# Qualitative Study From Research Action Around The Continuing Training Of Teachers And Attention To Primary Student Diversity In Chile

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**Abstract**

The challenges of inclusive education in Chile have been manifested since the 90s, today new guidelines are declared that contribute to comprehensiveness to address diversity. One of these guidelines has as its main figure the teaching role and the educational processes that are developed in the classroom context, encompassing practices, methodologies, management, evaluation and other areas. For the teacher to be able to act and make effective the proposals for pedagogical and disciplinary purposes, they must be permanently trained, giving an inclusive educational response, recognizing the capacity gaps in the exercise of teaching for the attention to diversity from an inclusive approach, so It requires permanent reflection on this phenomenon. The main objective of this research is to publicize the training needs of first and second cycle teachers to pay attention to the diversity of the San José School in the Recoleta commune. For this, this research uses qualitative methodology, through action research through focus groups and field notes. The findings based on training from the discipline and permanent training needs reveal a cross-sectional capacity gap in disciplinary and pedagogical processes for attention to diversity. Regardless of their initial training as teachers, the disciplinary and pedagogical aspects are hampered and will influence the practices they carry out, resulting in poor attention to diversity and requiring, from the voice of those involved, constant training to give an effective response that cater to diversity.

**Keywords:** permanent training, attention to diversity, educational inclusion, teachers, inclusive teaching practices.

**Theoretical and empirical background.**

Diversity is becoming very important today, especially in the social sphere and one of the most discussed topics in education. This has generated structural changes that mark the way to new educational paradigms, focused mainly on educational practices in order to ensure inclusive educational processes to attend to the diversity of students.

The achievement of equal opportunities must be constant in educational institutions, and with it the teachers who carry out their practices at the initial levels of primary school. (Escarbajal et al, 2012). However, in order to properly address school diversity, it is essential to have actors who interact

effectively in the process, one of the most significant being the teacher; This must have the skills and tools obtained in their professional training that once allows them to develop an inclusive environment both in the educational context and within the classrooms.

In relation, studies have shown that the classroom environment has shown not only the results and achievements of the students, but also that it represents a prominent issue of educational policy in many countries and regions (OECD, 2009). This classroom environment refers to the incidents, attitudes or needs that can be manifested in it, therefore, generating a meaningful classroom environment that guarantees the participation and attention of the diversity of students who converge in it becomes an important task .

In this regard, it should be noted that already in the Salamanca conference of 1994 dictated by UNESCO, special educational needs were discussed, and how they clearly interfere in world educational public policies around inclusion and diversity. Likewise, the experience of many countries shows that the integration of children and young people with special educational needs is most effectively achieved in inclusive schools for all children in a community. The above constitutes the first moments around the discussion on the concept of inclusion, highlighting the participation of the educational community, where its effectiveness is under the guidelines of inclusion, co-teaching and collaboration work, specialized and trained teams that deliver correct attention to diversity.

The foregoing refers to the current tasks and projections on issues of educational inclusion, and to the new demands and contingencies where they arise, with an emphasis on the emerging needs that the main managers of learning may manifest.

As Ainscow (2012) mentions, it could be said that the importance is in altering those common classrooms so that the educational needs of all students can be covered. It is possible that the conjunctions between the needs of all students and the teaching action do not maintain an effective communication or point of convergence, however, the modifications that can be made in the classroom, seek to transform educational practices and give way to a true attention to the needs that students may manifest, not only seen as specialized support, but rather a comprehensive approach to learning.

From another angle, it is important to consider the characteristics of the students because during this process of attention to needs requires an educational response that is very demanding and difficult to carry out. (Escarbajal, et al, 2012). These practices must be generated from early care, in which the evolutionary processes that will influence the planning and interaction of pedagogical management are arranged.

Decades ago, in Scandinavia, the phrase "education for all" was already familiar, however our societies are more divided, that is why inclusive education is so important; but it should not be carried out just because there were countries that did it before, rather it should be the beacon, a guide, but the trip should be made by each of the teachers in each school. (Castro, 2017).

When speaking of education for all, various concepts are integrated which are related to each other, revealing the intrinsic right of access to education. Córtese and Valenzuela (2017) point out that in Chile school integration began in 1990 together with decree No. 490, since then an inclusive look at schools begins, where the concept of Special Educational Needs (SEN) arises, leaving the concept of disability. Since that beginning, in the last three decades the concept of diversity has sounded strongly

in educational and social fields, incorporating respect, acceptance and appreciation by and for it, thus generating changes in school paradigms, where the permanence of Special Educational Needs (SEN), is to face new changes and transformations based on new educational perspectives, where everyone participates in the school context.

In order to carry out this entire process of educational changes, the teaching role within the classroom and its active influence on learning are fundamental; in turn, the educational community will be in charge of ensuring that these teachers meet the challenge of teaching capable of addressing the heterogeneity of students in various school contexts; This is to carry out educational practices from and for diversity, taking into account the curricular demands, regardless of the conditions and levels of personal, academic and social competences in such a way that full coverage is granted.

Today the challenge is to mobilize and generate conversations between the different agents of the educational community, with emphasis on teachers, seeking to create work spaces to advance in a culture of continuous improvement, where skills, knowledge and attitudes are developed within the framework of a 21st century society: complex and challenging. (MINEDUC, 2016)

This is essential to generate changes that address an optimal environment in the educational community, responding to the new challenges that inclusive education entails in our country through continuous and permanent improvement that must be carried out in parallel, students and teachers , replicating these practices that generate motivation in the educational community, taking into consideration the development of a current school curriculum, in which skills and attitudes for the acquisition of knowledge stand out.

However, this transformative pedagogical perspective must pay special attention to the educational practices carried out by teachers and the problems of initial and continuing teacher training; This is where significant needs arise when facing the teaching challenge in areas of inclusion and articulation of teaching, according to Escarbajal (2012), highlighting that there is constant development of knowledge, understanding and acceptance of inclusion, thus accepting the right to regular education for Students with Special Educational Needs (SEN), however, agree that the regular classroom teacher does not have sufficient training to respond to inclusion, taking into account that educational contexts are increasingly variable, teaching models are rigid, revealing the capacity gaps in teacher training.

In this context, various problems can be evidenced when addressing diversity, due to the scarce knowledge provided both in initial training and in continuous training of teachers in areas of methodological innovation and, as a consequence, the needs of the teachers. Students cannot be covered, giving way to possible difficulties in learning, since teachers are trained under a homogeneous line for the execution of teaching, contrary to the educational reality that manifests the permanent need for attention of all students. students from an approach based on flexible, dynamic teaching practices capable of transforming themselves by virtue of the scenario.

In this regard, Blanco (2008) points out that the various educational contexts in which the teacher must face diversity will always exist, so pedagogical innovations within the classroom must be based on the needs presented by the students.

In this sense, the factors that influence when it comes to attending to diversity and giving effective responses to the needs of students are varied; Among them we can find knowledge about special education in regular classroom teachers, gaps in capacity for teaching in inclusive educational contexts, among others.

The phenomenon of the capacity gap in teaching to respond to the diversity of students and guarantee an inclusive educational context is evident in various educational institutions, and highlights the need to continue investigating these gaps, its origin and the elements that compose it from the context and the voice of the teachers to allow the best possible settlement of this gap in the teacher's capacity for the educational attention of all and all of their students.

**Justification and importance.**

The purpose of this research is to investigate and collect information that allows identifying the training needs of practicing teachers around processes of inclusion and attention to diversity from their teaching practices. For this, the opening and implementation of the School Integration Program (PIE) is used as support, which is focused on responding to the educational needs of all students and will allow identifying the possible needs that the regular classroom teachers may present at the time. to face diversity, through the diversified strategies that are carried out according to said educational context.

It should be noted that according to the Ministry of Education of Chile (2017) a quality education that responds to diversity requires structuring teaching and learning situations that are sufficiently varied and flexible, allowing the maximum number of students to access, to the highest degree possible, to the Curriculum and to the set of capacities that constitute the learning objectives, essential and essential of schooling.

From this perspective, the actions that teachers and the educational community in general can carry out should be situated in contributing to improve and increase the educational quality of teaching and learning, taking into account the new focuses from the capacities and abilities that can be developed in each and every student, through the implementation of new strategies that address diversity in the classroom.

For this to happen and to provide correct attention to the diversity of students in a teaching and learning environment, it is important that regular classroom teachers and specialists have constant communication that addresses issues that concern those processes of educational inclusion and that could represent a space for learning and improving the teaching practices of classroom teachers. In relation to this, and as TALIS (2009) points out, in a study carried out in six countries, these aforementioned aspects are of utmost importance in the way of exchanging and coordinating ideas and information, where it is highlighted that countries such as Poland, The Slovak Republic and Turkey work on professional collaboration, being one of the most common for the progressive improvement of teaching practices.

The teaching practices are developed through multiple activities and routine functions, in which the results are not only evidenced in the academic field, but considering other elements that benefit their effective function, dictating and organizing the actions of the responsibilities that they will attend in interaction with students within the classroom. As the OECD (2009) mentions about teachers in

different countries, it alludes that 80% dedicate their class time to teaching and learning, however, in some cases they must worry about administrative tasks, wasting considerable time.

On the other hand, the various Chilean school contexts assert that in teaching practices hours of disciplinary and pedagogical work are arranged or assigned to administrative tasks or functions, leaving aside continuous and permanent training that involves progress in educational environments; This can have repercussions on the permanent needs manifested by teachers when it comes to attending to various elements to be considered in order to make educational practices effective, which in turn have a significant impact on inclusive processes.

TALIS (2009) points out that there is a need for a better and constant preparation of teachers; one in three teachers exercises their praxis in an educational center where the director estimates that said center suffers from a lack of qualified teachers. In this sense, continuous training and improvement will allow autonomy to make timely decisions about the performance of students and their schools, attending to real needs where the teacher acts as an expert against these decisions.

It should be considered that in order to obtain constant improvements, the teacher must have a new look at the curricular update, the interaction in the classroom and the effective use of didactic resources, which enables an active role of teaching that includes diversified methodological strategies; here teacher training must follow its course of constant learning and adapt to the school context, this being the effective act of teaching for all.

Faced with this phenomenon and problem, it is necessary to investigate the fundamental elements in the teaching capacity gap to respond to the diversified attention of the students from the voice of those involved, specifically from the voice of professors who teach in the schools. first levels of primary school, a fundamental stage of training and subsequent success in future school stages. Therefore, it is necessary to ask **what are the training needs that teachers believe they have to give effective educational responses in the attention to diversity in the first and second level of primary school? What disciplinary and pedagogical components do teachers say they need? reinforce to reach diversity ?.**

**Research objectives.**

**General objective.**

• Determine the training needs of teachers to provide effective educational responses to address diversity in the first and second level of primary school in a school in the Metropolitan Region of Chile.

**Specific objectives.**

• Identify the training needs presented by teachers from the disciplinary level to reach diversity in the first and second level of primary school.

• Determine the pedagogical elements and / or methodological currents used by the teacher in the development of their educational practices for diversity in the first and second level of primary school in the development of their educational practices.

• Characterize the relationship between methodological strategies and teaching practices to respond to diversity in the first and second level of primary school.

**Methodology.**

This research is qualitative and is based on a model from the action research proposed by Elliot (2011) where its purpose and purpose is to improve practice, understand it and learn from these from the changes suggested by the main representative of the Action research from an interpretive paradigm (Shuster and Armando, 2013). Action research is defined as a study of a social situation in order to improve the quality of action within it, and in turn reflects on human actions and social situations from the figure of the teacher, whose objective is to broaden understanding from practical problems in teaching action inside and outside the classroom.

The tasks that are intended to be carried out from the action research in this study are aimed at observing the current educational reality, from the teaching and social practice in the educational contexts of teachers, carrying out this observation of the teacher's action for the attention to diversity and the capacity gaps in the exercise of this task. What is sought is to achieve the extension of the discoveries that allows others to understand similar situations and apply this information to future research or practical situations around teaching action within the framework of attention to diversity in school contexts (Mc Millan, H. and Schumacher, S., 2005).

The observation on the phenomenon of teaching for the attention to diversity in school contexts will give an account of the real demand of the teacher to proceed, a progressive way to attend to the needs of students in a systematic way, and thus theorize about teaching practices, so that the teachers participating in this study are involved from the high reflection and judgment of their practices in educational institutions.

It should be considered that the actions should not necessarily be carried out at the end of the process, but rather during the process, since these possible improvements may affect the moment of interpreting reality. The action research process involves four areas to achieve a result, which consists of planning, action, reflection and observation; For these purposes, participation is essential, since this method is participatory in nature (Fernández, 2015).

Identifying the needs based on teacher training and their possible gaps in capacity to attend to diversity also involves observing their beliefs and reflectively interpreting changes based on actions.

It is necessary to mention that interpreting reality is a complex process, since from the action research, the investigating subjects are part of it, so the integrity of being objective must be adopted, however, differentiating the subjectivities to be able to identify the actions and arrive at effective responses in an optimal way that provide improvements and contribute to the education processes from a collective participatory approach, as it is considered relevant to build measures based on the common needs that teachers may present in the exercise of teaching to attention to diversity in school contexts (Murillo, 2011).

For this, it is necessary to analyze teaching practices from two components; the first implies a commitment to ethical values, while the second requires possessing the necessary disciplinary and pedagogical knowledge (Elliot, 2000).

Operationally, the actions of this study with a focus on teaching practice will be linked to classroom work in a first and second level of primary school in a regular school, taking beliefs based on the training needs presented by teachers to attend to the diversity; What is intended is to frame the needs under positive perspectives, understanding and reflecting from an interpretation that can be obtained from the voice of those involved, allowing the teacher to observe their own practice from their pedagogical and disciplinary role for the attention to diversity and the gaps that emerge in the exercise of this task, considering for this the different points of view of those involved, their reflections from the particular to their conjunction as a whole, that is, the agents that develop in it, socialize under their perspectives the possible needs in the exercise of teaching to attend to student diversity and building a common map that interprets the collective need for continuous training.

**Scenario and key informants.**

The study was developed in several educational establishments of primary education of the Metropolitan Region that provide attention to students with temporary and permanent Special Educational Needs, and that have a School Integration Program implemented or in the process of implementation, therefore they have a multidisciplinary team of attention to diversity.

The informants will be 21 teachers of the first and second level of primary, that is, made up of levels from first to fourth grade (1st. Level) and from fifth to sixth grade (2nd. Level). These teachers were chosen intentionally and their participation in this study was by free choice. These key informants are considered in this research as fundamental because, through their perception and beliefs, relevant information will be collected for the analysis and discussion around the capacity gaps in the exercise of teaching for attention to diversity.

It should be noted that Cisterna in Galaz (2011) states that practicing teachers are the least considered educational actors, which is why their perceptions and beliefs should be emphasized, since they are a potential based on gradual demands, which in turn will manifest in them pedagogical practices aimed at addressing diversity, enriching teaching for effective learning based on inclusion.

Finally, it should be mentioned that the key informants signed an informed consent where they freely and voluntarily agreed to participate in this research.

**Foundation and description of information gathering techniques and instruments.**

Based on action research, which is qualitative in nature, governed by an interpretive paradigm, instruments are required to facilitate the collection of information, highlighting the importance of this in order to achieve compliance with the actions that can be taken. enlarge. The selection and elaboration of the instruments is not a minor task since it is a fundamental part in the information gathering process, since without their assistance it is impossible to have access to the information, we need to solve a problem or verify a hypothesis (Cerda, 1991).

Deriving from action research, obtaining data individually is opposed, thus alluding to work from groups in which common goals are understood. These group strategies allow more freedom and openness for the interviewees. (Hamui-Sutoon and Varela-Ruiz, 2013).

Focus groups as a data collection strategy allow systematizing information about knowledge, attitudes and social practices that would hardly be obtained through other techniques. (Escobar and Bonilla, 2009) The choice of focus groups allows for the formation of different opinions of individuals, understanding that they have points of view and perspectives in various different functions, on the same topic, thus highlighting a qualitative approach, where from a or several premises can raise multiple results. The group focuses become useful since they inquire into the knowledge or experiences of the people, facilitating the discussion under an active role, thus enriching the testimonies of the participants that are included in it.

The focus group manifests stages in which it is considered a starting point that is considered before the focus itself, then as a second stage the groups are composed under the homogeneity or heterogeneity of the participants, attributable to age, profession, time in service between others (Buss, Lopez, Rutz, et al, 2013).

Although this technique is more used in health contexts, in educational contexts it has the same impact, so that social groups are deployed in it, highlighting the methodological rigor, commitment and emotional incidences, which generate a great impact within them when the interviewee models them. Considering a factor such as time and space will allow to maintain rigor in how the process is carried out, such as the periodicity of the group focuses may have an impact on the actions that can be applied, since a daily organization, versus a monthly organization it will show the importance of constant progress towards the problems that can be tackled.

For the purposes of this research, the focus groups will have a "thematic guide" of 17 open questions that will allow free dialogue between the participants of the different focus groups to be implemented (3).

The information analysis will be based on the grounded theory and the constant comparative model, in which it is proposed to structure and observe the processes based on a thematic core. According to Lúquez and Fernández (2016) Grounded theory is a qualitative method with scientific characteristics, which gives an understanding to those who investigate and understand the experiences of the people to investigate, in a holistic and competent way. This theory of analysis allows to compare and plan a panorama around the information collected, estimating differences and similarities, in front of diverse proposals that emerge from the investigation, these are displayed in categories and Subcategories, which are broken down according to the answers groups through the information gathering technique, that is why grounded theory is associated with constant contrast in search of providing timely responses to research.

On the other hand, as a second data collection instrument, field notes will be used, which will be made at the time of the execution of each focus group with emphasis on the categories described; allowing to represent and obtain information that was not considered in the planning of the focus group, later observing possible categories or subcategories to be contrasted with the already exposed samples obtained based on the first instrument. According to Jackson and Wolf (1998) in Danklemaer, field notes have begun to be seen as a transformation that may turn out to be low probabilities of the work in which it is carried out, in addition to considering the subjectivity of both researchers and informants, your preconceptions and the final product.

qualitative study from research action around the continuing training of teachers and attention to primary student diversity in chile

Depending on the choice, the field notes are chosen as an added value to unforeseen events under subjectivity around personal and theoretical contrasts that in turn significantly contribute and enrich the information for subsequent analysis. For their analysis, the categories described by themes in each focus group will be deepened, in effect, they will be analyzed by providing additional information on the behavior of the informants, which will be based on theory and knowledge that the categories allude to are framed. This is why it is considered relevant, in addition to the information that will be collected in the focus groups, to add a perspective that analyzes the behaviors, behaviors and beliefs not considered when designing the information gathering.

**Results and information analysis.**

In this research, for the analysis of the data, Focus Group is used mainly, which were carried out to first and second level primary school teachers from different primary educational establishments in the Metropolitan Region of Chile.

For the purposes of organizing the information, a matrix of categories with their respective sub categories is designed, based on these, localized questions are associated to obtain the results, thus seeking to achieve a methodological triangulation, which will focus on the category of triangulation. multiple, in these two or more types of triangulation are combined, in this case, methodological triangulation and theoretical triangulation (Aguilar and Barroso, 2015).

**Table #1. Category matrix.**

| Category | | SubCategory | |
|---|---|---|---|
| C-1 | Elements that the teacher must consider in the face of diversity. | SubC-1.1 | Special educational needs. |
| | | SubC-1.2 | Inclusion. |
| C-2 | Teacher perception towards educational inclusion. | SubC-2.1 | Inclusive educational responses. |
| | | SubC-2.2 | Teaching action. |
| C-3 | Educational level of the teacher at the curricular and organizational level of the classroom in the face of diversity. | SubC-3.1 | Teacher training. |
| | | SubC-3.2 | Permanent teacher training. |
| C-4 | Formative teaching practices to attend to diversity. | SubC-4.1 | Inclusive teaching practices. |
| | | SubC-4.2 | Classroom management |

| C-5 | Diversified methodological strategies. | SubC-5.1 | Strategies, skills and competences. |
|---|---|---|---|
| | | SubC-5.2 | Disciplinary and pedagogical factors. |

Table: own elaboration

**Table #2. Coding of key informants.**

| Focus group 1 | | Focus group 2 | | Focus group 3 | |
|---|---|---|---|---|---|
| **Informant** | **Cod.** | **Informant** | **Cod.** | **Informant** | **Cod.** |
| Mathematics Teacher | PMat1 | History teacher | Phi2 | Mathematics Teacher | PMat3 |
| Mathematics Teacher | PMat2 | History teacher | Phi3 | Language teacher | PLen5 |
| History teacher | Phi1 | Language teacher | PLen3 | Basic General Teacher | Pgb6 |
| Basic General Teacher | Pgb1 | Language teacher | PLen4 | Basic General Teacher | Pgb7 |
| Basic General Teacher | Pgb2 | Basic General Teacher | Pgb3 | Basic General Teacher | Pgb8 |
| Language teacher | PLen1 | Basic General Teacher | Pgb4 | History teacher | Phi4 |
| Language teacher | PLen2 | Basic General Teacher | Pgb5 | History teacher | Phi5 |

Table: own elaboration

**Table #3. Triangulation matrix by category and sub-category.**

| Information points |
|---|
| **C1 – SubC-1.1** |
| **1. Do you consider being prepared to include students with SEN in the classroom?** |
| **Informants summary** |
| They make references to educational needs and inclusion, from an outdated perspective, as they say that they should consider preparing extra material for inclusion care in the classroom. They emphasize that when faced with students with a diagnosis who need specialized support, they are not prepared to attend to them. |

It is worth mentioning that the participants acknowledge handling certain information about SEN, whose comment is that we all have SEN, however, they consider that they do not have the necessary knowledge to provide support to students who present a diagnosis, since there is a lack of training.

### C1 – SubC-1.2

### 2. Do you think that working with students with SEN means extra work?

**Informants summary**

Yes, because they consider that they must maintain a constant specialization, as mentioned in the DUA, also highlighting that the diagnosed students do not fit in the regular classroom, nor in a special establishment, because after trying various strategies that have not been efficient, they should return to normal educational practices. They refer to the fact that they must attend to the students with SEN, and to others explain to the rest of the class why said classmate needs this attention, they also mention the change that must exist from the teachers at the time of carrying out the co-teaching work.

### 3. When a student presents serious difficulties for the acquisition of a specific content, does he adapt his objectives?

**Informants summary**

Within the planning they do not adapt the objective, since they mention that they generate it at the time of the class, because the quotas that are had per course for students who present a diagnosis are full, since, at present, the establishments make segregation in your license plate. They comment that although they have the desire to make certain changes, the hours are not available to carry out said work, since it is presented more within the classroom, highlighting that they carry out diversified activities and not taking students to the resource classroom.

### Theory by categorical analysis

n relation to this category, it consists of two sub-categories, in which Special educational Needs and Inclusion stand out; The information and results obtained in both focus groups are oriented to the lack of what it is to address a SEN as such, understanding that according to UNESCO in 1994 in the Warnork report, it mentions SEN as the main concept of an educational approach. , understanding it as a loan of services that must be granted to children, youth and adults. Since those times, the understanding arises to attend a comprehensive education, as is currently observed, they are governed under the School Integration Program, which gives access to students regardless of their diagnosis, associated with the educational link, the recent Law 20,845 stands out in which it dictates as an objective inclusive admission and end-to-profit financing, which conditions the establishment to maintain a character for educational purposes.

According to Casanova (2011) highlights that those students designated as "inclusive" would be an artificial product of the national curriculum, which a school sometimes uses to feel ethical, that is, those students with or without needs should be included, not to the

detriment of fulfilling with regulations, but rather adopt an inclusive focus that in turn enriches the educational community.

**Interpretation by categorical analysis**

Beyond the elements that teachers consider in the face of diversity compared to the theory set out above, they show the lack of rigor with which said regulations are applied. It is evident that they accept SEN within the classroom, however, they do not feel able to reach out in their fullness, however, they describe them, they recognize them, but they do not know how to attend them based on what is required, leaving between seeing the lack compared to SEN, considering that these are the starting point to deepen on diversity issues.

**C2 – SubC 2.1**

**4. The current number of members of the inclusion team. Does it give you sufficient conditions to carry out the work of attention to diversity?**

**Informants summary**

The question is not asked as such, but the participants do mention during the focus that the inclusion team does support the students, but not the teachers as such. The second cycle teacher highlights that they do not receive the necessary support within their classes, they highlight that the inclusion team cannot cope and in the first cycle, the informants comment that they receive a little more support, however, it is not the estimate to generate good work with students.

**C2 – SubC 2.2**

**5. Is there another instance outside the teaching council that the management team proposes to comment or reflect on the needs to attend to diversity?**

**Informants summary**

This question was not asked as such, but on one occasion within the development of the Focus Group, the participants mention that there is not adequate time to carry out other activities to attend to diversity. By means of a joint answer, they mention a categorical No.

**6. ¿Qué políticas públicas conocen en relación a la inclusión educativa, y como se pueden evidenciar en sus prácticas a nivel de comunidad educativa?**

**Informants summary**

The participants avoided the question, because they emphasized that they are in the process of implementing the PIE as an establishment, on the other hand, they comment that at the time of diagnosing a student the parents must live an emotional grief.

They comment that they do not know much about the laws, but they rely on the PIE coordinator whenever necessary.

**7. Experts consider that inclusion in the educational system should not only be promoted, but also inclusion in the learning process should be promoted. Do I consider that this last aspect is taken into account?**

**Informants summary**

They emphasize that numbers have more value than learning, so they must maintain constant motivation towards students, since they fall into the language that everything is easy, commenting that this is an internal resistance of teachers, to change the form to encourage students. Participants comment that as the establishment is still in the implementation of the PIE, this is seen as an isolated process, therefore, they cannot inquire further about their response.

**Theory by categorical analysis**

Based on this category and the sub categories, they are manifested based on what the MINEDUC proposes, (2008) under the framework for good teaching, in which it is guided towards the improvement of the teaching professional practice, which provide answers for the needs that they may present, such as the competencies of the students, maintaining a shared vision based on teaching; Under these parameters, it becomes effective to maintain teacher perceptions that respond, towards an integrated inclusion, proposing as an imperative the educational action that works by and for diversity in an active way, that allows to capture teacher perceptions related to the reality, in which they are found. educational contexts versus inclusion. Valuing diversity lately in national contexts, it is worth highlighting Decree No. 83, which proposes to work flexibly in the face of educational responses that are executed in a certain environment, working effectively on inclusion.

**Interpretation by categorical analysis**

According to the category of teacher perception towards an educational inclusion, as stated by the informants, they do not have the necessary tools to reach perceptions that are effective against inclusive educational issues, since they do not have knowledge based on regulations In force, they do not have the necessary hours to carry out the work that they deepen based on the collaborative work that is dictated in the current regulations, which is highly affected based on the knowledge that must be had in relation to the attention to diversity. The above, related to the framework for good teaching, highlights maintaining a shared vision of teaching in which teachers manifest resistance to their paradigm shifts, related to what said framework proposes to improve this exercise to give effective responses to the needs. Regarding Decree No. 83, which is a recent current regulation, teachers do not express some basic knowledge about it, at the educational community level, this should be known in depth.

**C3 – SubC 3.1**

**8. What needs do you think you have in order to effectively attend to diversity?**

| **Informants summary** |
|---|
| How to approach a student who presents difficulties without neglecting the course group, highlighting others to adopt strategies that involve instances of behavioral repair, which they consider a factor that intercedes you at the time of learning. Lack of strategies to deal with the class group with special educational needs. |
| **9. What impact can lifelong learning have on apprenticeships?** |
| **Informants summary** |
| It is stated by the informants that continuous training is necessary, however they are not clear on how and in what way this will impact the students. Positive impact, due to the fact that they deliver the tools favoring the students. |
| **10. How do you imagine your educational practices would be taking into account a permanent training based on diversity?** |
| **Informants summary** |
| Regular, blunt response. Improved and with greater tools and strategies. |
| **11. To respond to a quality process in the face of diversity. Do you consider ongoing training relevant? Why?** |
| **Informants summary** |
| They consider that it is the one way to obtain new tools to attend to diversity. |
| **Theory by categorical analysis** |
| Based on the educational level of the teacher, in which it relates teacher training and permanent teacher training, they stand out at the international level, according to Barber and Mourshed, (2008) that in those countries with high performances in educational systems, their directors propose that In their school unit they dedicate 80% of their time to improve the instruction of their teachers for their own improvement and pedagogical instruction, proposing as a minimum requirement 24 weeks in training opinion; While teachers who are in the primary stage, in effect, recently graduated, little workload is delegated in order to facilitate the training of their professional performance, from this perspective in teacher training a high degree is attributed in matters of the same, bringing as a consequence a consolidated educational system.<br><br>In contrast to the Chilean reality, the political implications underlie professional development in consideration of continuous improvement that is based on the discipline and pedagogical aspects of Law 20.903, highlighting that permanent training is evaluated by sections of trajectories, according to performance. Under disciplinary areas Banz, (2015) states that the social skills possessed by a teacher will affect the management of disciplinary knowledge, this is understood in consideration of the various teachers who are trained at a multidisciplinary level, however, it should be noted that said Knowledge has been delivered towards the diversity found in educational contexts. In pedagogical fields Freire, (2016) stipulates that the pedagogical technique is for teachers to observe |

the universe of their students, adapt to the vocabulary and encourage them to leave the culture of silence; This has a view from how to teach and attend to diversity so that everything and the students acquire a culture of actively participating in the process.

On the other hand, Díaz, (2006) states that it is important to rethink the problem of permanent teacher training, as an option for his personal and professional development. Et he declares how fundamental continuous improvement is where it must be considered based on professionalism.

| Interpretation by categorical analysis |
|---|
| According to what is reported in the theory and exposed in the Focus Group, the informants comment that permanent training is essential for positive results in education, however, detecting specific needs beyond the lack of strategies do not consider others, such as ; curricular updating, personal and interpersonal skills, out of adjustment with what is expected of the teaching role that is intended to be imparted in the 21st century, which must have an orientation, guide and facilitator of learning, which connects continuous and permanent training in the impact of student learning. On the other hand, the training that attends to diversity must be promoted beyond a political requirement, considering that educational contexts are diverse and that within them there is an even more diverse world, which must be attended attentively to obtain results that repair both teaching and learning. In general terms, the training must be comprehensive and with a character of autonomy on the part of the teachers, motivated by the changes that this can generate in the students, not only in the methodologies that may be useful for only a group of students. |

| C4 – SubC-4.1 |
|---|
| **12. How do you think they influence the way a teacher learns when executing their practices?** |
| **Informants summary** |
| They consider that, if it is relevant, they carry out their classes based on how they learn, for example, with diagrams, drawings, marking keywords, etc. under these strategies they carry out the class. It actively influences, since the participants comment that the way they learn predominates within the classroom, however, it is not the only one used. |
| **C4 – SubC-4.2** |
| **13. Do you consider that experience plays a fundamental role when executing educational practices? Why?** |
| **Informants summary** |
| Yes, emphatically "spoiling you learn." They emphasize that experience is important, since new knowledge is acquired after making mistakes that allow investigating new |

measures that will be carried out in future practices. They comment that it is more difficult to work with parents than with students.

## Theory by categorical analysis

Regarding training teaching practices, to attend to diversity, the same practices and their management stand out, where Cornejo, (2017) proposes that inclusive responses must arise from globality benefiting all students, in particularly to those with SEN, thus expanding the link with the learning objectives through methodologies, this proposes relevant aspects from the integral point of view in the considerations that are managed in it, on the other hand Vergara, (2016) proposes that each scenario It is unique with a specific time and space, which are based on historical traditions, that is, the same methodology is usually used for different contexts, this generates an emphasis that practices must innovate in management and in attitudes as they are in currently, honing in diversity issues.

Under another look, Freire, (2005) stipulates that educational practices arise from educational situations with a relationship between subject and educator, under processes, methods, teaching techniques and didactic materials, all with a specific purpose within a context, in consideration With the practices, the aforementioned factors are strengthened through experience, consolidating and enriching the management within educational margins, thus advancing towards diversity, however, as stated by San Martin, Villalobos, Muñoz, Et al, (2017) state that from the perspectives that look towards educational inclusion, the evaluations that future teachers present regarding their poor results, conclude that pedagogy graduates in Chile would not be prepared to face the diversity that exists in the classroom in comparison to other countries, which under a view in terms of practices and management would significantly affect the themselves.

## Interpretation by categorical analysis

According to what Freire postulates in his theory, he states that educational practices arise from educational situations, however the informants reveal another reality, placing their experience on the contexts when executing their practices, considering that these are On the other hand, on the basis of what Vergara stipulates, the informants express using those strategies that have given results throughout their personal training, executing them in their daily praxis, without taking into account how students learn by leaving behind. hand attention to diversity.

Finally, they allude that they use the practices by discarding, exposing and using the one that has given the most results and discarding those that have not shown positive results.

## C5 – SubC-5.1

**14. Imagine that you are asked to wear a shirt with the principles and methodologies that guide your educational teaching practices, this will allow your students to know and in turn be motivated to establish relationship with you. What would you put in it? Why?**

qualitative study from research action around the continuing training of teachers and attention to primary student diversity in chile

| Informants summary |
|---|
| Classroom motivation predominates among the participants. The informants consider it important to enhance reading comprehension since it is transversal in all subjects and motivational phrases. |
| **15. What new competencies and abilities do you think are required of teachers today to attend to diversity?** |
| Informants summary |
| Current regulations, topics related to inclusion, SEN, diversity in the classroom and evaluation methods. |
| **C5 – SubC-5.2** |
| **16. What kind of methodological strategies do they use to develop skills in their subjects? Do you diversify these strategies and which has given you the most results?** |
| Informants summary |
| They comment that the strategies work, but not for all students, because not everyone learns or learns everything. In mathematics from first to third year they use the SINGAPORE methodology, from the concrete to the symbolic. In the establishment in general they prioritize audiovisual content. |
| **17. Finally, what else do you think is important to say about ongoing teacher training?** |
| Informants summary |
| They consider that it must be accessible, both economically and psychologically, because it generates a lot of time and dedication. |
| **Theory by categorical analysis** |
| Within the parameters that frame the diversified methodological strategies and the theory, Gutiérrez, Gutiérrez and Gutiérrez, (2018) propose that these must have a playful approach, considering that they are tools that facilitate the learning of students, thus generating instances of interaction between the teacher and the students, generating meaningful environments for learning. On the other hand, Alba, Sánchez and Zuvillaga, (2014) highlight that the DUA is characterized under a didactic approach, framed in a universal design, a curriculum design generated towards the various educational levels. As these authors propose, considering diversified methodological strategies in the current context generate a great impact due to the implication that the DUA has, proposing to consider the outstanding educational levels in its principles of representation, action and motivation, which are driving forces to have a significant impact. In students, on the other hand, O'Brien, (2003) states that when the teacher is not clear about the modality to use, it will only attend to the needs of some students, making it clear that attending to strategies and methodologies is highly relevant to achieve the learnings. |

| Interpretation by categorical analysis |
|---|
| The implications supported by teachers based on their applied methodologies, repeal motivation as the main factor, which would be part of promoting skills and competencies in students; They also state that the strategies used, which are not described, do not always work with the entire course group, asserting in Focus Group N ° 2 that they use strategies for powers and develop skills and competencies, on the other hand, consider that the responses based on These do not present innovation that seeks to respond to content, but rather, in their academic career. |
| The training around this category is estimated by the informants that it requires additional expenses in economic, personal and academic aspects, taking for granted a lack of specialization in this area. |

Table: own elaboration

**Table #4. Summary record of field notes.**

| Field notes | Summary |
|---|---|
| Field note record 1 | In the realization of the field notes corresponding to this category, it is observed that the teachers have a low knowledge of SEN, due to the cases diagnosed in their course, on the other hand they recognize that they have learned more with the future implementation of the PIE, requesting continuous support, due to the lack of training in the cases. Consider others who state that psychological and internal demands of each one are addressed, in which the exposed category is addressed, emphasizing the attention of SEN as an extra work. |
| Field note record 2 | They emphasize that the establishment provides suitable conditions for the attention to diversity, however, the staff is still not enough to cover the educational response, mentioning little participation of the differential educator within the classroom in the second cycle, rather they define it as a monitoring, on the other hand, regarding current regulations, they consult with said educators. |
| Field note record 3 | They point out the positive impact that training generates for teachers, but they disagree on the impact they may cause on the student, they mention the importance of taking students out of the classroom, to work in a resource classroom and thus achieve the expected learning, they also consider that differential educators should be present in all subjects, recognizing in turn that they require more training. |
| Field note record 4 | They recognize that experience is fundamental, since during the course, the practices that they carry out become more inclusive, likewise they generate various methodologies that are not always effective, as a whole |

| | |
|---|---|
| | they believe that sometimes the ways in which they learned predominate. to execute them at the time of teaching, commenting on it as a methodology used. |
| Field note record 5 | They emphasize the motivation that they must generate within the classroom as the main methodological strategy and in curricular areas they only emphasize understanding in a transversal way, alluding to others that current regulations should be required on issues of inclusion and diversity, which contribute in Finally, their methodologies consider that the training should be accessible economically and psychologically, which may favor the development of the strategies used in the classroom. |

Table: own elaboration

## Conclusions

When we talk about training needs, not only elements that cover up the educational processes on the part of policies and public bodies should be considered, but also the executors of the practices must be considered, since the main deficiencies are rooted in them, This is why identifying and recognizing the training needs that teachers believe they have, capacity gaps in the exercise of teaching to give effective attention to diversity with a focus on inclusion, will be based on improving the educational quality that is framed in a hierarchical system in which these teachers occupy an isolated level when making decisions, in which these needs are considered, which in turn have an impact on renewing an effective educational system.

On the other hand, based on the research carried out and sustained under the rigor of a theoretical support, the updates that are developed in our country in matters of permanent training are exposed, alluding to Law 20.903 in which the recognition by the teaching work and dictates the requirements for access and continuous performance in the course of the professional career, promulgated in 2016, which to date is worrying that previously permanent training practices that aspire to an effectiveness in the process have not been considered, However, teacher improvement has been undervalued due to the lack of regularization in areas of attending to the processes that are involved, such as complying with standards at national levels, in which meeting the needs they present would have a high incidence teachers, which contribute and have an impact on the results that a comunity.

In correspondence with what is stated in the law and emanated from the data obtained, it is necessary to mention that the teachers express the need for permanent improvement, stating that this would be a great contribution to the execution of their practices, however, they fail to recognize the main need individually as a teacher, identifying it at the educational community level, interfering with the process of detecting the true needs that arise from their practices. According to the answers regarding the objectives set out in the research, the teachers conclude that their main needs lie in how to provide support to students with SEN within the classroom without neglecting the rest of the course group, this because there is a lack of methodological strategies, being considered as another need by teachers.

It should also be noted that depending on the needs expressed by the teachers outside the educational aspects, they state that the training must be accessible both economically and psychologically, for which they describe that it requires extra time, that many times this It is not considered, on the other hand, the estimated time for the training process is very important, because the induction system provided by MINEDUC are trainings that mostly do not last more than a week, where teachers leave their discontent because they consider that the established time is not enough to cover the needs effectively.

Based on the training from the discipline and in relation to the permanent training needs, it can be concluded that this is transversal in these processes; By collecting information, it is evident that regardless of their initial training as teachers, disciplinary aspects will influence the practices they carry out, resulting in poor attention to diversity, based on current regulations and what is currently stipulates, teachers who have more years in service in the educational system, require constant training based on current regulations constantly updated, to give an effective response that addresses diversity.

As stated by the teachers, they state that their needs from the disciplinary framework are oriented based on current regulations that involve inclusion, special educational needs, diversity in the classroom and evaluation methods that generate inclusive practices. According to Garritz and Velazco (2004) the teacher must appropriate the knowledge, become educated and maintain the understanding of the subject alone, thus establishing an internal configuration based on the quantity and organization of the content.

The teachers mention that when executing their educational practices, the disciplinary training chosen by each of them in the current system weighs, this will depend on where the teacher is trained, how he acquires it and how it is executed in the various establishments, because if a teacher teaching language and mathematics will have constant support in practice, however, if their discipline is history or chemistry, etc. it does not receive the support of a specialist and clearly impairs its development to the attention of diversity, this governed by current regulations. It should be noted that they consider that experience is essential in the face of educational processes, despite the fact that new knowledge is acquired that consequently allows research into new measures to execute them and sometimes this experience helps to create new methodologies that are carried out. by trial and error.

According to the interaction established between the methodological strategies and the teaching practices to respond to diversity, in the data collection a scarce existing relationship is observed, because these indicate that the methodological strategies are carried out by trial and error, since that in various contents they do not have the training, there is the practice who gives them the tools to use, but it does not manage to be an innovative methodology due to the lack of theory.

Faced with what has been stated in the collection of information and its subsequent analysis, it can be pointed out that in reality the terms and conditions are not evidenced by what the PEI establishes, since teachers express and request support in the face of the needs that they themselves detect, leaving in evidence a scarce collaborative work in matters that relate both learning and inclusion; It should be honored in the participation that teachers must have in the proposals and goals agreed in the PEI, helping educational management and pedagogical work, highlighting that all members of the educational community should actively participate in it in order to attend The strategies proposed by the establishment, it should be noted that an improvement plan has not been drawn up after the

corresponding period, because its validity begins between the years 2016 and 2018, in addition, a new project is not manifested.

Finally, according to the results of the analysis and their contributions to this research, it is possible to carry out future inquiries in similar areas, aimed at demonstrating the impact that a permanent improvement of teachers can generate when executing educational practices, and based on the research model Of a shareholder nature, it is intended to plan, observe and reflect based on the results where they are covered by the establishment in the first instance with a group, hoping that these actions will be replicated throughout the educational community as a whole to ensure that this training is relevant against the needs that are exposed and not against what an establishment requests, thus contributing to continuous improvements in the educational processes at the educational community level.

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