santa Catarina (UFSC). We also located a Master's thesis in Education, produced within the scope of the Federal University of Fronteira Sul - UFFS, Chapecó campus. From the researches found, six dissertations, published between the years 2013 and 2017, were concentrated in the areas of Education and Psychology, of the institutions: Federal University of Santa Catarina (UFSC), Federal University of Fronteira Sul (UFFS), Universidade do Sul de Santa Catarina (UNISUL) and University of Planalto Catarinense (UNIPLAC).

These bibliographic bases made possible the production of problematizations that take some municipalities of Santa Catarina, as geographic limit, and, no study about the Second Teacher was found outside this state. It is justified that in other states there may be other nomenclatures that refer to similar works and / or other forms of assistance to students with special educational needs, which was not the focus of this study.

The investigation was inspired by Bardin's content analysis (2011, p. 35), which defines it as a set of techniques that have as objectives "[...] overcoming uncertainty [...] and enriching reading". Thus, it "[...] enriches the exploratory attempt and increases the propensity for discovery" (Bardin, 2011, p. 35). In this way, from reading and reading again the data found in research and in legal documents, we created two main analytical categories: 1) Second Teacher profile and 2) pedagogical practices, tensioned from each of the referential bases, aiming to characterize the Second Teacher in the educational policies that regulate Basic Education in the State of Santa Catarina, with attention to the municipality of Chapecó.

## Second Teacher's profile

The scenario of educational inclusion, enhanced by the global movement in favor of 'Education for all', which started in the 1990s, produced the conditions for the emergence of a professional called 'Second Teacher', whose work is strictly linked to assisting students with special educational needs in regular schools. In CNE / CEB Resolution n. 2/2001 (Brasil, 2001), which institutes the National Guidelines for Special Education in Basic Education, the terminology 'Second Teacher' does not appear. In general, the document recommends that schools "[...] foresee and provide ... trained and specialized teachers of common classes and special education, respectively, to meet the educational needs of students" (Brazil, 2001, p. 2).

In the National Policy on Special Education from the perspective of Inclusive Education (Brazil, 2008), the speech focuses on the provision of Specialized Educational Service (AEE), describing that the education systems must "[...] organize [...] and make available [...] a monitor or caregiver for students in need of support in activities [...] that require constant help in the school routine" (Brazil, 2008, p. 13). Even if the document does not mention the Second Teacher, there is an indication of a professional who helps students with special educational needs, during their schooling, even if this aid does not have a pedagogical purpose. It should be noted that, legally, both professionals - caregiver / monitor and Second Teacher - have different duties. However, in practice, these professionals end up assuming very similar functions.

In the State of Santa Catarina, the Second Teacher in Basic Education, started to be regulated by Resolution CEE / SC n. 112, of December 12, 2006 (Santa Catarina, 2006), which sets standards for Special Education in the State Education System of Santa Catarina. This resolution was revoked, ten years later, by Resolution CEE / SC n. 100, of December 13, 2016, which establishes rules for Special Education in the State Education System of Santa Catarina. This document foresees the presence of a Second Teacher, "[...] with specialization qualification [in classes] where there is enrollment of students [...] who require two teachers in the class" (Santa Catarina, 2016, p. 3). Being:

Available in classes with enrollment and attendance of students diagnosed with intellectual disability, autism spectrum disorder and or multiple disability which have significant impairment in social interactions and academic functionality. Also available in cases of physical disabilities that present serious motor impairments and dependence on practical life activities (Santa Catarina, 2016, p. 4).

Recently sanctioned, Law n. 17.143, of May 15, 2017 (Santa Catarina, 2017) describes the need for a Second Class Teacher, for classes in which students with:

- I - multiple disability associated with mental disability;
- II - mental deficiency that presents dependence on practical life activities;
- III - disability associated with psychiatric disorder;
- IV - motor or physical disability with serious motor impairments and dependence on practical life;
- V - Autism Spectrum Disorder with exacerbated symptoms; and
- VI - Attention Deficit Disorder with Hyperactivity / impulsivity with exacerbated symptoms (Santa Catarina, 2017, p. 1).

It is important to note that the public characterized by the aforementioned law is different from the one provided for by the National Policy on Special Education from the perspective of Inclusive Education (Brazil, 2008), as the legislation of Santa Catarina includes learning disorders, which are not the target of Special Education in the inclusive policy that guides education at the national level.

According to the data provided by the Santa Catarina State Department of Education, among the 516.559 (Santa Catarina, 2018) students enrolled in the state education network, in 2018, the number of students with special educational needs refers to: 7.247 students with attention deficit hyperactivity disorder (ADHD); 151 students with childhood disintegrative disorder; 445 students with Asperger's Syndrome; 18 students with Rett Syndrome; 1,310 students with autism; 679 students with global developmental disorders; 11 deafblind people; 1.114 students with low vision; 115 blind; 224 deaf; 890 students with hearing impairment; 1.255 students with physical disabilities, and; 7.682 students with intellectual disabilities. Of the total number of students enrolled, it is highlighted that 6.864 are served by Second Teachers, within the scope of the state in question.

These data show a high number of students with attention deficit hyperactivity disorder (ADHD) and intellectual disability, when compared to other special educational needs. Although the prevalence of ADHD in Brazil has not been measured by precise studies, Dorneles, Corso, Costa, Pisacco, Sperafico, and Rohde (2014, p. 759) signal a worldwide prevalence of “[...] 5.29% in children and adolescents”. The last demographic census carried out in Brazil, in 2010, indicates that 7.5% of the school-age population had some disability, of which 0.9% had an intellectual disability in 2010 (Brazilian Institute of Geography and Statistics [IBGE], 2012). When looking at the statistics, it seems that there is an excessive number of enrollments of students with intellectual disabilities, compared with other disabilities. We also paid attention to the high number of enrollments of students with ADHD - totaling 7.247 students in the state public education system of Santa Catarina -, which, according to Law n. 17.43 / 2017 (Santa Catarina, 2017), would only be assisted by the Second Teacher, if they presented exacerbated symptoms, that is, if the characteristics of the disorder caused harmful effects to the smooth running of classes, in order to demand another professional to assist this student. In this sense, we highlight that only part of the students with ADHD enrolled in regular education is accompanied by the Second Teacher. Although a more in-depth study of these data is not the focus of the present research, it seems to us that a closer look at them could be undertaken by a future study.

According to data published on the website of the Government of the State of Santa Catarina (Santa Catarina, 2018b), in the state education network, in 2018, 4.637 Second Teachers were hired and 6.864 students are monitored by Second Teachers, in the classes in which they were enrolled. In Chapecó, during 2017, the call regarding the selection process for Second Teacher, according to data available for physical consultation at the Municipal Education Secretariat of Chapecó, shows that the classification called to work in this area was up to the number 477, which means 477 teachers acting as Second Teacher, in the municipality.

Following the data presented and what the current laws provide, describing the profile of this professional is relevant, since, even though it is not mentioned in national legislation - limited to the recent legitimation in the State of Santa Catarina and in the resolutions of the Municipality of Chapecó -, the Second Teacher is part of the schooling of a significant number of students. The Second Teacher is an important agent for the inclusion processes to be seen from the perspective of law. The education of students with special educational needs, in regular schools, has an important support from this professional.

Laurindo's investigation (2016) brings a survey carried out by the State Education Secretariat of Santa Catarina, indicating that, in 2015, of the universe of 5.050 Second Teachers who worked in the State, “[...] 94 were effective teachers and 4.956 were teachers admitted on a temporary basis (ACT's)” (Laurindo, 2016, p. 73). The data shown by the researcher reveal a situation of precarious teaching, since temporary contracts

of the ACT type are closed at the end of each school year and a new selection process is carried out every year. This working condition makes the teacher see himself every year in a new institution, making it difficult to create bonds between the teacher and colleagues, as well as with the students with whom he works, in addition to generating uncertainty about the possibility of next year. In this scenario, the Second Teacher starts to be described by Araújo (2015, p. 117), as “[...] an indefinite model of a teacher of Special Education”.

The investigation by Araújo (2015), supported by data provided by the Santa Catarina State Department of Education, points out that until 2014 there was no public competition for the Second Teacher category. Thus, “[...] 97.99% of the professionals who worked as SPT [Second Class Teacher] in 2014 are temporary” (Araújo, 2015, p. 140). In this context, in 2017, through Notice n. 2271/2017 SED / SC, the State of Santa Catarina opened a public competition for education, there was notoriously no vacancy for Second Teacher (Associação Catarinense das Fundações Educacionais [ACAFE], 2017). In the same year, the municipality of Chapecó opened a public competition through Public Notice n. 001/2017, but the position Second Teacher (Foundation for Socioeconomic Studies and Research [FEPESE], 2017a) was not specified. We highlight that the competition provided 30 vacancies for the position of “Full Degree Professor Area of Expertise: Special Education, Qualification required: Full Degree Licensure with special education qualifications” (FEPESE, 2017a, p. 6). Even if these teachers assume the role of Second Teachers, the vacancies available are insufficient to meeting the existing demand. It seems to us that the temporary hiring of teachers constitutes an economic model for the State, since these professionals do not receive a salary between the months of January and February. Upon terminating the temporary service contract, this professional will have to undergo a new selection process, in order to take on another job or, in some cases, not even get a job that year.

As for the training of these teachers in Santa Catarina, Pereira (2013) showed, in his studies, that part of them are graduated in degrees, especially graduates in Pedagogy, and that only some of them have specific instruction to work with students with special educational needs. Laurindo (2016), when interviewing Second Teachers in Santa Catarina, points out that there is a conception that, upon completing the Degree in Pedagogy, the teacher will be able to work with Special Education, or that it is only relevant to take a training course of 'some' hours and the teacher will be ready to work with this modality of education.

In contrast, Notice n. 1.960 SED / SC (Santa Catarina Association of Educational Foundations [ACAFE], 2016), aimed at hiring teachers for the State Education Network of Santa Catarina, for the years 2017/2018, predicted that the Second Class Teachers would be qualified in:

Degree in Special Education, with continuous education courses in the area of special education [...] minimum of 200 hours; or Pedagogy with qualification in Special Education or Pedagogical Complementation Course in Special Education, with [...] Pedagogy courses with courses [...] or Normal Higher Course with Pedagogical Complementation Course in Special Education and with courses (ACAFE, 2016, p. 5).

However, the Notice allows undergraduates to provide the selection process. Thus, when it exceeds the list of qualified teachers, it is called non-qualified teachers, with training “[...] from the 5th phase [of] Licenciatura in Special Education, with courses [...], from of the 5th phase [of] Pedagogy, with courses” (ACAFE, 2016, p. 5). We can see that, following this Notice, to exercise this function in the state network it is necessary to have a degree in Special Education, Pedagogy or Normal Higher Education, with additional courses with at least 200 hours in the area of Special Education.

In Chapecó, the nomenclature Second Teacher appears in the Resolutions of the Municipal Education Council - COMED n. 002/2009 (Chapecó, 2009) and n. 001/2011 (Chapecó, 2011). According to both documents, this professional exercises his function in the classes where students with special educational needs are enrolled, diagnosed through “clinical, psychological and pedagogical opinions” (Chapecó, 2011, p. 08). The exercise of shared teaching is justified by the enrollment of students with:

- I. Global developmental disorders;
- II. Serious motor impairments and dependence on practical life activities;
- III. Multiple Disability associated with Mental Disability;
- IV. DEAFBLINDNESS;
- V. ADHD - Attention Deficit and Hyperactivity Disorders with exacerbated symptoms; SAW. Mental disability with dependence on practical life activities (Chapecó, 2009, p. 8).

In this sense, in accordance with the documents mentioned above, the Second Teacher will be able to work in the Initial and Final Series of Elementary Education, with the role of "corregente". In other words, he will work with all students, not just Special Education students, in the early years, being responsible for the class as much as the conducting teacher. In the final grades, his role is to support the other teachers, adapt the necessary content, being in charge of being a supporter of the conducting teacher in the proposed activities (Chapecó, 2009).

To exercise this function, in Notice no. 004/2017, for hiring teachers from the municipal teaching network of Chapecó, for the year 2018, the required training was "Full Graduation Degree in Special Education or Full Graduation Degree with qualification in Initial Series" (Fundação de Estudos e Socioeconomic Research [FEPESE], 2017b, p. 5). Therefore, it is understood that there is a difference between the training required for the function of Second Teacher in the state and municipal education networks, since in the state network, an additional qualification course in Special Education of at least 200 hours is required. In the municipal network of Chapecó, the selection criterion extends to graduates in other areas, as long as they are qualified to work with initial grades.

It is important to emphasize that the Chapecó municipal education network organizes moments of continuous training for teachers. In response to the letter sent to the Municipal Department of Education, requesting data on the topics of continuous education, we were informed that the teachers working in Special Education, as well as the Second Teachers, in the period from 2010 to 2017, had as their central training focus, the Specialized Educational Service, pedagogical processes and deficiencies. Then, we will problematize the pedagogical practices operated by the Second Teachers, in the scenarios so far described.

## Second Teacher pedagogical practices

To characterize the Second Teacher and understand the reasons that lead Araújo (2015) to describe this profession as indefinite, we sought, from the studies already carried out by Pereira (2013), Laurindo (2016) and Lima (2017), to know his performance in the classroom. The investigation carried out by Pereira (2013) brought observations about the planning of the Second Teachers in two schools in Santa Catarina. The author showed that the relationship in the classroom is individualistic: the conducting teacher plans for the class and the Second Teacher is responsible for the Special Education public. Regarding the act of planning, the author highlighted that each Second Teacher showed to have a way, either annually, weekly, bimonthly, in record format, or according to what the conductor planned, focusing only on the student with special educational needs. In this scenario, the other students in the class are under the responsibility of the main teacher (Pereira, 2013).

From this study, we have important subsidies to ponder on another way of conceiving joint work between two teachers, in the same class, the *bidocência* (Pereira, 2013) - a term that refers to working together, in collaboration with the other, excluding merely individualized practices. We understand that a collaborative perspective, implicated in *bidocência* - or '*corregência*', as it is also called -, implies the need for a shared teaching exercise, with joint planning and execution, which, in our view, would allow an interesting materialization for the term '*inclusion*'. Through interviews with Second Teachers from Florianópolis - SC, Laurindo (2016) found that classroom work can be collective, but in most cases it is individualized. The statements of teachers 2 and 3 represent this reality: "[...] special children are invisible anywhere in any situation [...] the student is yours, understood, it is your responsibility" (Laurindo, 2016, p. 84).

Regarding the relationship between conductor and Second Teacher, Lima (2017) conducted a relevant survey, interviewing 15 effective teachers, conductors of initial grades, who worked together with the Second Teacher, in schools in the municipality of Concórdia - SC. The researcher characterized the way teachers see this relationship and what they think about this scenario. One of the first questions listed by the questioned conductors deals with the lack of preparation of schools in receiving students with disabilities and coming from Associations of Parents and Friends of Exceptional People (APAE's). The teachers report that there was a difficulty when receiving students with special educational needs in the classroom, plus the presence of another subject, the Second Teacher. Teacher 11 describes that: "[...] at the time it was a blow, because they were the children of APAE, so she was scared. The teachers thought: what are we going to do? What activities am I going to do? It was terrifying" (Lima, 2017, p. 66). In this way, working together became a challenge that brings insecurities, fear of being 'watched' by others in their practices, revealed by strong resistance to the different, to the new, as teacher 05 points out: "[...] what should it be like to work with another person who will be watching and analyzing me?" (Lima, 2017, p. 69).

For some conductors, after some time, the work shared with the Second Teacher and the presence of students with special educational needs in the classroom are viewed with greater tranquility. Through discussions and exchanges of experiences about what inclusion means, some conductors demonstrated to be safer and more ready to learn from these differences in the classroom. Plus, they reported that the work in the classroom needs to be collective, being decisive to have exchanges of knowledge, ideas, in an environment of mutual assistance, as described by teacher 14: "[...] we need to face a more challenging, harder, [...] it becomes lighter when we face it as a team" (Lima, 2017, p. 75). However, the author evidences a differentiation between the work of the conductor and the Second Teacher, in which one is responsible for the class, for the collective, and the other for the Special Education public, referring to the image of a full teacher and another assistant teacher (Lima, 2017).

Based on the analysis presented here, we realize that the majority of the main teachers has the view that the Second Teacher has the function of assisting students with special educational needs, not knowing what the role of this professional is and what the documents say about the pedagogical practice in the classroom. Also, the scenario presented is configured by a lack of knowledge by the Second Teacher himself, about his assignment in the school space.

## Final considerations

At the end of this research, which took the Second Teacher as an object of investigation, we can say that the policy of access and permanence of people with special educational needs in regular education, which provides for the performance of the Second Teacher in the State of Santa Catarina and, specifically, in the municipality of Chapecó, it has been designed to make education more inclusive.

The data reveal that this professional works in regular schools, in elementary and high school levels, in classes where there are enrollments of students with special educational needs. There is strong investment from the State of Santa Catarina in promoting a more inclusive scenario for education, bringing, in the legal documents, proposals for collaborative work between Second Teacher, Regent Teacher, Professor of Specialized Educational Service (AEE) and other services related to students with special educational needs.

Even with this policy in force for at least a decade, it is still not possible to describe the profile of this teacher, since we found few studies in this area and this function is not provided for by the national policy on Special Education. In Santa Catarina, the role of the Second Teacher is defined by the contract notices, regulated by State Law no. 17.143 / 2017 (Santa Catarina, 2017), and, in the case of the municipality of Chapecó, by the resolutions of COMED n. 002/2009 (Chapecó, 2009) and n. 001/2011 (Chapecó, 2011), as we discussed throughout the text.

The challenges faced by these professionals refer to: a) job insecurity, as most of them are temporarily hired for the duration of the contract; b) the scarcity of public tenders in the area, given that there was still no tender for the position of Second Teacher until the year 2017, in the state of Santa Catarina and in the municipality of Chapecó; c) the absence of collective work between conducting teachers and Second Teachers, demonstrated through research, which show pedagogical practice and individualized planning, compared with the collective work provided for by the regulation of this professional practice, and; d) the lack of specific training by education professionals in the role of Second Teacher. In this sense, we emphasize that although a large number of students with special educational needs are served by the Second Teacher, there is an absence of a clear policy on their training and performance, indicating the need for further study on this issue.

On the other hand, the investigations already carried out state that the presence of students with special educational needs and of the Second Teacher in the classroom, together with the dialogues and discussions undertaken in the area of education / inclusion, have been seen with less surprise by the leading teachers. Finally, we highlight the low number of field investigations on the topic at hand. We suggest future developments in research, observation and reflection on pedagogical practice, the role of the Second Teacher in society and the search for new understandings at the national, state and municipal levels.

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