

diàlegs

MAY 2022 N° 3



Inclusion and human progress

An equitable school where everyone matters equally

impuls
educació

PANORAMA
Interview with
Melvin Ainscow

LEGACY
Pere Pujolàs

Carmen Alba · Antonio Márquez
M^a Eugenia Pérez · José Blas García
Barbara Bray · Saray Gómez

editor's letter

Progressing equity is the answer to many challenges in today's world and a step towards achieving fundamental human rights



Educational equity, a matter of human progress



Ana Moreno
Director of Impuls Educació

Dear reader:

If we look back in human history, we find times of all colours: grey, red, blue, orange, green, and also, of course, black. Nevertheless, humanity has moved forward and achieved small and great triumphs leading to a “potential” quality of life for many people, the almost global recognition of fundamental human rights and the establishment of democratic government systems in nearly every country. While no success is perfect and undoubtedly never will be, there are always avenues of freedom and the harnessing of human talent for the progress and betterment of the world.

Achieving social inclusion and equity is one of those great triumphs, a matter of justice comparable to the abolition of slavery when people excluded from the minimum human rights were considered men or women in their own right. In our world, many children, men and women are still excluded from the right to access a job or an education that would allow them to participate in society fully and be present everywhere because of their special needs.

As Mel Ainscow -an expert researcher, activist and, for many, a moral leader and reference for the cause of equity worldwide- says that achieving a fully inclusive and equitable society is “a never-ending process, a struggle” that calls for a clear commitment.

We know that “human talent is more equally distributed than opportunities or economic capital”. But not only that: the evidence shows how discrete countries such as Portugal, which have transformed their education system towards an inclusive model more than twenty years ago, keep improving, year after year, in their PISA results.

Inclusive education is a young term born at the UNESCO forum in Jomtien, Thailand, in 1990. In just over thirty years, it has been present in one way or another in most education systems. It is one of the 17 goals of the UN's 2030 Agenda for Sustainable Development. We wanted to dedicate this issue of “Diàlegs” to this topic as we believe that advancing in equity is the answer to many of today's world challenges and undoubtedly a giant step toward achieving fundamental human rights. Even more since, as Ainscow says, “the pupils of an inclusive system will be the best citizens for a future inclusive society with full solidarity”.

We hope you like it.

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Universal Design for Learning. Didactic model from an inclusive perspective

**UDL provides a common framework for working together to move
towards inclusive and quality education**

by Jordi Viladrosa i Clua

INTERVIEW WITH CARMEN ALBA PASTOR

What made you decide for this particular field of educational inclusion?

Well, the truth is that it is a complex process: first there was this vocational interest of mine when I studied for my degree, many years ago. Inclusive education did not exist by then, but I chose diagnosis and special education subjects, because the topic inspired, concerned and attracted me. That is when I made my personal choice. Then, life went on and those decisions were reinforced.

After that I started working in residences in the community of Madrid: people at risk of social exclusion or with difficulties in accessing education were studying and living. It is there that I drank not

only in their disabilities but also in the needs derived from this more fragile socio-economic environment.

While I was in Madrid, I signed up as a bilingual teacher in special education in New York City: that was one of the most important life experiences ever. When I arrived there, the education system started with inclusive education. At that time, new experiences were carried out, and students with special needs were incorporated into regular classrooms in a co-teaching system: the classroom teacher and the support teacher were there. It was a pilot experience never practised before and part of a doctoral thesis research. It was about validating the model. I then also started to work with diagnostic teams and as a support

teacher in the classrooms.

When I came back, Spain was at the peak of special education, and there was nothing close to inclusion yet. I got a position at the university and started teaching two subjects: special education and technology. I then evolved towards the role of technologies in educational contexts to support special needs students.

From then on, my whole career has combined personal and special education, integration and the moment we are living now, i.e. constructing inclusive teaching in practice. It should be kept in mind that inclusive education in its theoretical and international discourse has been around for many years; it did not appear with the 2030 Agenda. What has happened is that the 2030

Agenda has pushed us to achieve it in practice.

What does UDL consist of in general terms?

Universal Design for Learning (UDL) is a systemic, organised model; it is not a methodology, a theory, but a model based on the professional experience of a team of researchers linked to a Boston hospital and Harvard University, led by David Rose, at a time when education was being transformed: it was the moment the No Child Left Behind Act (NCLB) was passed (2001). They said: children come to us from schools for us to make adaptations because these children do not learn, but when we make curricular adaptations, they do; ergo, there is an error in the approach; it is not that children cannot learn, it is that what the school provides them with does not respond to their abilities.

At that time, another movement in architecture was also born in the United States: Universal Design, promoted by the architect Ron Mace. He suffered a motor disability and had personal experience finding barriers in some contexts but not others. So his disabilities did not depend only on his characteristics or abilities but on his interaction with those contexts.

This idea of universal design stroke a chord and connected with the concern of the [CAST](#) (Centre for Applied Special Technology) team, with David Frost and Anne Meyer, among others. They understood that this same formulation would be valid for education: i.e. part of the barriers students face in learning is not due to their characteristics but because teachers do not provide them with the right context, resources, materials, or activities, that made it possible for them to learn.

It's not that children can't learn, it's that what the school provides them with doesn't match their abilities

So what tools do we have? We don't have as in architecture, escalators, or as in technology, screen readers; but we have the curriculum and we can make decisions for teaching being accessible and students be able to learn. Based on a review of the scientific knowledge on teaching, a model is created taking three factors as a reference:

- Affective or emotional factors (affective networks),
- The informational component, the knowledge has contents and information to be elaborated,
- The strategic component, the actions that learners do to relate themselves to the information and, thus, construct learning.

It is therefore a didactic model: fit leads toward practice at the level of educational intervention, organisation, etc.

The truth is that UDL has a significant background experience because of the context. It arose from a group of researchers at MIT (Massachusetts Institute of Technology) and Harvard University, to which Gardner, for example, is closely linked. Vygotsky, Bruner, Novak, Ausubel are also important. Constructivist theories are present in the student's active role in the construction of learning. In this way, many of these researchers work together when constructing the UDL discourse with a global vision. A priori, they do not seek confirmation but explore what is valuable, what works in education, and what educational practice has shown to work for learning, not the other way around. Their review of the scientific basis of teaching identifies what teachers and researchers say works in educational practice. From that, UDL is constructed; there is no prior theory they want to demonstrate.

Instead, they start from what teachers do, which is the key element of the process. This is one of the great values of Universal Design for Learning: it gives visibility to knowledge derived from educational practice.

How do the principles governing the UDL relate to neuroscience?

Advances in neuroscience, especially those based on diagnostic imaging, have contributed to a better understanding of what goes on within our black box, which is the brain.

In a way, neuroscience informs and gives us clues about the uniqueness of the learning process, i.e. the role of the different neural networks in learning and the effect that other tasks have on the brain. Not every job is performed in the same part of the brain. So, suppose there is a part with difficulties, slower in its functioning or even less developed. In that case, those tasks will be more difficult or easier than if they were processed in other parts. In other words, neuroscience provides us with information for our teaching decisions to be based on.

To the extent that we understand how this works when analysing what happens in practice, we can have elements to better understand why a student does not learn. Perhaps it is not because they are lazy, but because they may have a perceptual problem that does not allow them to process the information, and if one does not process the information they cannot construct a learning process. These difficulties may derive from perceptual-auditory challenges, for example; if you can't hear the data, you can't process it.

Neuroscience has helped us to better understand the learning process and I think that is one of its great values. At CAST, Dr. Rose and part of the team are neuroscientists, so this is one of their areas of expertise. It has allowed them to use neuroscience models to create the UDL model; hence, all the information

is organised around three neural networks. UDL is based on the role of these neural networks in learning processes, which, although they intervene jointly, are viewed separately in their approach. As in practice they co-occur for them to be coordinated, we need to go deeper into each of them and so this is what UDL provides: information to better understand teaching and learning and, in addition, a sensible framework when it comes to organising this information.

Once information is obtained on what is involved in the affective part of learning, what is in the more discerning part to activate those networks, and finally, what is most involved in the processes of action and expression of learning, then you have a structure, which is useful when analysing educational practice.

To what extent does the UDL find a firm path to implementation thanks to current pedagogical innovations?

I think that UDL wants to bring together the components that have already been revealed to work in

One of the great values of Universal Design for Learning: it gives visibility to knowledge derived from educational practice

teaching. This is compatible with every innovation we want to blend into teaching: it can be gamification, flipped classroom, all kinds of methodologies. The UDL is not something closed; it is not the very same thing ever: no, it is a structure, a scheme of thought where we can incorporate these methodologies, but in a meaningful way. In other words, it offers a system: What do my students need? What is the nature of the knowledge they need to acquire? Obviously, it will not be the same in mathematics as in physical education, plastic arts, or science; all these methodologies and innovations need to be preceded by the analysis of the context, the students, and their needs, the itineraries they may have to acquire this learning, and from there, what methodologies are the most appropriate for this learning.

First, we have to lay the goal: what learning my students need in this

subject or what learning will be this year. And from there, I integrate the innovations to do something with gamification, but maybe I don't need it for everything. Project-based learning is fabulous, but I surely need repetition, practice, and execution for specific learning such as spelling or multiplication tables. I may then need games, challenges, doughnuts, and autonomous games.

The important thing is that the UDL gives you that framework to better understand the process. The UDL has become widespread because of its wisdom and its validity within educational contexts. But it does not say what you have to do: it gives you the keys to think about when planning an educational action, teaching, school or teacher coordination, curricular measures, and curricular adaptation measures.

In short, learning, students and their context, are the key for me to

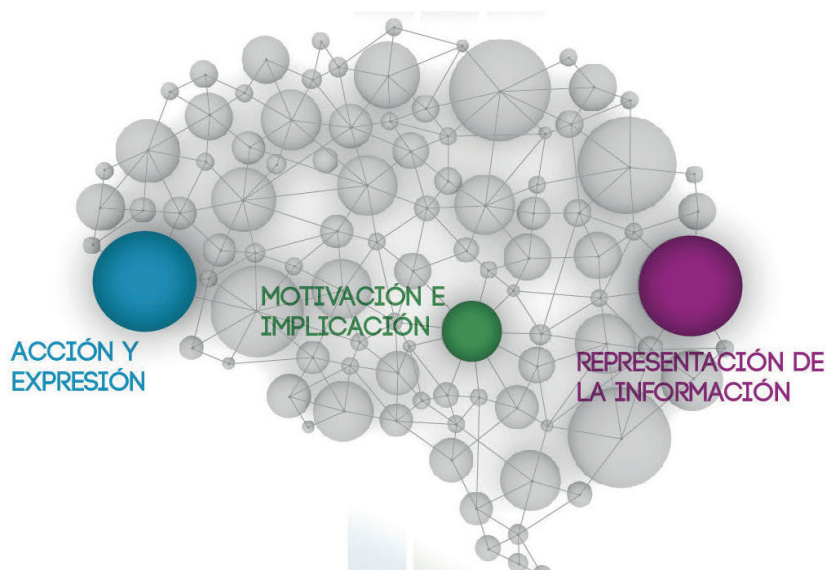


Figure 1: Neural networks and UDL

One of the main barriers is that they are isolated experiences that are not part of a strategic plan for the centres

planning the school's curriculum and the organisation. That is where universal design comes in to facilitate this process.

In your book “Universal Design for Learning: Education for All and Inclusive Teaching Practices”, you address the universal character of UDL. Has this universality been achieved? What barriers have you come across, and how can they be overcome?

It is a book I coordinated with a research team. In it, we raised our vision of the UDL once we studied it from CAST, a research project we had fulfilled in some centres. Since then, we have done activities with many teachers and with teacher centres, in addition to literature reviews.

Right now, the presence of the UDL as a model for analysis, reflection and planning is anecdotal. I mean, although some teachers apply it in their classrooms, it does not imply a transformation of educational practice at a global level.

One of the first and foremost is that this is developed voluntarily. A person likes this subject and goes ahead with it. But education is a process that has to be accomplished

every day together with every other teacher. This should be the outlook, so this is why this is one of the main barriers: they are isolated experiences that are not part of a strategic plan for the centres, that they are not done in a coordinated way; and also, there is no real training for the teachers' needs, not only to apply UDL, since UDL is not the goal: it is a strategy that can mediate supporting the centres in their transformation or in their consolidation as inclusive centres. It is not that inclusive education is a panacea, but quality education requires being inclusive.

There are also conceptual barriers to understanding that inclusive education cannot be done individually; also some organisational barriers: unless we all work together, we won't be able to reach this goal; and finally, other training barriers: unless every professional in education gets some training on dealing with diversity, on how to carry out inclusive education, it won't be done. This is where the UDL is a tool to do this in a shared way.

“EducaDUA” website is a formidable space for making the UDL known. What impact do you think the website you created has

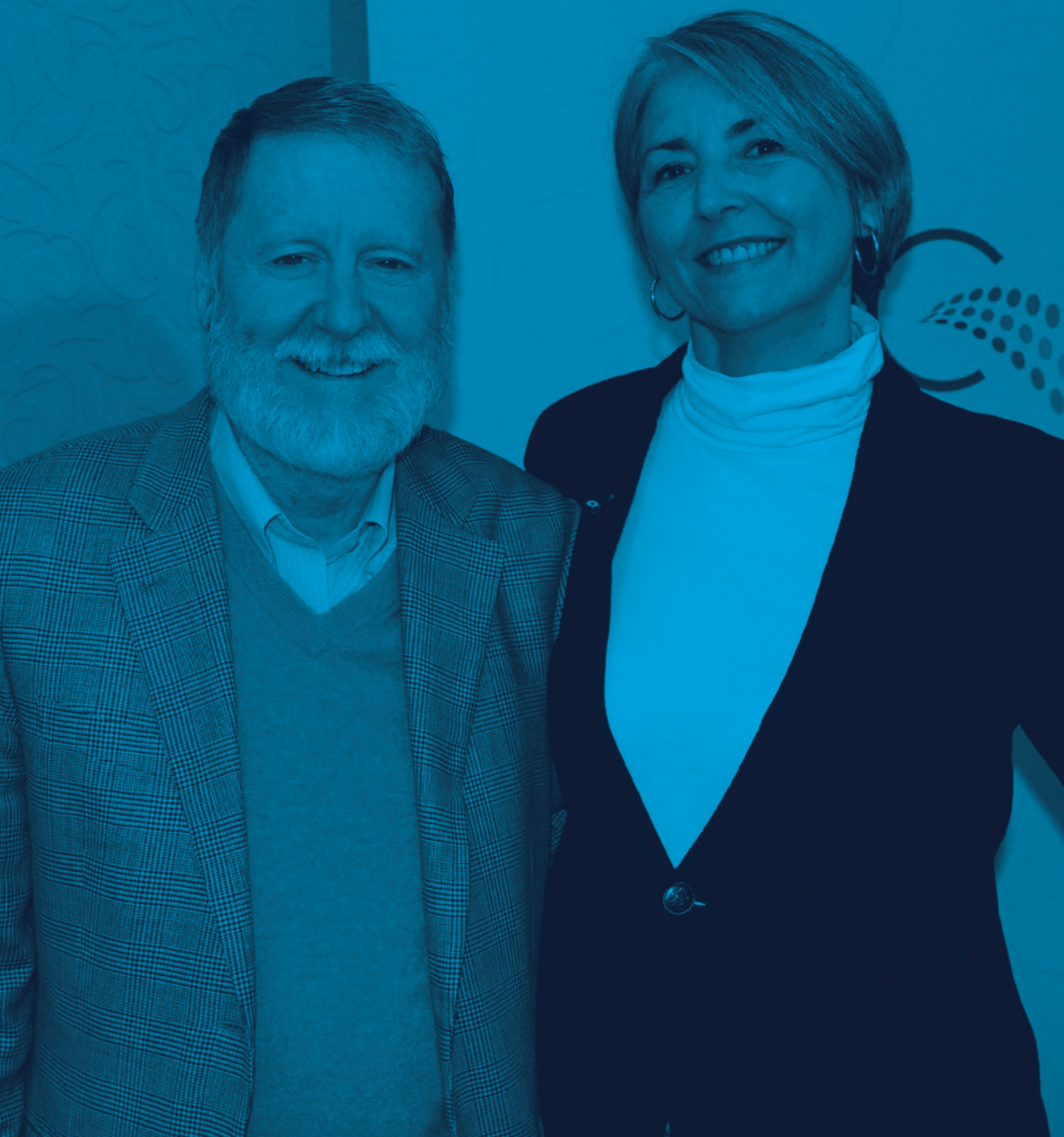
on educational centres?

I think that the “educaDUA” website has become a support website to gain access to valuable documents for those who want to learn, read and find tools for the learning process.

We are delighted because this network, born out of a research project, continually expands and strengthens. A year ago, it seems to me that we had more than 500,000 visits or more, which means that now we may have 600,000 visits from all over the world. We have visitors mainly from Spain and many Latin American countries, including Chile, Mexico, Colombia, Uruguay, Paraguay, Peru, and even from China and the United States. It is striking and, of course, it is a great satisfaction for the educational centres to contact someone working in this area and who has information there that we have been updating and we intend to improve.

What are the objectives to be achieved of DUALETIC and the role of IT in this project?

From the moment we started the project in 2011 until now, the experience confirmed something stated in the first texts of the UDL and



that CAST itself highlighted. We got to CAST somehow because we were working on technologies, or rather, the accessibility of technologies for learning. It has been my research topic since I became a professor. By looking at how to make technologies accessible to all students, we came to CAST through this project (Dualetic).

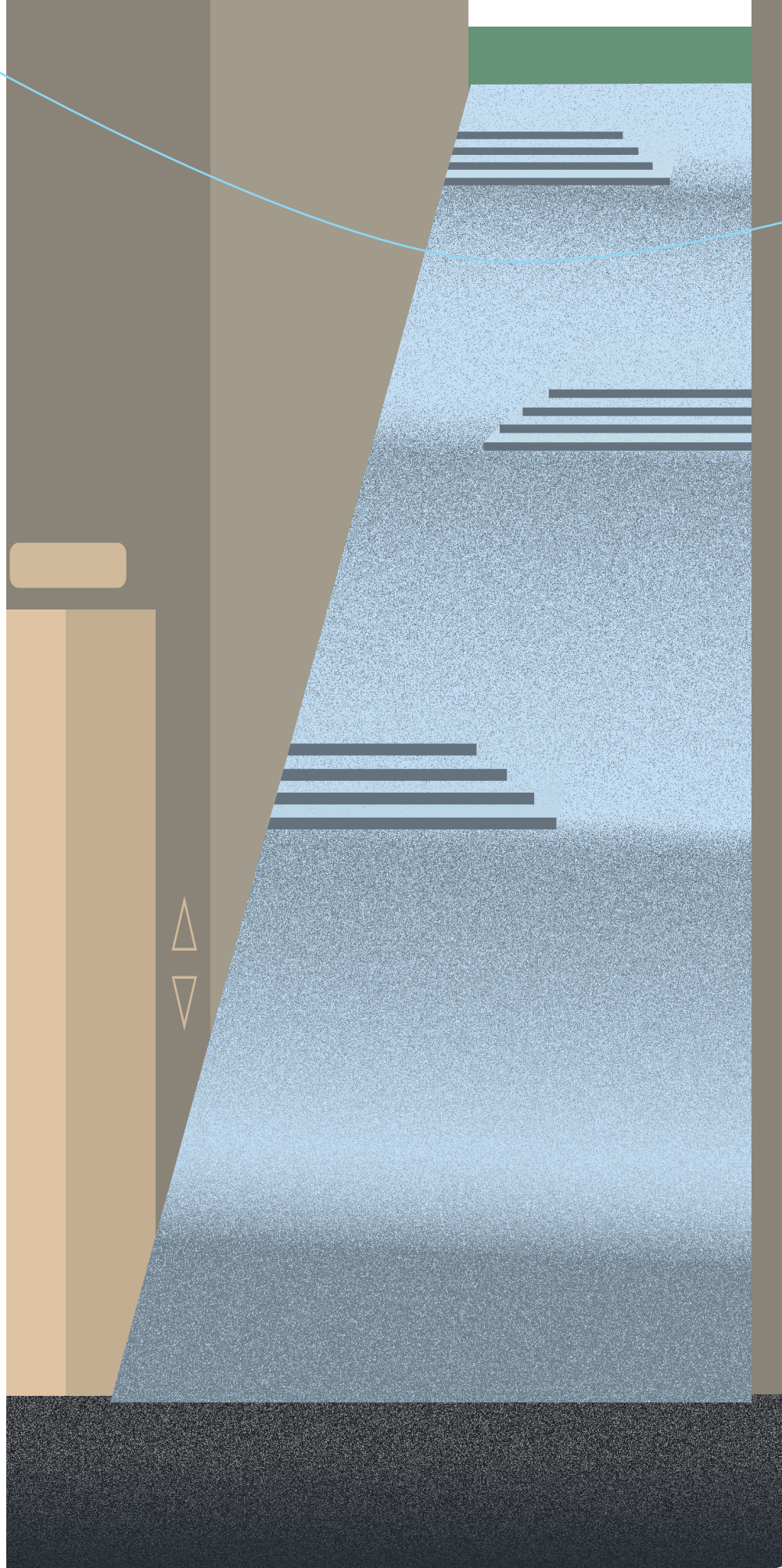
One of the research results is that technologies are essential for some students because they allow them access to information, resources, learning contexts, etc.

On the other hand, we are facing our society's digitalisation: technologies have become an element which is part of our culture and, as such, they have part of the students' training for them not only being mere consumers of technology but also using them as helpful tools in their thinking, communication, construction of their learning, for expression; they must be able to be proficient in the languages and codes technologies use and have control or a certain mastery so that they are an element in their process.

Having said that, technologies can greatly enrich learning processes as they give access to unimaginable worlds: taking the NASA website and seeing a stellar phenomenon live; carrying out chemical simulations that we have never imagined; we can visit any art museum in the world. They are so rich that it would be unthinkable to have education without technology nowadays, as they contribute to improving it.

However, UDL and inclusive education are not synonymous with technology. Teachers promote precious learning processes that have to do with speaking, relating, reading, expressing oneself, which have no relation with technology.

To conclude, how can the UDL model contribute to achieving Sustainable Development Goal 4 in the 2030 Agenda? What strategic actions should be prioritised?



Teachers cannot continue to work in isolation but we need to understand that all our work has to be based on coordination

To rephrase what I have said, the UDL helps us with something truly unique in all these years of educational practice. It is a global and systematic model based on scientific evidence and educational practice: it recognises the developed knowledge achieved by teachers and their experience, and the UDL regulates it. That is why it is a model we can share, even if we do not know each other. We have to start working together within an educational team, an educational community. We can talk about common issues and ask: are we working with our students for them to grow in self-evaluation and mature in strategic networks so that they know how to communicate with different resources? That allows us to have a structure, a framework and a common language to work as a team.

I would start by giving a diagnosis:

if you don't know where you are, you don't see the needs, the shortcomings, or the difficulties, so it will be challenging to make progress. Secondly, a strategic plan, i.e. an improvement plan and the UDL, can be helpful. Use tools to analyse or evaluate the inclusive environment of the centres. In addition, the UDL also speeds the next step: implementing specific measures to change practices. And among them, teacher training will always be present: we will identify the teachers' shortcomings to react with the quality required by our students, by all of them: with specific needs, with special needs, because they are simply our students.

All of this requires another of the significant issues in education: we have to evaluate and follow up from time to time. We carried out an informal study with 80 schools

in Madrid and asked them which measure helped them most in the work of inclusive education; we all thought that it was going to be curricular measures or adaptations; they were but overwhelmingly- with 85%- we realised something that is fundamental: coordination. Us teachers cannot continue to work in isolation but we need to understand that all our work has to be based on coordination and we have to have it frequently.

And in all this work, the UDL is a didactic approach to inclusive education and a framework for advancing practice in classrooms and schools in a shared way.

the report



Aula Desigual is a training experience led by a specialised pedagogical office based on four pillars: strategy, inclusive training, success stories and innovation.

Antonio Márquez is a teacher of the Junta de Andalucía, expert and trainer in Inclusive Pedagogy. He is the coordinator of the Aula Desigual project and advisor in the REA Andalucía Project on open educational resources with UDL. He has a blog "Si es por el maestro, nunca aprendo" ("If it is for the teacher, I never learn") on student inclusion.

José Blas García-Pérez is a teacher at IES in Murcia, has been associate professor at the University of Murcia, director of the EdHospi magazine on Hospital Pedagogy and Educational Technician, advisor and trainer in CC.AA. on Inclusive Education. Coordinator of online training in Aula Desigual. Co-author of "Educar para ser" Editorial SM; "Miradas que educan. Diálogos sobre educación y justicia social" Editorial Zambra, "Inclusión: acciones en primera persona" Editorial Graó.

Aula Desigual

Transforming Education Today to Achieve Inclusion

by Ana Moreno

INTERVIEW WITH ANTONIO MÁRQUEZ AND JOSÉ BLAS GARCÍA

What is “Aula Desigual”, and what are its challenges? How would you summarise your message?

Antonio Márquez: [Aula Desigual](#) is a pedagogical counselling and training project for teachers, institutions, educational centres, etc., who want to receive any information and training in the field of inclusive education. Although we deal with aspects of different methodology types and school organisations, we always provide a “touch” to transform them towards an inclusive school model where everyone takes part in it.

José Blas García: We want and believe that the message of inclusive schooling reaches the majority of teachers. We take advantage not only of our voice to do this but also of our shared work, our published

experiences, our little research, and providing teachers with the material they could use, giving them that vision from a teacher’s point of view, i.e. somebody really knowing the problem and the difficulties they have, being aware of the difficulties that everything related to inclusion has.

How did you each embark on the project, how did it come about?

AM: It was an initiative that started from the experience that we began to have in the field of training. Personally, I was working as a teacher of inclusive pedagogy when I became known through the blog: I started to get requests for information, and there came a time when I saw the need for training teachers due to their concerns, curiosities and the reality they had in their classrooms: it was

growing and growing, so we decided to create the Aula Desigual project and do it more seriously, with more dedication, which in my case is 100%.

JBG: Antonio is the project leader. When discussing these issues, we realised the inclusive school model was presented to teachers who had just graduated from university or were in teacher training to access the civil service. We were preparing to access something that would be assessed by other people who did not understand education in the way we did. The solution was to disseminate it to all teachers interested in inclusive schooling in other places. And that’s when we started: we realised that there was some lack of formation, and we mainly wanted to commit ourselves to the transformation of those schools towards a closer model

if we really want a school to be inclusive, the diversity teachers are not the only ones responsible for this, but all of them are

to our being teachers and our way of thinking about the world and life. And this is a little of why we are here.

What do you see as the project's most remarkable success?

AM: Personally, one of the project's greatest successes was when a group of teachers realised the necessary school changes. They then asked us how to do it and bring it to "my classroom". In the beginning, they were small groups of teachers, mostly related to diversity attention profiles. Our most outstanding achievement is that in our training profile, almost 60% or 70% of teachers are not specialists in attention to diversity. It was one of our great objectives; if we really want a school to be inclusive, the diversity teachers are not the only ones responsible for this, but all of them are. I want to think that this is happening because of the push from Aula Desigual plus other colleagues who are also activists for inclusion.

JBG: Indeed, one of the greatest successes of Aula Desigual -and for the two of us, as individuals- was taking advantage of the image we had offered in networks and also in the information and communication circuits to build this training company. The important thing is that it has made visible everything that inclusive education entails. We like to call ourselves activists for inclusion, with no going back but a push forward that can undoubtedly be improved. We are willing to continue learning and sharing with other people we are joining synergies with to create organisational, cultural, pedagogical, and humanist models, which are very different from those permeating the school up to now.

We refer to inclusive cultures in the sense that a world expert on inclusion

and equity, Mel Ainscow, does. That inclusive culture is what must be present and what the education system, the university and all those involved in what we can call the school with capital letters, must have as an essential element. An inclusive culture that leads us to understand the school's transformation into a better place, a better place to learn and a better place to live together.

Although inclusion has long been on the agenda of our education system, and the reality is that there is still a long way to go:

- What do you see as an inclusive school?

AM: An inclusive school is the one that, for the first time, begins to understand that talking about inclusion is not about disability or students with learning difficulties or high abilities, but about all students who are part of the centre, including the sphere that surrounds it. In other words, the inclusive model is based on a system of values that aims to ensure that everyone is accepted equally, that it is a system that welcomes rather than accepts and, of course, that understands that diversity is a source of learning. Let's think that if we were all exactly the same, we would have little room for learning. The inherent diversity in any human group should be understood as a process of wealth for everyone. But, right now, it is seen as people who could become a nuisance

at a given moment or who could hinder some others presumably doing better or that could do better. Nothing could be further from the truth because this wealth that diversity brings us as a human group to learn together, to build networks of equals in learning, can only be built based on diversity: there is no other way. For me, this is an inclusive school.

JBG: Actually, we misunderstand it when we talk about educational quality. Quality education is equality; it is equity and inclusion; therefore, it is social justice. We cannot think of a school that offers quality, but injustices taking place, or where the rights of some students are undervalued concerning others or where they are treated differently. Social justice, educational quality, and inclusion are absolutely indissoluble trinomial that defines inclusive schools.

-What are the benefits for the education community and society?

JBG: Actually, the educational community and society are the same thing. A school, an educational community, is a subsystem of any social system. Therefore, anything improving school humanises it, democratises it, produces justice, and will also benefit society in general. It will result in a more democratic, fairer and, above all, more humanitarian society, much more thinking of people as human beings and not as pupils/clients. One thing and the other are so closely linked that we cannot assume that there will be an inclusive society if we do not have an inclusive school. If

An inclusive culture that leads us to understand the school's transformation into a better place, a better place to learn and to live together

at school we cannot get pupils to work, participate and collaborate together and be friends, let's not assume that in society, in the street, they will do so.

AM: A school model that hides difficulties, that does not cater for any type kind of diversity, learning difficulties or high abilities, creates people who, when adults, will replicate this model in the society they live in. Everyone must work together because this is how to ensure that this diversity is respected, accepted, and embraced when schooling ends. A school model that does not work on this inclusive factor will later lead to segregation in adult life.

JBG: I find the distinction between acceptance and welcome in inclusive schooling very valuable.

Social justice, educational quality, and inclusion are absolutely indissoluble trinomial that defines inclusive schools

"Accepting" implies making establishing a difference. However, when we are "welcoming", it is because the doors are open, and anyone can be part of my circle. And that is the difference between what we understand as inclusive school or integrating the school. Integrating starts from the fact of considering the other as disintegrated. The school is inclusive because it is open to everyone staying in it. These small nuances shape what we can understand of the cultural ideology we have, not only teachers but also society in general. What is at stake

is to have a better society in a few years' time.

- What are the main challenges for a teacher who wants to be inclusive?

AM: The main challenge for a teacher willing to be inclusive right now is knowing how to correctly identify the barriers to participation. We tend to use the concept of learner needs instead of barriers to learning. It is very difficult to change this: this is normal because it is a process that has been in place for many years. We have to unlearn to put



the focus of the problem on the student and place it where it is really happening: in the context and in those barriers that we as teachers put in our classroom without being, in most cases, aware that we are creating a barrier for a student to participate and learn at school. It will then be necessary to know how to commit to resources, to the required alternatives to minimise those barriers.

JBG: There are no recipes; there is no ABC for doing this. The first thing to be clear about is the intention to make it happen. Then, there are methodologies, educational frameworks, organisations, cultural ways of doing it. Still, above all, a teacher must position him or herself as such because otherwise, it will remain theoretical; it will neither be lived nor done.

- **What are the main challenges for a school that wants to take a step forward in inclusion?**

JBG: The challenge for a school lies in rethinking its organisational and cultural model and facilitating a change in its methodological and didactic model. This is only possible if the management teams, educational leaders and teachers agree on a few objectives because educational change towards an inclusive model is very difficult. The challenge is for the school to commit to changes in the three or four faces that can make up the inclusive model.

AM: I would add that the main challenge is to understand or make explicit the objective you are aiming for in the pursuit of the objective proposed in the

search for this inclusive school. Because we often have the wrong objectives, we can take 100 right steps on the wrong path and get nowhere. The most important thing is to have a well-defined objective; that is to say- in other words, the first thing is to think about why and what we want to be an inclusive school for. When this is clear, we will find a way to do it.

JBG: I would love to see schools with a sign pleased to say “we are bilingual schools” or “we are technological schools”, but also proud in stating “we are inclusive schools”. This definition of an inclusive centre and the knowledge that you are an inclusive centre would give tremendous power to all teachers to work along these lines. Some centres understand inclusion as a drop in quality. Suppose when we talk about educational quality, we only measure it by PISA tests or those who pass the EBAU. In that case, what we understand by educational quality is only the evaluation of these specific achievements and not others. Quality in education with a capital ‘A’ means that everyone is taken care of, that no one is left behind, and that there are no educational or human injustices with any student.

- **What are the main difficulties?**

AM: The ones I perceive are related to what we call fear of the new, the unknown, staying in the comfort zone, but because I don't want to do anything, but because what I see is very different for me, and I don't quite understand it. When we refuse its need, the resistance to change

and the culture we have had for so long is one of the main obstacles; changing the mentality is very complex; however, it is essential. Raising awareness and sensitisation is very important for minds to open up. Once they are, they can accept and welcome any proposal for change. For me, this is the most difficult point.

JBG: Actually, there is no support to bring about this change and commit to the model Antonio has mentioned. Even at times like now, when a new law committed to inclusion has been enacted, it is just make-up, a prologue and a little

more. Politicians do not dare to support these models, which are much more appropriate for building a better society.

- **What are the main needs?**

JBG: The main need we have is for a real

We have to unlearn to put the focus of the problem on the student and place it barriers that we as teachers put in our classroom



I would love to see schools with a sign on the door that they are proud to say: “we are inclusive schools”

commitment on all fronts that make up the educational community and, by extension, the social system to human rights and justice for all individuals on earth.

AM: The first and most essential are training educational needs rather than before regulatory changes. The regulations saying that a school is inclusive and has to commit to the SAD,

for example, does not ensure that it will be carried out. It would be much better to generate a national plan for implementing the inclusive system in classrooms with planned training, with a clear objective and set steps. The teachers tell us what is happening to students with special needs in the

schools: the problems they encounter in the classroom, that they do not know how to place the barriers properly, how to work with all students simultaneously, etc. In other words, it is not that they do not want to do it in many cases, but that we have a traditional school model that is still very deeply rooted. We need a process that suggests that validated changes by other educational systems and configured as successful, but done in a thoughtful, reflective, planned, formative



Every successful story has always had a team of managers exercising their leadership in the centre, so transformation can occur

way and has a real impact in the classroom.

JBG: Schools and teachers who have these needs say, “I want to be an inclusive school, I want to be an inclusive teacher, but give me the tools, resources and possibilities that will allow me to be the teacher I would like to be or the school I want to be”. But who is responsible for initial teacher education? The university. Faculties of education do not select to prepare the best teachers who will teach the best students. The tools, the resources, the endowments, the teaching staff, etc., everything has to go together and in harmony for this to be possible.

- Could you tell us a successful story?

AM: From Aula Desigual, we ask ourselves, which school is really inclusive? But the answer is not easy because how does one measure inclusion? We have successful experiences, but rather than giving the example of a specific centre, it should be pointed out that every successful story has always had a team

of managers exercising their leadership in the centre, so transformation can occur. I like to think what M^a Eugenia Pérez says, “the success of inclusion should be measured in the students’ happiness”. If we had a happiness meter, we would know which schools are inclusive and not.

JBG: Even when talking about success, this concept is misunderstood, and it is, therefore, a problem to label it as such. Some research claims that the SAD is unsuccessful because there is no improvement in results. We ask ourselves, where is this measure of educational success, where is this measure of successful experiences in inclusion? It is so difficult that I will stick with M^a Eugenia’s reflection: “in the happiness of the families, of the children”. Allow me to tell you a personal anecdote: a girl with a negative success record, specifically in maths, at the end of the term, at the end of the evaluation and with her marks in hand, came to see me on the last day and said: “Teacher, can I give you a hug? Well, I’m not going to give it to you because we’re doing

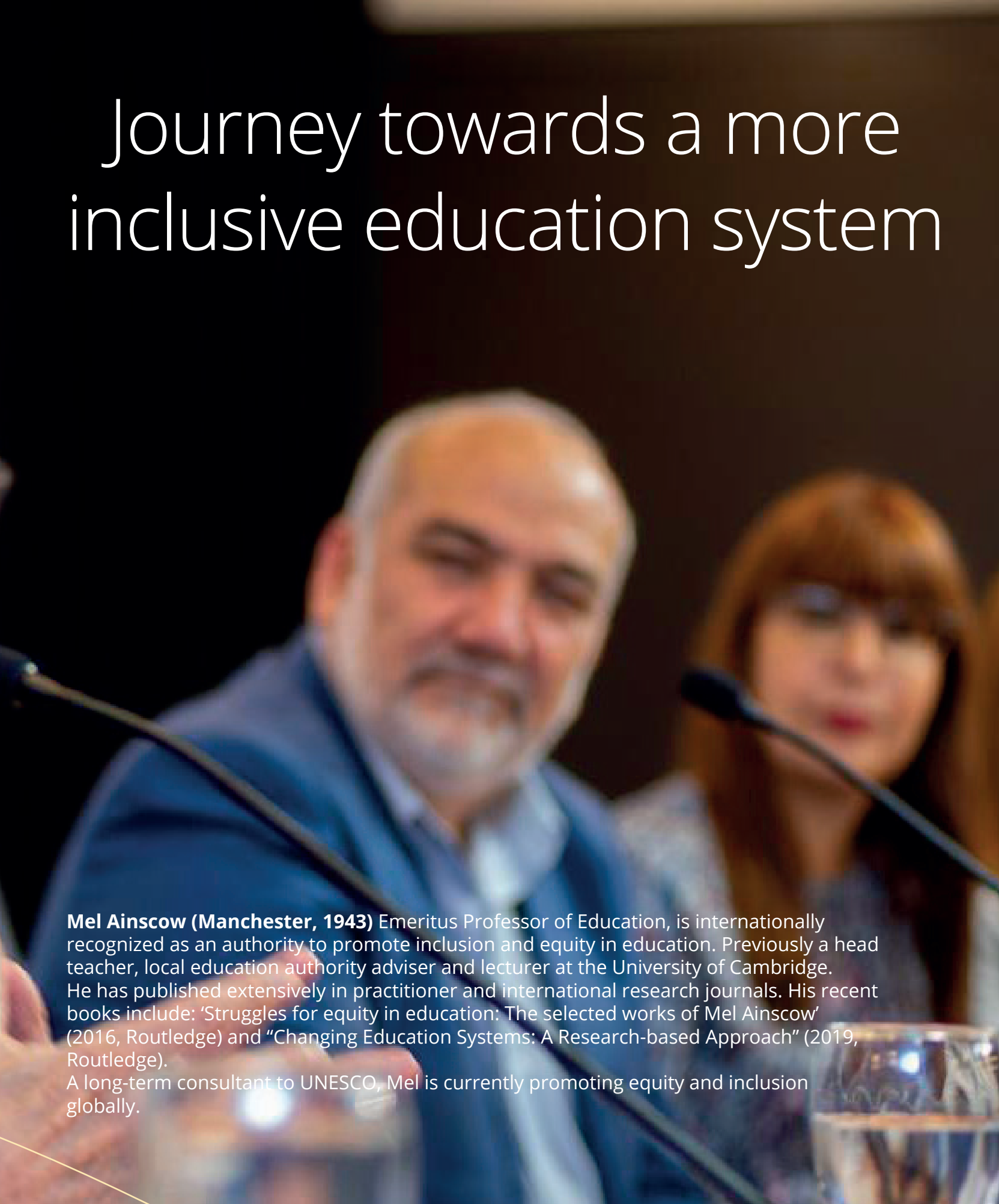
this COVID thing, but I’d really like to”. The girl had not only passed, but she had learned. When she spoke to me and looked me in the eye and said this, I understood that what she was saying was: “Teacher, now I understand mathematics, I know what I’m talking about”. I saw that happiness to which M^a Eugenia refers. That is a small personal experience of success, but success nonetheless: the child’s success, of course.



panorama



Journey towards a more inclusive education system



Mel Ainscow (Manchester, 1943) Emeritus Professor of Education, is internationally recognized as an authority to promote inclusion and equity in education. Previously a head teacher, local education authority adviser and lecturer at the University of Cambridge. He has published extensively in practitioner and international research journals. His recent books include: 'Struggles for equity in education: The selected works of Mel Ainscow' (2016, Routledge) and "Changing Education Systems: A Research-based Approach" (2019, Routledge). A long-term consultant to UNESCO, Mel is currently promoting equity and inclusion globally.



All pupils matter and matter equally

by Ana Moreno

INTERVIEW WITH MELVIN AINSCOW

Could you tell us what your idea about inclusion is and some concrete implications of SDG 4, “ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all” for a teacher, a school and an education system?

I've been working on this agenda for 30 years now really, and a lot of my work has been with UNESCO, where I've been involved in developing significantly in different parts of the world, including Spain and Latin America, and as we have worked in different places -I say we, because I always work with other people-, always has been this debate about “what do we mean by inclusion?” and now we use the word equity, “what do we mean by equity?”. I think it is crucial that we have clear definitions: this is a challenging agenda that requires everybody involved in education to participate; we know that educational change is extremely difficult, not least because the most important people, the teachers, are very busy. So we need to be clear about what we mean.

My view of inclusion is that it is a process, if you like a journey, that

every education system and every school is on: to try to find ways of reaching every child. So my focus is on every child, not on any particular categories.

For me, it is about addressing the barriers that make it difficult for some children to participate, to be present, and to make progress.

I use the word barriers as a metaphor. I'm not talking about barriers within children; I'm talking about barriers within context. In other words, what are the things that happen within an education system, within a school, within a classroom that are making it difficult for some children to be present, to participate and make progress? So this is about addressing the barriers. The barriers can take many forms: the curriculum could be a barrier if it is not designed with all children in mind; the teaching methods could be a barrier if we don't know how to plan a lesson for a

The most difficult barriers are those of previous experience and are in the mind

diverse group of children; but some of the most difficult barriers are the barriers of our minds, the limitations of our own previous experience.

So I'm talking about a process where people identify barriers and then work together to say how do we act to overcome those barriers.

Now, the evidence we have from many different countries in Latin America, in Spain as well, is that when that worked well, the changes that will occur will benefit all children.

So the implication is that inclusion is, actually, a pathway to excellence. The word equity has been brought into the agenda as part of the UN process over the last 4 or 5 years.

Now I take equity to mean “fairness.” I produced with a group of colleagues in 2017 a guide for UNESCO called “A guide for ensuring inclusion and equity in education”. It is available in the Spanish language on the UNESCO website. We summarize this in a simple phrase which catches the principle. It's this: “Every learner matters and matters equally”. So, I see inclusion and equity not as a policy; it's rather a principle that's got to influence all policies: the curriculum, funding, assessment

systems, organizations, communities and schools. It's got to be a principle. Although that phrase I think can be tactical, I use it a lot; it's very useful. I try to help people understand what we are trying to achieve here, "Every learner matters and matters equally".

What role do you think special education schools should play in an inclusive system?

We have to reassure parents that they will get the support their children need in the mainstream school. Therefore, we have to ensure that support is there, so this involves a process of transformation within the mainstream schools. The issue of special schools is an agenda that has been around for a long time. It goes back 200 years, and it is an agenda which varies in different parts of the world. There are some countries where there are still very large proportions of children in various kinds of special provision. But there are countries where there are almost no children in special provision. The two that strikes me very clearly in Europe are Italy, where they abolished all special provisions thirty years ago, so it is taken for granted that children will go to the local neighbourhood school and the resources to support are being redirected in that direction. Portugal is possibly an even better example because 20 years ago, Portugal abolished all those special provisions and redirected those resources into the mainstream. In Portugal, schools work in groups, in clusters, and in each cluster, there is a resource centre to support children and teachers in making their lessons more inclusive.

So this is the journey we are up, but, of course, it is a dilemma for a parent today who is worrying about that child, and rightly so; that's why I

We have to prepare the next generation to live together

think as we move forward, this is not just about what happens in schools, it has to connect to communities; it has to involve families, as well as other social resources in the community. And in places where we see progress, we see the progress which is led from schools; schools take the lead we are going to move forward in an inclusive direction.

It's going to take time, it's going to be tough, but we are in an inclusive process, everybody is involved, we are going to hear to parents, they got to contribute, we are going to talk with local businesses in the streets, at universities, religious organizations: everybody has a role to play. And, crucially, the children themselves have a role to play.

We have strong evidence that in schools where progress is made towards a more inclusive learning environment, children themselves contribute to those developments.

Could you tell us what benefits an inclusive system brings to individual students, families and society as a whole?

It's a big question, really. One of the most significant events that occurred in relation to this agenda was in 1994 in the city of Salamanca, in Spain: there was a major Conference held in Salamanca that led to the "Salamanca Statement". In a way, that conference and that statement opened the new pathway that has carried on in the following 26 years now really. If you go back to the ["The Salamanca Statement and Framework for Action on Special Needs Education"](#) it says [that if we want to have inclusive societies](#), societies where everybody is valued, welcomed, received as being significant, then we have to prepare the next generation of citizens to learn to live together. That's why I always say to teachers, "be in no doubt yours is the most important job in our community; what can be more important than preparing our children to be the best generation of citizens?".

When the teachers look at their wages at the end of the month, they feel they are not important; but they are very important because of this reason I talked about. So, the benefit about learning to live with difference, learning to learn from difference, in a way, that creates a sense of innovation with the communities. I live in the city of Manchester, and this is a post-industrial city; at the moment, something like 150 languages are spoken in our schools, something like 60 % of our children are bilingual. We used to think that this is an enormous problem, but this creates some challenges. What we have learnt in the last two decades really is that this is actually an opportunity to have the children who have a richness in their cultural, religious, linguistic background, is a stimulus for us to learn. Particularly in the cities of England, London, Birmingham, Manchester, the educational systems have improved dramatically because of the emphasis on using diversity as a stimulus for innovation.

We must tell teachers not to doubt that their profession is the most important one

The report "Inclusion and Education: All without Exception" (2020) on the state of education in the world concludes that a central obstacle is the lack of belief that it is possible and desirable. What do you think are the main barriers for those who still resist? How could this vision of inclusion be improved?

It's a tough question, but in a way, it's the centre of my work, which is, my work involves a kind of action research that takes different forms. It might be working with particular schools or group schools. Some years ago, for example, I worked on a project in Catalonia with a group of schools which is a very interesting



thing: it was managed by the then State Government in Catalonia, 25 years ago, I think. So I try to work with systems to take things forward. And as I do that, I try to learn from it. Each experience is a source of new learning. To summarize what I'm saying: it is complicated, but I'll summarize it: "Context matters". It will look different in different places because of geography, history, culture, tradition. So you have to start by looking at a particular context to say: "where do we start here?". And starting maybe different in places, and the barriers could be different in different places, so I emphasize the importance of inquiry, of looking at the context, gathering evidence -statistic evidences-, and possibly more important qualitative evidence: intelligence that helps us to understand a particular context. Currently, I'm working with a group of schools in Latin America: one group is in Uruguay, another group is in Chile. With each of those schools, we formed inquiry teams made up of teachers who are looking at their own schools, talking to children, talking to families and saying "how can we bring everybody to move forward?". So I

think a lot of this can be and should be led from within schools. And Schools improving themselves.

But clearly, government policy is crucial. If you have a sort of policy that they have in Italy or Portugal, it is easier because it is a common understanding that inclusion is part of our central principle to moving forward. If you don't have that -I'm thinking in parts of Spain, for example- you don't have that. Then, of course, it is more difficult for practitioners. It is a struggle: a struggle, now we make progress, now we set back, and we keep moving forward. But overall, clearly, we have seen progress over the last 30 years, and I think that the sustainable development goal 4, with this emphasis on inclusion and equity, is putting pressure on governments which is really quite useful.

So, we carry on the struggle, I think, more than anything else. We have to demonstrate what is possible. We have to show in this classroom we can create a more inclusive learning

Start by looking at the particular context to decide where to start

environment, in this school, in this community.

How to convince the whole system that supporting the most vulnerable does not have to diminish the commitment to the performance of the rest of the students?

This is why I use the word struggle and why it takes place in different forms, in different contexts, in different places. I've always been a bit hesitant about quoting different countries and saying, "ok, look at Finland, look at Portugal". Because the circumstances are different, you know. Finland, for example, is a very sparsely populated country, and it has a particular tradition which it works on, but still has its challenges; there is nowhere in the world that is completely addressed these issues successfully, there is no doubt. But we have enough evidence to confirm what you just said "where there is progress towards inclusion and equity that has an impact on overall performance in the school system". The OECD, which is the organization which manages the cooperation among the richest countries, has said

quite clearly: The evidence is there; equity is the pathway to excellence. I think we have to use that kind of evidence to engage people and say this is not a separate issue. I see this is one of the problems; when I work with governments, I say to people I wouldn't have a policy for inclusion. What should make it a policy is somebody's job. It should be a principle that involves all policies and, therefore, everybody's job. I think that's why I have researched a lot of work in Portugal, so Portugal is fresh my mind. And it's quite remarkable;

When progress on to inclusion and equity, there is an impact on overall performance

I've been working in Portugal for 25 years. It's remarkable what's been achieved there and what's been achieved there has been brought by political leadership continuous over the last 20 years, where that idea of inclusion, "every learner matters and matters equally", is central to education policy, and that's taking things forward. I'm not saying there are no problems in Portugal; of course, there are challenges, but the evidence is there: as they become more inclusive, the performance of the OECD (PISA) comparisons has improved each year.

What strategies can help schools move forward on their path to ever more real inclusion?

I think what schools have to do is to create a capacity to continue asking questions. "What else can we do? Which other children are we not reaching?" You see, what is never going to have a fully inclusive school.

The role is got every child to come along with new challenges and things that we don't have seen before. So the journey involves a continual process of asking questions and working collaboratively. That's to say, what can

we do to address the barriers that this particular child or this particular group of children are facing. So it is a process of collaborative learning within the school community. Therefore, it requires leadership. It requires senior people to take this agenda as being important and bring people together in creating a collaborative environment. Most crucially, it requires the teachers to be part of the agenda. Teachers are policymakers; politicians don't understand this, "what do you mean, teachers are policymakers?" I say, "well, you as politicians create policies, but if teachers don't understand the policy or don't believe in it or misunderstand it when they close the door and work with the children, that is the policy the children experience."

That is why education change is so difficult; you require understanding at every level of the systems. But the most important level without questioning, in my experience, is the teacher. So, what we are talking about is creating in the school an inquiring stance, that is, people asking questions, collecting evidence, teachers have to see each other working, in order to talk about practice. Teachers have to be enlisted to children and parents to think about what they can help us to understand.

What this can stimulate is a very powerful process of professional learning in the school. So the school is not only just the place where the children are learning but is the place where the adults are learning. That's why the leadership of this, creating the culture, the climate where this can go on, is very crucial.

Well, there are plenty of examples; I've seen examples in Spain, in Latin America, to know that this can happen and even in the poorest environments, the most important resource is the human resource: the teachers, the children, the parents. They are there in every school in the world.

What roadmap might you lay out for a teacher who wants to improve and doesn't know where to start? What advice would you give to school leaders?

I think changing teachers' education is a big challenge. I see that in different parts of the world, it's difficult to understand why that is: is it to do with the tradition? But it seems to me that usually, practice in the schools is well ahead of the thinking in the university. And that's why I think people working in the university, we have to be in the field; we have to be working in the field, realizing the progress that it's been made. I see there are more important implications here for teachers for educators. But, of course, teacher development starts in the university but needs to continue through the career, so you need to have a continuing program of teacher development. That's why I emphasize much of that goes within. Teachers need to see one another is teaching, not for the purpose of performance evaluation but simply for the learning from one another. You see, teachers find it very difficult to talk about their practice. I have walked in lots of lessons, and after the lesson and later I sit, and I explain what I've seen. Usually, especially with experienced teachers, they express surprise; they say, "I don't remember doing that. Did I do that?". But it's understandable because of the intensity of the life of the teacher in the classroom of 25 -30 children per hour, there's no time to think about. Most teachers work with the door closed in isolation. We have got to open the doors, teachers are going to see one another working, and they got to talk about their work. What happens in schools where this occurs is the teacher develops a language of practice, so they can talk about the details of their practice with their colleagues and share ideas. But

Inclusion should be the principle of all policies

at the same time, they become more articulate to themselves, so they are most self-aware.

So when I talk about teacher development, I'm not talking about going on courses or workshops -there's a case for that, of course-. I'm talking about much more profound professional learning that goes on in schools as teachers help one another to refine and adjust their practices. I'm not talking about creating revolutions in the way the teachers teach. I'm talking about adjustments; usually, the difference between a very inclusive lesson and a less inclusive lesson is about the detail, is about the language, is about body language, about the way teachers ask questions, about the way teachers respond to the individual children in class. It is in this detail what we know how to talk about. We have to study it "schools that make progress are schools where teachers are constantly investigating their own practice collaboratively."

How can a school create this culture throughout the educational community?

Teachers are policymakers, they are the ones who actually implement policy

That's why the policy is so crucial. We need National policies. Policies that create the kind of environment that I was talking about can be achieved. And the successful countries know that.

Sadly, my own country -England- is not a good example. I can take you in this city to wonderfully inclusive schools, but it is not because of the national policy; it is despite the National Policy. Our policy here in England is becoming an international trend, and it is very dangerous is that the education system the principle behind it is competition, we create competition between children, between teachers, between schools, and the argument is that competition will drive up standards, that is the phrase government people use and is a deeply stretched policy here in England, it is too in Chile, part of the

EEUU, Sweden. And we know in all of those contexts, it has led us to increase segregation because what competition does is create winners, and the only way you have winners is by creating losers; that may be fine in the shopping mall, it may be fine to have shops that fail. We can't have an education system that is deliberately designed to create failure, so this global trend towards competition, the "market forces", as it is called, is extremely dangerous in terms of what we are trying to achieve.

Some years ago, with a group of colleagues here in England, we developed a review framework called "[Index for inclusion: developing learning and participation in schools](#)". To some degree, it has been used widely, particularly in the Spanish speaking world, and is available in the Spanish language. The framework that we provided in the Index, which I still have in my mind whatever I work, this is about policies, -what the school says it does-, it is about practices, -what the school actually does -, they may not be the same, but ultimately, it is about cultures, it is about the underline



beliefs and values, and in schools that made progress in relation to inclusive policies and practices all the time there is a change in the belief systems that occur in those schools. And that develops what we call an inclusive culture. That is why this is a kind of journey that every school moving forward in relation to all that.

Competition fuels segregation by creating winners through of losers

How can an inclusive school encourage families involvement and help them in their educational task?

It's interesting, I think. The pandemic has had an interesting and obviously devastating impact on all of this around the world. I don't underestimate the pressure teachers, and families have been up to around this period. But there is evidence from quite a lot of different places that it has stimulated more cooperation between families and schools. Surely, here in England, for example, we see a lot more connexions between families and schools. And I hope it will be one of the legacies: that those connections will continue because it is clear families being schools, and we also know about schools being families. And we have to learn how to deal with all of that.

There is another pressure in the schools; of course, one of the biggest pressures around these schools is finding the time. Teachers always say it. "I really agree with what you say, but we need time to do it". And I say, "Well, look, time is the currency we use to decide that this all is important". There is no time, everybody is busy in schools, but if something is important, we find the time. I'm saying if you believe, as I do, that by working together as teachers, by working with families, by working with other

schools -because I think the potential of schools' network is very important in all of this-, that will enable you to make progress, then you will find the time.

We know it is difficult to find the time. That issue of the network of schools, for example in Portugal -sorry to keep talking about Portugal-, there are schools in clusters, groups of schools with somebody who is a kind of director of the cluster. And that's enabling more support and expertise to be moved within the system.

So, I think the idea of networks of schools, collaborative, clusters -you can use different words- is another crucial part of creating the capacity to moving forward.

So schools can learn within themselves, teachers learning from teachers, teachers learning from children -keep going back to the voice of the children-, schools working with other schools in a network, collaboratively, and schools working beyond the gate: working with families, working with a wider community: universities, business, policy organizations, there are endless possibilities.

The task is to bring everybody together; that's why the leadership of all this is crucial: the leadership at the school level, the leadership at the classroom level, and also, I think, the leadership at the community level. There has to be some form of coordination in the city, in a district that brings all this together.

The word particular is crucial to that question. You can never make generalizations, but If you have established good working relationships with families, then you become a forward collaboratively problem-solving, where the teachers

Families are school and vice versa, and we must learn how to make it so

Time is the currency we use to say whether something is important or not

say to the families, "you know more about your children than I do. So, help me understand and think about how to move forward". And the families recognize teachers have the expertise they don't, and they want to learn from the teachers, as well; so, it's a process of collaboration, but it is also a process of mutual respect and mutual learning. When this works well -I don't pretend it is easy- but when it works, it really works. The big challenge is to say how we can make it work in more places.

Could you explain why and in what sense education systems should change and give us some advice to start eliminating some of the barriers that usually block change?

I made my journey in all of these that has led me for the last few years to become particularly interested in the system change. I still work with a group of schools I still keep an eye on practice because this is the crucial area, but I've come to the view we have to have more effective ways of developing education systems, and I was fortunate over the last fifteen years to be involved on this quite large scale initiatives: one was in London, one was here in the Manchester area, another one was in Wales, and more recently I've been involved in Scotland. I miss the system change initiatives.

Currently, for example, we are working on a project in the city of Dundee in Scotland; we work with all schools in the city. And the project is called "Every Dundee learner matters". You recognize the kind of language using "every Dundee learner matters". And what we've done is with the support of the educating authorities, we have very strong support from the direction



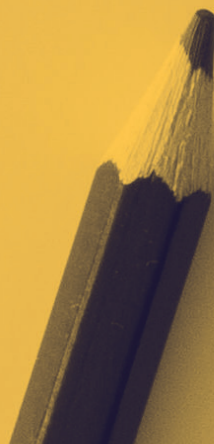
on education, in every school, there were about eight schools we have created staff-inquiring teams. These are teams of teachers who investigate our schools, to develop strategies, we report, and the schools are working in triads, so they are actually meeting regularly to learn from one another, but of course, the schools are also working with families, and other wider communities, so I think this is the way forward that you develop in a particular context, a strategy which involves a change in every level, at a kind of formal organization level, at the area level, but then at school and classroom levels.

I think in the book "Change

Collaborative school networks are crucial to building capacity for progress

Education Systems: A research based approach", my colleagues and I describe our efforts, including our failures, because there are a number of quite interesting failures -and we learn from failures, that's important to remember-, we describe our efforts to bring about system change in relation to inclusion and equity. And I think we learnt a lot from these experiences. But, again, I remember a

number of things I've emphasized in this conversation "context matters": it was different in England to Wales, it will be different in Catalonia than in Uruguay. Each place has a different history, different traditions, different challenges, but also different strengths that you can build upon. That's why you need leadership in each place. But I do think places can learn from one another, that's why that book we give the case studies, so the people can learn from those experiences.




spotlight

education and inclusion



SARAY GÓMEZ ORTIZ
A school for everyone
p. 34

INTERVIEW WITH BARBARA BRAY
The journey to equity involves personalising
education
p. 40

A portrait of Saray Gómez, a woman with long, straight, light brown hair, smiling slightly and looking off-camera to the left. She is wearing a dark, high-necked top. The background is a textured, light-colored wall. The entire image has a warm, reddish-orange tint.

Saray Gómez is a teacher and psychopedagogue in special education. She has studied teaching in special education, social integration, psychopedagogy and a postgraduate degree in leadership and management of educational centres. She has worked as a teacher in special education and adult education. She is currently the director of a prison-based adult education centre. She has been a reference for inclusion and lifelong learning in the SSTT in Central Catalonia for two years. She is a trainer of in-service teacher training on inclusion and curriculum issues. She is also a lecturer in the Department of Pedagogy at the University of Vic.

A school for everyone

It is necessary to focus on the progress of each student to personalise the process

by Ana Moreno

INTERVIEW WITH SARAY GÓMEZ ORTIZ

One of the principles of an inclusive school is the personalisation of learning. What are the key aspects of effective personalisation?

The idea of personalisation means, in the first place, to clearly see that we must attend to differences. For it to be real personalisation, it is necessary to put on “glasses” to observe and analyse what each of our students’ needs. In this way, we will be able to understand that Maria does not need the same as Fatima, but that, at the same time, Fatima does not require the same as Juan. And that, perhaps, there is something that Mary and John may share.

Let’s imagine that we have to prepare a meal for a group of 6 people. We find that one of them is allergic to nuts, another one is allergic to gluten and lactose, somebody else cannot eat fish, and the other three can eat everything, yet there are some things they don’t like. As a cook, how could you customise lunch? I could make gluten- and lactose-free pasta or pasta from a cereal such as quinoa or rice. I would also add meat and tomato without traces of nuts. That

way, everyone could like it. However, I could also boil a couple of different kinds of pasta and set small plates with tomato, nuts, meat, fish, etc. Everyone could personalise the dish as they wish. I wouldn’t have much more trouble doing it that way than mixing everything without considering intolerances. In this sense, we personalise in two different ways, and we can also alternate them.

The idea of personalisation is also based on the UDL (Universal Design for Learning) model: it comes from the world of construction and architecture. For example, it is about a teacher planning a lesson and thinking as an architect building stairs. As teachers, we place ourselves in the situation of having the students walk up some stairs: out of the 25 students in the classroom, 15 pupils can do so perfectly well, some others will end up climbing them but needing extra time, and the rest will not be able at all. If you were already aware that not all the students could climb the stairs, you would probably add a ramp and a handrail so that, out of the 25 students, 24 would probably make it, and those who were not able would take the lift. This “lift” is what we call an

individualised support plan.

It is essential to think about different multilevel learning proposals. Putting this into practice could consist of giving some classes in corners, small learning spaces with a diversified proposal of activities. Three different circuits could be offered within a proposal: yellow, red, and green. Each pupil could choose the circuit they preferred. It can be used for a personalised work plan. And so, we will work on self-regulation of learning. If we have students with NESE in the classroom, they will be able to decide which circuit they want to do the same as the rest according to their own needs. In this way, a pupil with educational needs can do the yellow course, just as any other pupil in the class who needs it.

The idea is to be able to think about the needs of the students and try to have that UDL look. The UDL perspective is to think about

Personalising learning: observing needs, UDL programming and considering proposals

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diálogos

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all those elements that can help students with specific educational support needs and the rest, too. For example, let's give a presentation to our students willing to reach most of them. Our proposal will also include images for students who need more visual support or for others with lexis problems, and they will all have better access to learning.

Therefore, personalising learning in education means: observing and knowing the real educational needs of students, programming taking into account the UDL, contemplating different learning proposals for students, having students make their own decisions to self-regulate their learning process and respecting different learning rhythms.

What methodologies and strategies can support personalisation and give everyone equal opportunities to learn?

Methodologies must be closely linked to the purpose of the school, i.e. if a school works through projects and this is its methodological preference, every teacher working there will need to learn to work through projects.

Methodologies or strategies must be able to be combined and diversified rather than using just one. There are indeed methodologies favouring more globalised, competent, and inclusive learning. Diversifying, using different methodologies and carrying out small free learning proposals allow students to be the protagonist and increase their motivation.

Methodologies such as project work, PBL (Problem Based Learning), cooperative learning or learning spaces/corners with multilevel proposals can be combined with each other, i.e. it is essential to alternate individual work with group work, project work with more systematic work...

For these methodologies to make sense, schools must reflect on their type of organisation in terms of

If competition is divided into degrees of achievement, there is no personalisation

space, people, and time. Furthermore, specific methodologies should be linked to the intentionality of the objectives to be achieved. It does not mean that content is excluded, but rather that it should be worked on in a more globalised and systematic way using "crutches" or learning capsules.

What role does the evaluation system play in effective personalisation?

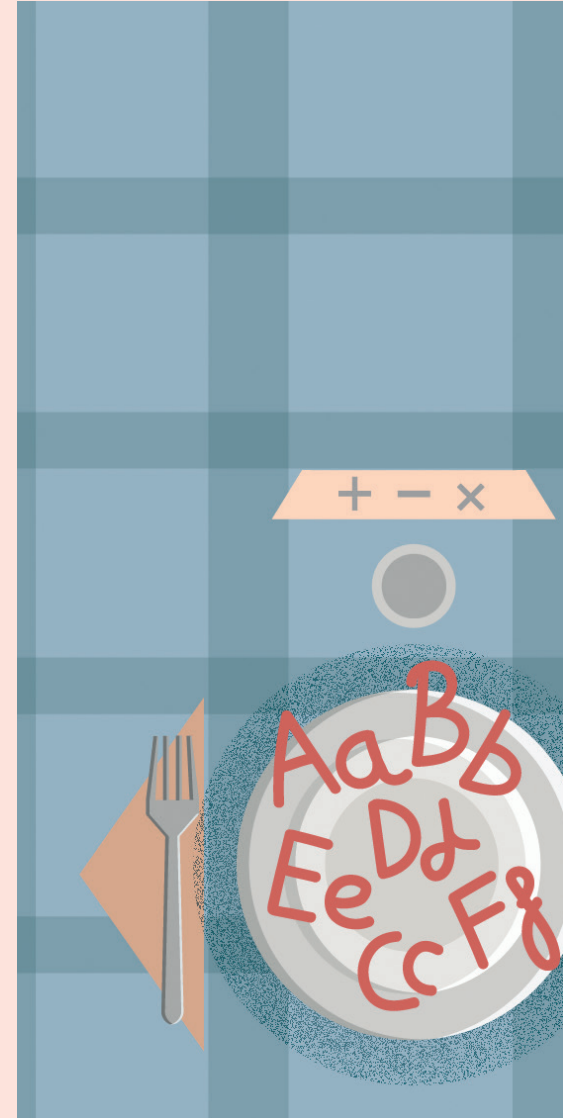
If we change the way we teach, i.e. the methodologies, or adapt the pace of learning for all pupils to achieve the objectives, then assessments should also change. In other words, assessment must also be personalised and serve to ensure that students learn what is expected from them. Current curricula are broad enough to do this, but they need to be well understood. One has to prioritise, select and decide what is most necessary. A meaningful and well-thought-out activity in a lesson can be more successful than ten class sessions with a book.

I really think we must continue to make progress with evaluation to achieve this personalisation, and rightly so.

Some advocate assessment without marks, but what are the keys to personalised assessment geared to the learning progress of each and every student?

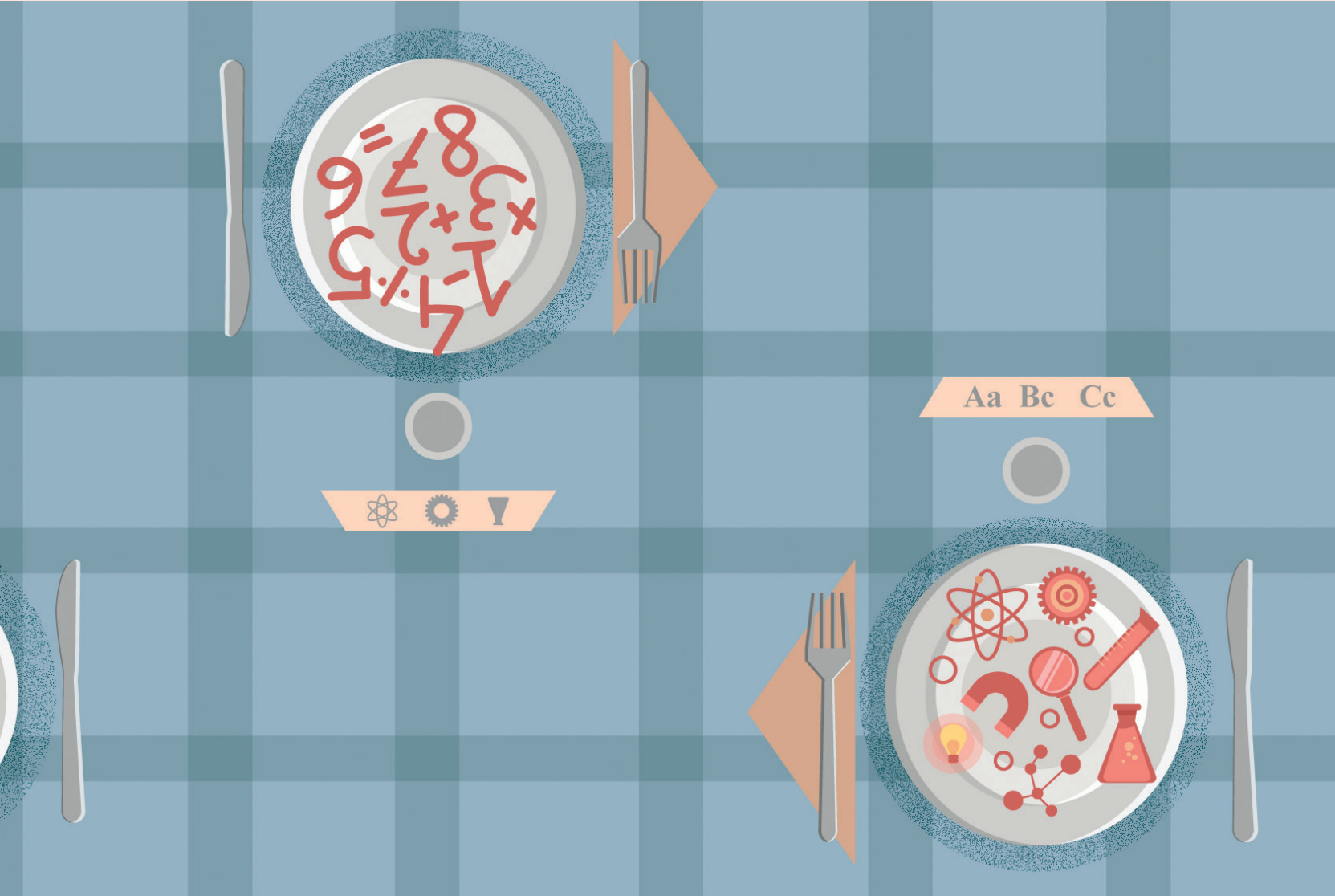
I understand evaluation as a collection of information to make a judgement. It can be more social (accredits or does not accredit) or more pedagogical (progress or not progress). As a teacher, I am mainly interested in the second approach.

The key to personalised assessment is collecting information at different points of the learning



process to ensure an achieved formation and by using diverse assessment instruments or tools such as: thinking routines, learning diaries, rubrics, KPIs, action-oriented bases, concept maps, tests; and different techniques such as self-assessment, co-assessment or teacher assessment.

I understand that the more sufficiently broad the criteria, the more inclusive they are, i.e. when competence is assessed, it is broad enough to give the same mark to two students of different levels. However, suppose competence is divided into attainment grades as the system says (satisfactory, outstanding, excellent). In that case, assessment tailored to individual needs becomes more difficult. For me, it would be great to



add a fourth line of grading to extend and personalise assessment.

A cooking example makes it very clear: Maria did not know how to cook and ended up preparing a first, a second and a third course; on the other hand, Juan made 10 first, 10 second and 10 third courses, but before that he had already made nine courses. Why should Juan get a 9 and Maria a 5 when Mary hadn't made a single dish before, and John had made 9? If there were personalisation, both could end up with the same mark.

As teachers, we are obliged to give marks. Still, it is also true that some schools are focusing on making a more pedagogical judgement. They specify the progress of the pupil in different areas. Even a self-evaluation made by pupils is one of

the reports. These schools also give marks because the education system specifies this. Grading also provides information.

There is still a lot of work to be done, both in assessment and how we work. We cannot change evaluation if we do not carry out moments of reflection on the used methodologies.

What difficulties do teachers mostly encounter regarding inclusion and equity in the classroom, and how can they be solved or compensated for?

Schools must be very clear about their purpose as a school and, from there, orientate their actions. Once we know what we want as a school, we must be able to establish short-term action plans. If we really want inclusion to

happen, we will need to train teachers to give them security; we will have to evaluate organisational aspects and assess the changes we need to make, etc. Change for the sake of change should not happen; we must change what is not working for our purposes.

When we detect that the centre needs to make changes to serve the students better, to make it sustainable, we cannot do it in the whole centre at the same time. As the axes of educational transformation say, it is necessary to carry out a

The delivery of a more pedagogical judgement focused on student progress

“tractor project”, incorporating small changes and then making this grow. For example, if we want to introduce project work in a primary school, it may not be done in all grades. We can start with the 3rd and 4th grades. Once assessed that this worked, we can take the “tractor” to other groups and do it.

It is necessary to rethink school organisations to reduce ratios, improve shared teaching, encourage peer learning, think about autonomous activities on the part of students, and so on. We will always feel that things are missing, but we must never stop moving forward.

What are Individualised Support Plans and Personalised Itineraries? How can the school assume an “inclusion of all without exception”?

When we talk about personalised itineraries, we refer to each student's work plan. It is necessary to carry out a series of daily activities which will enable us to reach other specific objectives. The work plans, the activities, and the achievement of the goals set by oneself will form part of a personalised pathway.

In contrast to personalised pathways, individualised support plans (ISP) are documents that set out the established measures with these students. It works with the students required to guarantee their progress, participation and presence. In this sense, it should include the used measures and the evaluation criteria for the areas that need so.

If that student has objectives and achieves them, they should have a grade. The fact that a pupil has a PI does not mean that he always gets a 5, but they should be assessed according to the PI; therefore,

Change for the sake of change should not happen; we change what is not working

If a student has an ISP he should be assessed according this and can reach excellent

they can achieve an excellent. This is reassuring for the teacher because pupils who have more significant difficulties, are assessed on their progress and receive the corresponding grade according to their individualised support plan. Ideally, each pupil should have their own work plan and therefore, a personalised pathway.

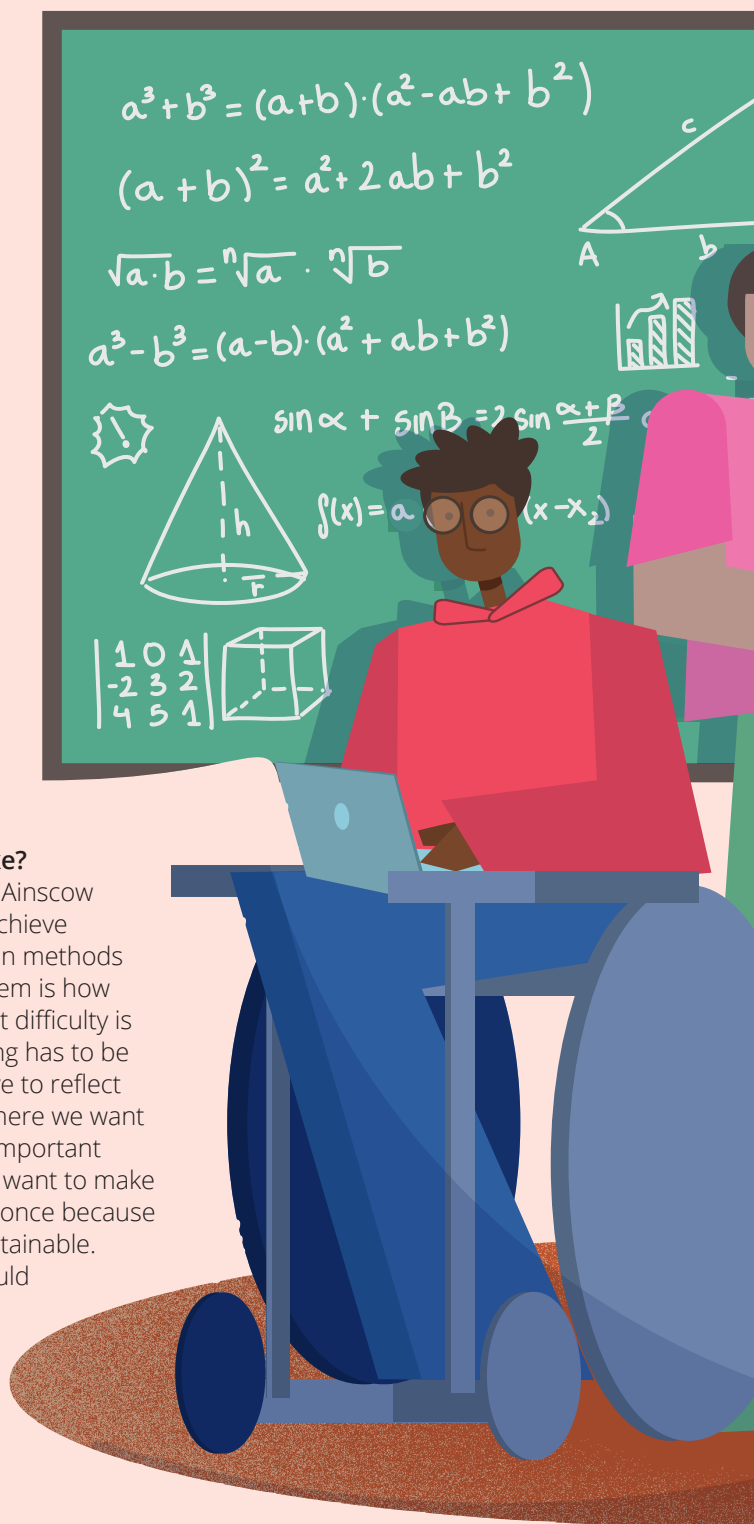
Mel Ainscow states that “proper inclusion and equity require a revolution in teaching and learning methods”. Can you tell us some changes that a school that wants to start on a path towards sustainable inclusion should make?

I absolutely agree with Ainscow when he says that to achieve inclusion, a revolution in methods is necessary; the problem is how we make it. The current difficulty is sustainability, everything has to be shaken up, and we have to reflect on what we need or where we want to go as a centre. It is important that these changes we want to make mustn't be made all at once because it then becomes unsustainable. Small action plans should be created.

It is true that to attend to students from an inclusive point of view, it

must be done based on difference and co-responsibility to compensate for inequalities.

We must not forget the issue of teacher training. As teachers, we always want to improve constantly. Therefore, specific changes are



necessary, but they must be made in a consensual manner, accompanied by the corresponding reflection and not change for change. Once we know what these changes are and focus on our objective, we must collaborate to make it possible for the teaching staff

to be trained and feel accompanied.

From your experience in inclusive education, can you tell us about some of the most rewarding experiences you have had and some tips for beginning inclusive teachers?

For inexperienced inclusive teachers, the best thing to do is to act towards their students the way they would like to be acted towards. Training is vital, but they must have the desire, involvement, and attitude.

As an experience of educational inclusion, I can say from the heart that the projects that have had the greatest impact on my students have been projects that have been linked to the common good of the rest. This is very significant for inclusion because there ends up being this whole part of co-responsibility.

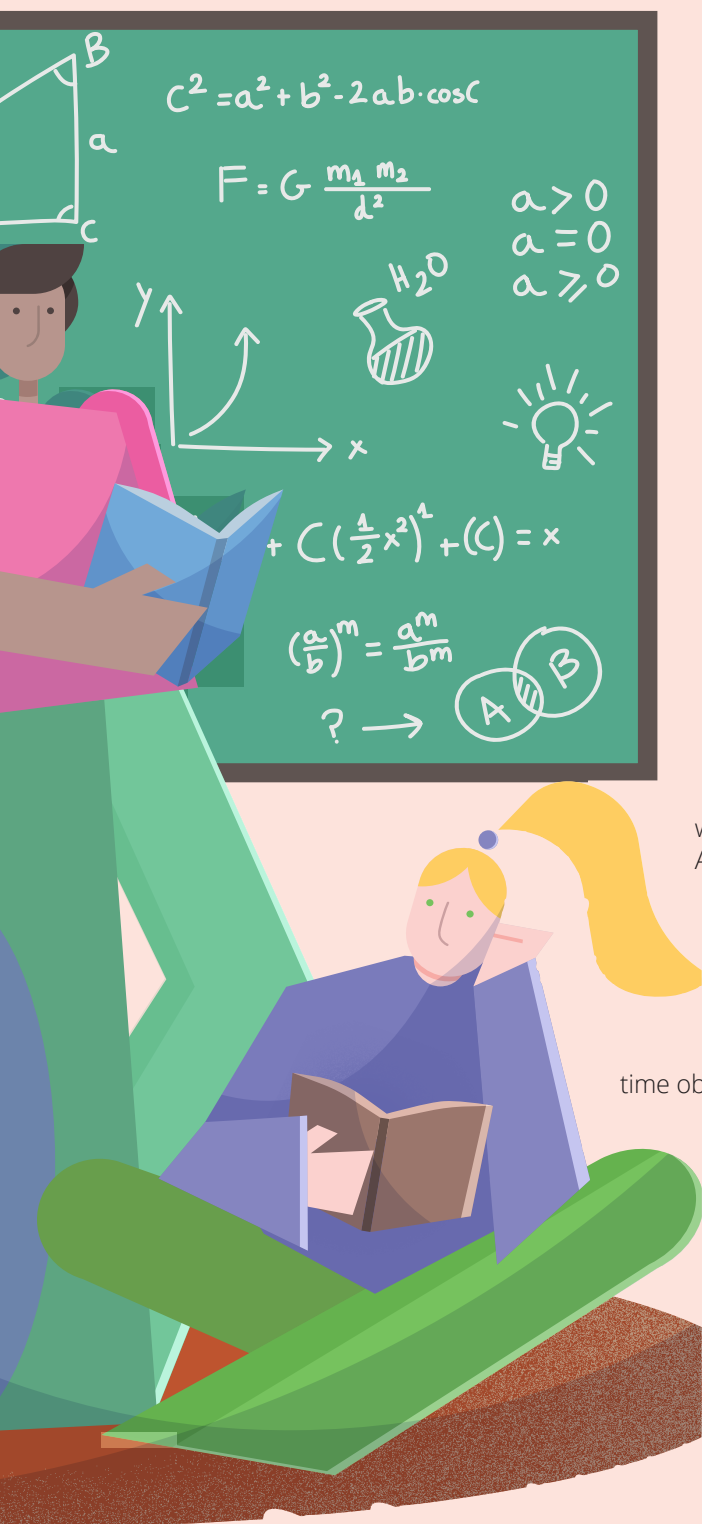
One of my experiences as a prison teacher was the story of a twenty-three-year-old student who was diagnosed with ADHD. When he was in high school, he was disengaged from the education system and didn't want to do anything at all.

He showed a lot of resistance. I spent some time observing him, I touched a bit on that emotion, and at some point, I said to him: "What would interest you?" And he answered: "I would be interested in telling my experience so that other teenagers or children don't have the same thing happen to them". Finally, we

The projects that have the greatest impact are those linked to the common good

wrote a story; it meant a lot to him because he had the instrumental level of a sixth-grader. He ended up writing a story in which he offered his whole story. I looked for an illustrator for the drawings, and it turned out that she had been his secondary education teacher. The pupil apologised in one of the meetings the three of us had: he was very aware of what had happened to him. With this story, I want to say that we managed to get this student to learn, get involved, and get excited, which is the aim of education.

As a reference point about inclusion, I could see how centres did everything they could to attend every student while I was in the Department of Education; I would encourage them to continue doing so despite we will always have the feeling that we will not accomplish everything we would like to, that we could do more. But this is part of being concerned and being good teachers.



The journey to equity involves personalising education

The big challenge of inclusion lies in teacher training

by Ana Moreno

INTERVIEW WITH BARBARA BRAY

What made you dedicate yourself with so much passion and energy to make classrooms more inclusive places?

After reading Paulo Freire's "Pedagogy of the Oppressed" early in my career, I realised the urgency for people all over the world to understand how creating a permanent underclass among the underprivileged affected the opportunities and resources necessary to teach effectively. It also impacted how children learnt and what kept them from reaching their fullest potential. I saw this oppression firsthand in communities with higher poverty rates around the U.S. There were few or no teachers in these schools as role models from their communities. Resources were limited

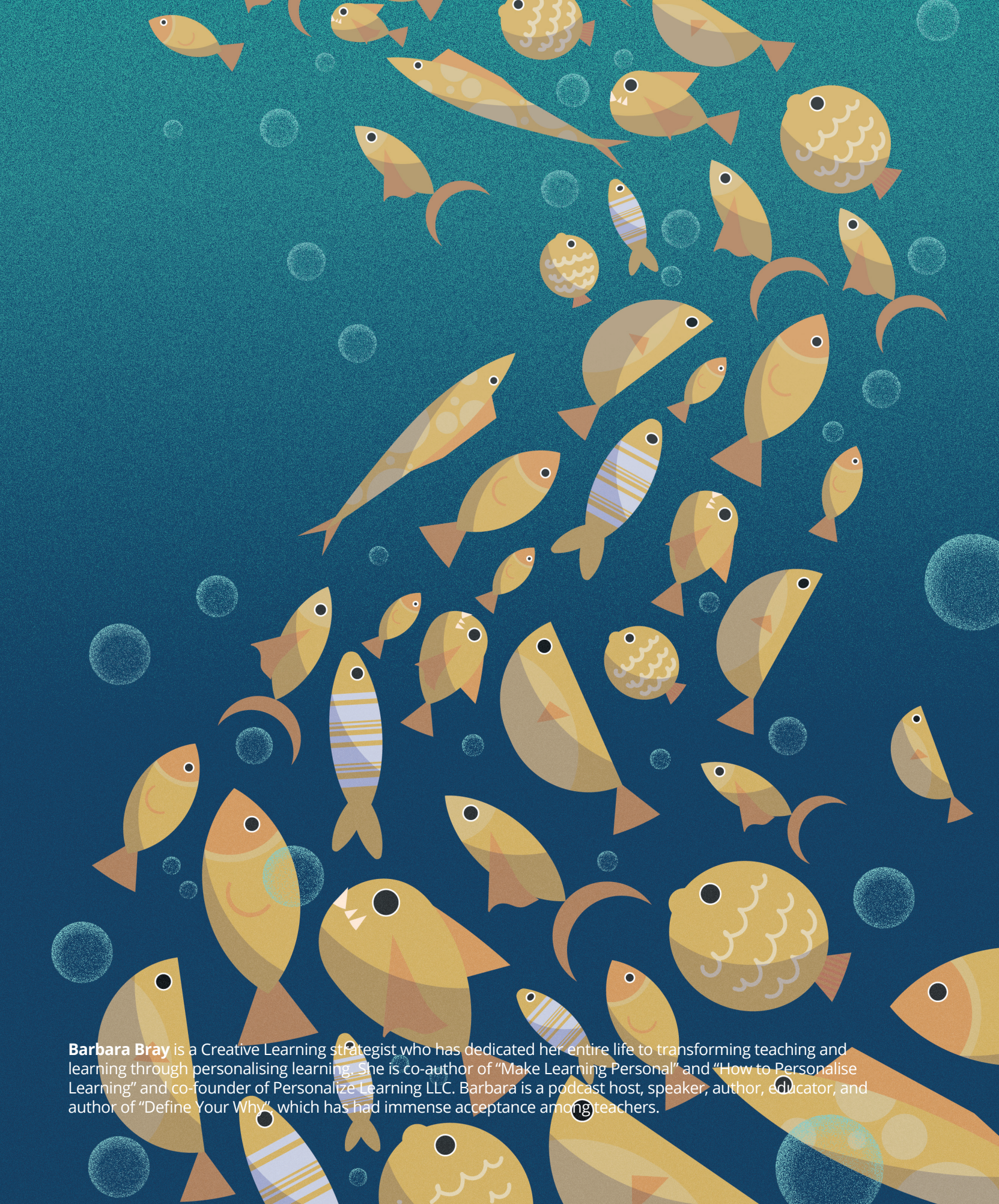
and out-of-date. Teachers taught a curriculum that was not relevant to the people in the community. Many of the children learned how to "do school" and became compliant to stay out of trouble. You could feel a sense of "learned helplessness" in the classrooms. Many of the children did not believe in themselves as learners. This oppression was embedded in the system for years.

I believe we can change this if schools, leaders, teachers, and the community work together. However, mandates and policies keep the status quo going, so I wrote [Why Change is Complex](#), and I'm not giving up. I have hope and dreams for our children and what learning means for them and their future.

You are a TeachSDGs ambassador and have worked with teachers on SDG 4 (203 Agenda). Could you tell us your expectations for this goal, what your ambassadorial activity consists of and how each school, teacher or professor could support this sustainable development goal?

As a Cohort 3 TeachSDGs Ambassador, I follow these expectations:

- We connect with global educators dedicated to responding to a call to action within education to meet the Sustainable Development Goals.
- We point to open and accessible resources, lesson plans, and global projects directly aligned to the Sustainable Development Goals.
- We advance the work of the UN



Barbara Bray is a Creative Learning strategist who has dedicated her entire life to transforming teaching and learning through personalising learning. She is co-author of “Make Learning Personal” and “How to Personalise Learning” and co-founder of Personalize Learning LLC. Barbara is a podcast host, speaker, author, educator, and author of “Define Your Why”, which has had immense acceptance among teachers.

Inclusion requires that all teachers take responsibility for all students to reach their full potential

concerning education through advocacy and outreach to inform K-12 and higher education stakeholders, defined as educators, students, parents, and community members.

Teachers involved with the SDGs have found that thousands of educators worldwide can collaborate on global projects and free resources available with the UN SDGs on multiple platforms.

The Goals Project starts in January 2022, and teachers can register at [Goals Project](#). Teachers who participate receive a free Global Goal

kit that opens the door for children to all SDGs. In the process, teachers are learning how to ensure equitable quality education by investigating one of the SDGs that addresses a global problem that they can act on locally. It is one of many free resources available for the SDGs.

What do you consider an inclusive school, and what are the challenges facing a school willing to undertake a transformative journey towards greater inclusion and equity? What would be the steps in that process?

An inclusive school means ensuring

students from all backgrounds, regardless of their socioeconomic status, ethnicity, race, gender, income, or zip code, have equal access to education and services. The challenges facing a school that wants to go on a transformative journey towards greater inclusion and equity have teachers struggling to find ways to include all students. The steps in the process mean encouraging teachers to have time to work with each other and all students.

Some useful suggestions are:

- Class Meetings: Make time every day for morning meetings to get to know each student by learning about their stories, names, and cultures. Before they leave, invite them to share how they took a risk in their learning or a story they



heard that meant something to them.

- Team Teaching: Form teams as professional learning communities (PLCs) consisting of teachers, resource teachers, librarians, and experts on specific problems or projects.
- Teacher Collaboration: Schedule teachers to share planning hours to meet regularly to work together.
- Class Collaboration: Teachers can reach out to teachers outside of their school to collaborate on class projects.

True inclusion involves all adults in the school community, from families and teachers to local businesses and government agencies. It should include support staff like counsellors, therapists, aides, psychologists, and social workers.

An inclusive culture involves:

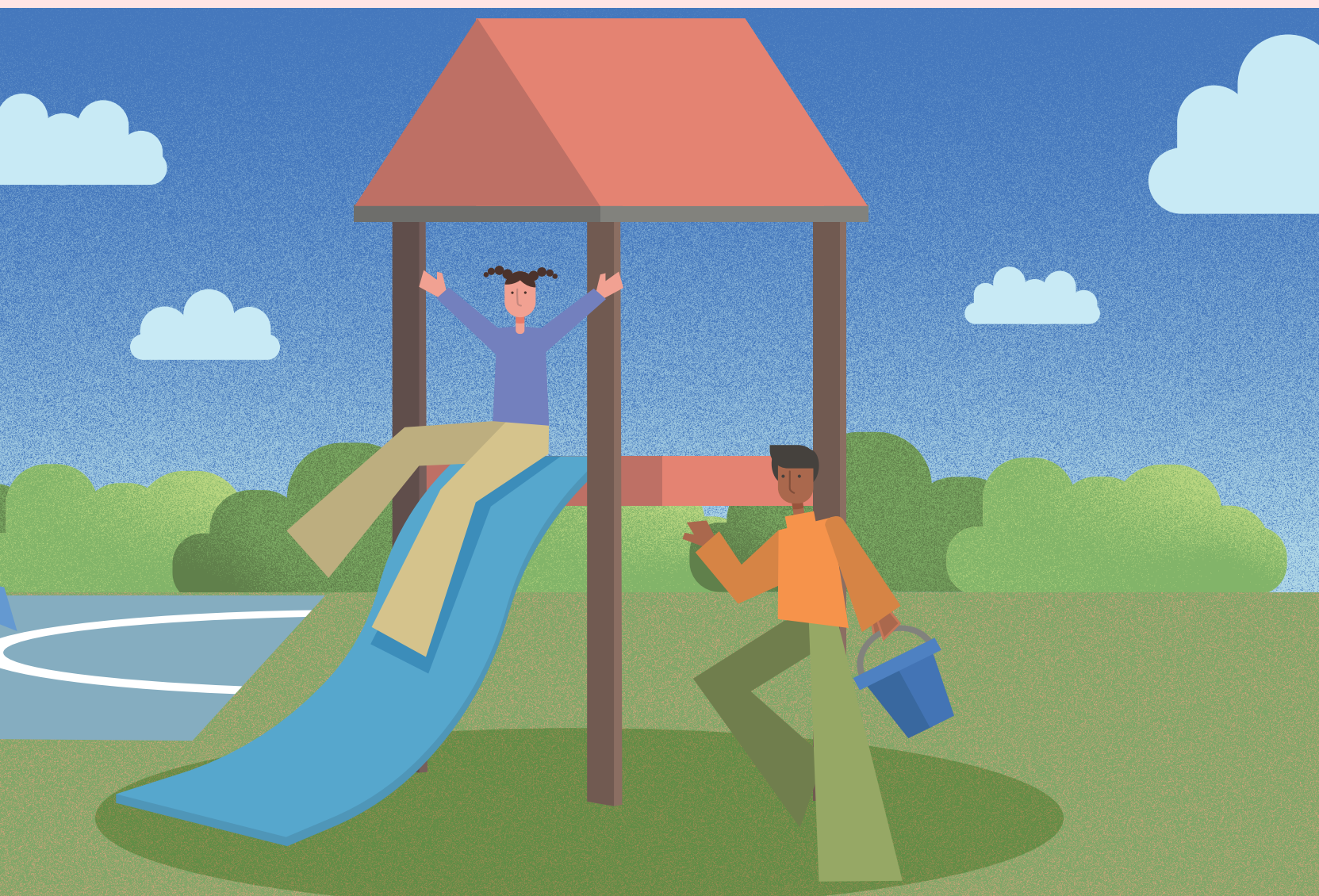
- Shared responsibility between all stakeholders. Inclusion requires that the entire staff take responsibility for all students so they reach their fullest potential.
- Learn the Stories: Start by inviting stakeholders to share the story of

who they are, their culture, their family, and their purpose for being there. Then encourage teachers to model that for students.

- Core Values: Everyone in the school community follows the same beliefs, vision, and mission to contribute to the design process.
- Involve All Families: Reach out to families by making contact within the first two weeks of school and on an ongoing basis. Include someone who can translate for families who do not speak English.

How can we create an inclusive culture that sees diversity as positive and promotes equity, understood as equal opportunities for all?

A culture that values all learners will enable them to discover the joy and purpose of learning





Can you explain how personalisation and inclusive classroom practices can help overcome barriers to participation and learning?

Personalised learning is about students owning their learning and developing agency. It is where teachers feel comfortable letting go, so students have a voice and choice about how they learn best. Personalised learning is about trusting students to learn their way. It is when teachers and students respect and value each other and how they contribute to the class as a whole.

We have a sense of 'agency' when we feel in control of things that happen around us; when we feel that we can influence events. The "[learner agency](#)" is an essential sense for

learners to develop. Learners must understand:

- When they need new learning and how to learn what they need
- When they need to unlearn what will no longer serve them
- When they need to relearn what they need to be successful

To create an inclusive classroom where everyone trusts and respects each other, every member needs [to feel sense of belonging](#). For all learners to grow and flourish, we need to create environments where every child is recognized and validated as a learner with unique talents, interests, and beliefs.

A culture that values every learner will empower them to discover the joy and purpose of learning. However, building this culture doesn't happen

overnight. Each child needs to have a sense of belonging in the classroom community and feel that you and others in the class care about them before you jump right into academics.

[The Teaching and Learning Approaches](#) chart was created to calm the fears about changing what teachers know and do around teaching and learning. How much value a teacher feels is in all the approaches. It is about the "person" who is learning. That can be the student or the teacher who is also learning about changing their teaching practice. "Moving to an agency" takes time for students and teachers. Students may not be ready to let go and may resist change. Teachers may not have the support, resources, or time to jump in and change how they

Students should know that the reason we teach is primarily focused on changing their lives for the better

teach right away.

Universal Design for Learning (UDL) developed by David Rose and Anne Meyer [CAST](#) (Centro de Tecnología Especial Aplicada), ofrece sugerencias sobre cómo los alumnos pueden reducir las barreras y maximizar su aprendizaje. Las directrices del UDL en se basan en conocimientos científicos sobre cómo aprenden los seres humanos y proporcionan un marco para mejorar y optimizar la enseñanza y el aprendizaje para todas las personas. Los tres principios del UDL:

Universal Design for Learning (UDL) developed by David Rose and Anne Meyer from CAST (Center (Centre for Applied Special Technology) provides a guideline on how learners can reduce barriers and maximise their learning. The UDL Guidelines at <http://udlguidelines.cast.org/> are based on scientific insights into how humans learn and provide a framework to improve and optimise teaching and learning for all people. The three UDL Principles are:

- Multiple Means of Engagement = The WHY of Learning
- Multiple Means of Representation = The WHAT of Learning
- Multiple Means of Action and Expression = The HOW of Learning

I love that UDL starts with the WHY primarily when learners are motivated to learn. The WHY is about what learners are interested in and passionate about. I like the idea of being curious about who we are as learners. Why not ask us WHY we would want to learn in the first place?

What should teacher support look like to be effective and sustainable?

Professional learning encourages personal growth by teachers, but many professional development (PD)

programs are designed around the "one size fits all" approach. A school or district may mandate that all teachers have to attend specific sessions about the district mission. Did the teachers have a voice in creating it? How does your school or district's PD support the teacher's personal and professional learning goals?

Effective professional learning concepts in common at schools are:

- Recognises teachers as professionals
- Focuses on student learning
- Encourages collaborative communities of practice
- Supports appropriate funding and time to practice new skills

When teachers identify and address what they need and want to learn, and the school supports them by providing resources, people, and time, it is effective and embedded in personal and professional learning. Consider these 7 strategies for your own personal professional learning:

- Personal Professional Learning Plans
- Educator Competencies
- Coaching/Mentoring
- Make Your Own Playlist
- Build and Grow Your Personal Learning Network (PLN)
- Earn Micro-Credentials
- EdCamps and Unconferences

How can technology help make the inclusion of all students in school a reality?

Our purpose has been challenged more than we expected during the Covid-19 pandemic. We've been connecting more through technology using Zoom, Google Meet, Teams, and social media. Connections brought teachers closer as long as teachers were willing to connect, communicate, and collaborate. But we need to be

aware of how our students connected or didn't connect. The pandemic exposed inequities that have always been there. Many community schools lacked resources and support for some students to participate in distance learning. Support services were scarce or non-existent during the pandemic for neurodivergent students, those with physical disabilities, and marginalised students.

Teaching changed during the pandemic. Teachers realised they had to be more sensitive to the trauma our students brought to the classrooms. I reached out to teachers in early 2021 to share their WHY stories and how they supported students who were challenged during the pandemic.

Craig Shapiro, a Health and Physical Education teacher, shared, "my why is centred around providing a positive, happy, empowering space for teens. The stress that COVID-19 has placed on so many young adults makes knowing our why not just imperative for us but also our students. They must know the reason why what we teach is centred on changing their lives for the better. While it's impossible to see if we impact all students, putting our why into action matters."

Lisa M. Love, a Kindergarten teacher, pointed out, "There are no words to describe the stress of this school year, but I do what I do every day because of those sweet little ones who don't know school to be any other way. They are my WHY. It is a joy for me to be their first school experience, and even though we have been remote all year and only see each other on a screen, I feel their connection, and I know they feel mine. They are my hope for the future, and actually, I'm part of their hope for the future."

Could you tell us what the involvement of parents should be in a quality inclusive education system?

We do not make any significant progress in academics without a solid foundation of social and emotional learning

When helping children succeed through access to lifelong education, parents' participation in the process means them sharing their own responsibility with teachers to teach students and work together to achieve educational goals. Parents' involvement in inclusive education programs builds positive relationships, encourages new behaviours, and increases self-satisfaction and optimism among themselves, their children, and teachers. Such family involvement is the key component that leads to the student's and school's success.

"[Teaching Tolerance](#)" has a guide to anti-bias education, noting that "Communication built on misinformation, assumptions, or stereotypes can create distance between schools, families, and students." [Inviting Marginalized Families 2019]

To turn things around, the guide advises school staffers to "assume good intentions" first and foremost, then work to build a positive, affirming relationship with families by employing the following strategies:

- Recognise and respect differences in family structures.
- Bring a sense of self-reflectiveness and cultural humility to all conversations and interactions.
- View linguistic, cultural, and family diversity as strengths.

Inclusion does have its challenges. Teachers often do not know what strategies to use or how much to help individual children. Families can be resistant to the idea, thinking that a child who may have special needs will take up too much of the teacher's time. However, it can be successfully done with careful planning and communication among staff and families. Observing children, planning

for the day, and creating modifications and adaptations to activities can help inclusion succeed. Teachers need to talk to families to know what they can do at home, acknowledge parents' successful strategies, and ask questions to the childcare team, including any resources that the child might receive. By working together with parents and staff, all children can be included.

When parents and families are engaged with their children's education, everyone benefits: engaged parents report better attitudes toward children's education; children experience better academic, behavioural, and social outcomes; and schools receive better ratings on measures of climate and culture. Many factors can influence engagement, but clear and consistent communication about different issues—from academic progress to student behaviour to daily logistics—is crucial for trust among parents and schools and increasing family engagement.

Finally, you say that you learned the importance of stories from your experience visiting schools in New Zealand. Could you tell us how educational inclusion is lived in that country and any success story about educational inclusion that you have experienced?

New Zealand Inclusion Principle is "The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that

their learning needs are addressed."

The inclusion principle is one of [eight principles in the New Zealand Curriculum](#) that provides a foundation for school decision-making. The inclusion principle calls for schools and teachers to deliver a curriculum that:

- Celebrates the diverse abilities, languages, identities, and talents of every individual
- Provides equitable learning opportunities
- Recognises and meets the learning needs of all students.

An inclusive classroom culture values and recognises the contributions of all students, their families/whānau, and communities.

I saw one child seven years old, and I asked: "What's that in your hand?" and said, "Oh, it's my learner license. I had to earn it to show that I could go anywhere on my own". I thought "a planner license". Yes!

And then I was in another group in that same school. And there was a cubicle with students sitting on their computers. I wanted to know: "What are you doing in here?" "Oh, We're working on our year-long passion project".

So one of the kids was working on a patchwork. She wanted to learn how to quilt. So, they invited the kids to find their own mentors. So this one child said, "my grandmother makes quilts, and I always wanted to learn". And so, I'm.

It's a year-long process, so they journal. The students capture videos with their mentors and write what they're doing. They take pictures and videos of whatever procedures they're following. Her goal is to have her grandmother there with her to present the quote that her grandma helped her.

Clear and consistent communication about academic progress or behaviour is an important tool for building trust



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Another was learning Greek. This one girl wanted to learn Greek because her family's from Greece. And so, what she said is, I wanted to use someone in my family, so I used my uncle. And one of the relatives taught me the culture, the language, to cook some traditional food. And then "I'm putting on a Greek party at the end of the year, with my relatives telling stories".

So it's about stories. It's about bringing in intergenerational support, and your mentor could even be another student in the class. It doesn't have to be the teacher.

So I thought, "this is it, this is personalised learning". And that's what I saw, and I saw it on all levels, and it was beautiful, and every school had 100 kids in a large classroom, it was just beautiful.

I was lucky to visit over 20 north and south Island schools. I saw that they had a huge one single big classroom with four teachers and 100

Time spent observing children, planning the day and creating accommodations can contribute to more successful inclusion.

students: they set up little cubicles around the edges of the room where kids could work individually, in small groups, even in the preschool. I saw kids working on their own; several wouldn't fit in together, and a child was reading under the table. When kids can choose multiple learning strategies, they have those opportunities because they have four adults in the room.

The other fantastic thing about New Zealand is that in 1983, they decided to change the curriculum and incorporate Maori culture. So when you go around New Zealand, you see Maori, and in almost all the schools, on the street signs, they told me that I'd have to learn Māori, so I did.

And I just thought that when one talks about reconciliation with a

country to the indigenous people, we could learn so much from them. If we could see how they did this and incorporated the culture of the people that were there before us, it's just beautiful. So I just had to share a little bit about that.

in depth

Treating the same what is different?

The role of teachers in an inclusive context



by Paulina Bánfalvi Kam

We are all different. We have different tastes, interests, preferences and approaches. We have distinct desires, dreams and expectations, diverse ways of doing, thinking, being, learning. We look at other things and ask additional questions. So do our students.

We, teachers, want to respond to this diversity, be inclusive, and personalise our practice. But we barely manage to give some answers to some students

some of the time. Meanwhile, we fool ourselves into thinking that the rest do not need personalised attention and can be treated as equals. We know their names and are able to judge them individually. Miguel is lazy, Lucia rushes, Maria is absent-minded, Juan is disorganised. We know a lot about their weaknesses but little about their strengths.

We want students to learn at the pace we set, when and where we decide. We plan lessons while expecting students to respond to our programme and needs - ours!



Inclusive does not mean that adapts to our educational proposal, but rather that we are flexible to respond to their learning profile

We want them to develop their strengths and enjoy learning, yes. Still, we want this to happen due to their ability to adapt to our pace, mode and expectations.

INCLUDE VS ADAPT

Many teachers work on designing games, projects, tasks, activities, looking for different resources to motivate their students, turning content more friendly and attractive, and making it “come in” better, hoping that this will also mean that it will “come out” better. But the results do not change much: The same people join us and get hooked, or are left behind and still reach secondary school without the required skills to cope with this period. There we continue to offer a “certifying” education. We certify that we have ensured that the pupil “knows” the content they need to know over ten years of compulsory schooling. But to learn what for?

Do we think about why they want to learn that content and look for ways to connect that information to their interests, preferences, expectations, desires, curiosity?

When we plan, do we seek to excite them or ourselves? When we evaluate our work, do we do it from their perspective or ours? Education must be inclusive. But inclusive does not mean ensuring that everyone adapts and engages with our educational proposal, but rather that we are flexible enough to respond to their learning profile. The question is, how?

We cannot design 25 learning programmes. Therefore, any efforts for inclusion made on the premise that we direct and plan to learn are complex and futile. As long as we affirm that our role is to decide what, how, and at what pace to work on a given content or competence in the classroom in each session of every course, there is no room for inclusion, only adaptation.

Pupils, developing children, have to adapt and respond to the expectations of each of their teachers because we assume that we, as adults and education professionals, cannot adapt to them. Doesn't that look a contradiction?

Before thinking about methods, models or activities, we must change our teaching role to be inclusive. From directing learning to stimulating it, from planning and


working so that students adapt to make learners adapt to knowing our students and responding and adapting to their profile. We must stop looking for “the innovative method” that solves everything and combine different educational proposals, like a cook mixing other techniques to make his dishes tastier.

FROM DISHING UP TO LETTING THEM CHOOSE

Our inclusive proposals are like a cook serving a ranch. We serve the same dish for everyone with the same portion and quantity of each ingredient, except for Elena, who can't eat gluten: I change the pasta for rice. As Gerardo is bigger, I always give him a bit more. Carlos is smaller and leaves half of the plate, so I do my best to make him eat it all: I may say: “Come on Carlitos, you can do it”-; I make him the little plane to distract him or cut the meat into smaller pieces to reduce the effort, I even draw faces or warn him that if he doesn't eat it all, he won't be able to go out to the playground to play. Carlitos doesn't respond, and I have to continue serving the ranch to the others, so I ask for an assistant to attend to Carlitos.

Those in the East are ahead of us: their philosophy of serving the dishes in the centre, separating the ingredients, combining them in various ways, and presenting them in such an attractive way that they encourage us to try them. They serve them in the centre, without defined portions, so I can try here and there, defining and expanding my tastes, and in a group. But not in groups with assigned roles: “you will be the one who eats the chicken, and you Gerardo, who eats faster, will be the one who serves the others, and you Carlitos, as you eat little, will watch how Gerardo serves”. Because once again, this would be “dishing up”, i.e. a context in which the teacher decides, and the pupil obeys and follows a known familiar path.

Old and young, Older pupils eat with younger ones those who like spicy food and those who don't, those who eat everything and those who don't. Everyone chooses what, how much to eat, how little to eat, and how to combine it. Everyone chooses what to eat, how much to eat and how to combine it. The little ones, at first, only dare to eat rice and chicken. Still, they observe how the older ones enjoy spicy food, seaweed, or entrails, and little by little, they have the courage to dare to take on more complex challenges and try them. Sometimes they like it from the start. Sometimes they will have to wait a little longer. They may never get to like it, but it doesn't matter because the table offers other options to ingest the nutrients they need in different ways. How much we eat depends not only on our size or appetite but also on the attractiveness of the dishes, the pleasantness of the company, and the stimulus of the context that encourages us to try and take risks as long as that context is open and flexible so that



They need us to bring them content and to grow as learners, thinkers and transformers

the more daring, the hungrier, can “open up” and broaden their horizons. If we don’t allow some to eat spicy food because others are not ready, then we must wait. If we do not let some to dare to try more “exotic” dishes, because it is not the right thing to do this year or this term, if we limit them to wait and hold the spoon of their less hungry companions, we cancel out the stimulus that their impulse offers to the rest. Capacity is not shared distributed, but enthusiasm is contagious.

Hunger is not constant. Sometimes we eat without hunger just because the dish is tasty. We almost always overeat when the company and surroundings are pleasant. That is why it is impossible to get it right when we try to decide what they should eat.

THE ESSENCE OF LEARNING

Our ingredients are the curricular contents observed from the broad and general approach of the regulations and not from the particular, narrow and extensive approach proposed by the textbooks. They are ingredients that we have to combine and cook using different techniques and present them in a variety of attractive and tasty ways for our students, and in the centre of the table, like an open menu from which each one chooses how much, how and at what pace, stimulated by their more avid companions

who are allowed to eat as much as they want and as fast as their appetite demands, and by a teacher who guides and teaches him to handle the chopsticks, but who also allows him to eat with cutlery, who encourages him to try spicy food mixed with white rice, because it is less spicy and gets his palate used to it, who encourages him to try new things, and who brings him a napkin to spit out when he does not like it, eliminating the punishment that comes with taking risks. The teacher can then guide and stimulate Carlitos to eat because he no longer needs to continue plating to eat on their own. And she can bring Carlitos, Julia and Hugo together, focus on their needs, help them break down their barriers, and bring the centre’s plates closer to them because they have not yet reached. And while the students eat, the teacher learns about their learning processes and profile. The tutor notices which dishes are more successful and which ones need a different seasoning if there is a nutrient leftover or missing, adapting and responding to the profile and needs of all her students. He observes that Isabel sometimes chokes; she needs a guideline to chew. Antonio serves so many things on his plate that he can’t distinguish the flavours afterwards; he offers her a guideline to eating step by step. He suggests that Rosa accompanies the meat with some rice and vegetables to complete the experience. In this way, the teacher stops being the one who serves the food and becomes the one who teaches how to eat.

The important thing about food is not to eat 100g of chicken and 200g of vegetables, but to get the nutrients we need to grow healthy and robust, to our full potential. Chicken, pork or tofu provide them. So, in education, it is



not vital that they know that much mathematics, language or geography, but that they draw from that content what they need to develop their personal and cognitive strengths to their fullest potential. And so, they grow up with positive self-esteem, a critical and curious attitude, with the courage to face challenges, make decisions, defend their ideas, solve problems, take an interest, participate and contribute beyond what is expected, pursuing their dreams and their passions and being ready for the commitment, sacrifice and perseverance that this implies, enjoying not only the achievements but also the process. Our students will not be at a disadvantage for not knowing a list of cities at 16 because if education focuses on working on their appetite for learning, they will know where to look for it if they ever need it. They don't need us to bring them content but to grow as learners, thinkers and transformers.

We have approached inclusion by appealing to our sense of fairness to leave no one behind. Leaving no one behind implies that we have set a bar for everyone to reach and that we work to ensure that all our students leave with a certification that equalises and standardises them. A model in which we see ourselves as issuers of content that we consider sacred, valuable and necessary for everyone, whatever their personal or professional future may be. We see ourselves as guarantors of a society that shares common knowledge. We feel that this has some implicit goodness.

30% of graduates do not find a job within four years of graduation. 37% work in professions below their academic

qualifications. 87% of millennials - the most significant workforce today - feel that their learning experience was boring and not relevant. Generation Z does not believe that their education is helpful for their future. Will we be in time to respond to our Generation Alpha students?

Paulina Bánfalvi Kam is the author of the book and blog “La Rebelión del Talento”. Delphi on personalisation of learning (Impuls Educació). Translator of the book “Desarrollo emocional y social del alumnado con alta capacidad”. She has participated in various national and international conferences. Lecturer of the Talent Development module (UIB 2018-2019). Teacher trainer. Secondary school teacher (IGCSE Enterprise) and teacher in Ikigai workshops to develop thinking skills.

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experiencies

The background of the entire page is a photograph of a person's hands writing on a piece of paper with a pencil. The image is heavily overlaid with a semi-transparent purple color, which serves as a background for the white text. The hands are positioned in the center-left, with the right hand holding the pencil and writing on the paper. The left hand is resting on the paper. The paper has some faint, illegible text and a large 'X' mark drawn on it. The overall aesthetic is modern and educational.

M^a EUGENIA PÉREZ

Inclusion in the classroom. Why the practice of shared teaching is essential?

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NÚRIA SERRAT ANTOLÍ**

Ensuring equal opportunities from the outside

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Inclusion in the classroom. Why the practice of shared teaching is essential?

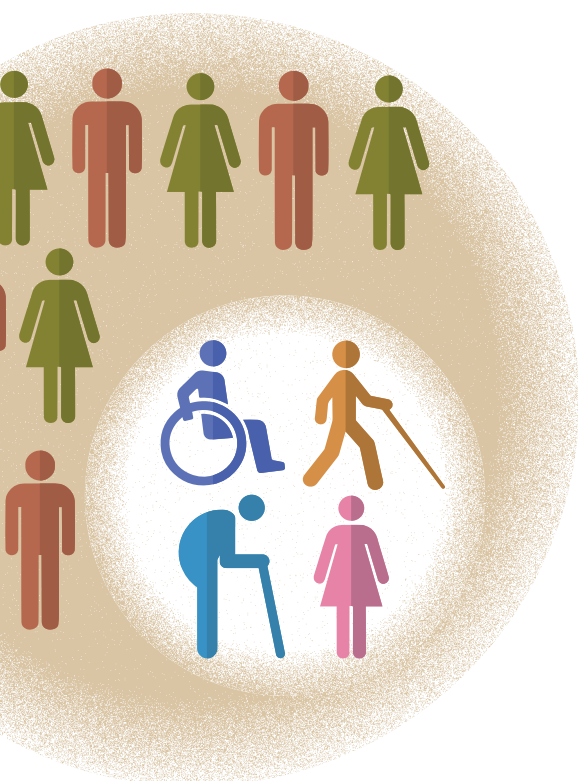


by Mª Eugenia Pérez



To talk about education is to talk about inclusion, happiness, passion, innovation, emotion, research, creativity, cooperation, rights, justice and vocation. We cannot talk about happiness or innovation without considering inclusion because without inclusion, there is neither happiness nor innovation"

M. Eugenia Pérez. Aula Inclusiva. Experiencias Prácticas¹



EVERYONE HAS THE RIGHT TO THE BEST EDUCATION

We all have to keep working on a good “Pedagogy of Inclusion” to advance inclusive education, rights, inclusive schools, inclusive methodologies, inclusive families, diverse society...

Inclusion is an enshrined right in the legislation of our country and international legislation. The UN (United Nations) approved the [Convention on the rights of persons with disabilities](#) (CRPD) in 2006, and our government ratified it in 2008. In the 74 points of ARTICLE 24 on inclusive education, everything related to inclusion is clearly stated.

To build an inclusive education and school, we must transform the obsolete educational system we have today, based on “models and practices” of the 18th century. As ALL people have the right to a good education, a change of outlook and educational practices is required considering all their abilities and competencies and having all the opportunities and possibilities to be first-class citizens in

the 21st century.

In this construction model, some basic pillars are fundamental.

Is everybody in society very clear about inclusion, integration and their significant differences? From my experience, I can say that the answer is NO. Most of the time, both terms are often used as synonyms. Therefore, it is urgent and necessary to learn and be very clear about these differences to know precisely what we are talking about when referring to inclusion and inclusive education.

WHAT IS CO-TEACHING?

When speaking of shared teaching as a fundamental pillar of inclusive education, it is about teamwork. when providing excellent attention to diversity. The mere fact of two or more people (teachers, experts, etc.) working in the same classroom space is not shared teaching if they are not working as a team.

A cohesive team of teachers is much more powerful

and capable of proposing changes and developing more systematic and lasting innovations. It is easier to reorient educational practices change attitudes and values in the teaching staff when the team has common goals and shares the same objectives. It also favours the quality of teaching.

Teamwork between teachers, students, specialists, and the educational community is essential in shared teaching. It establishes a solid basis for cooperation that favours attention to diversity.

Implementing shared teaching in an educational centre requires a firm and decisive commitment to quality education. The necessary transformations to carry it out are profound, as the centre's organisation must contemplate it. The teaching staff must assume it and actively participate in it.

When it comes to shared teaching, there are some facilitators to be taken into account:

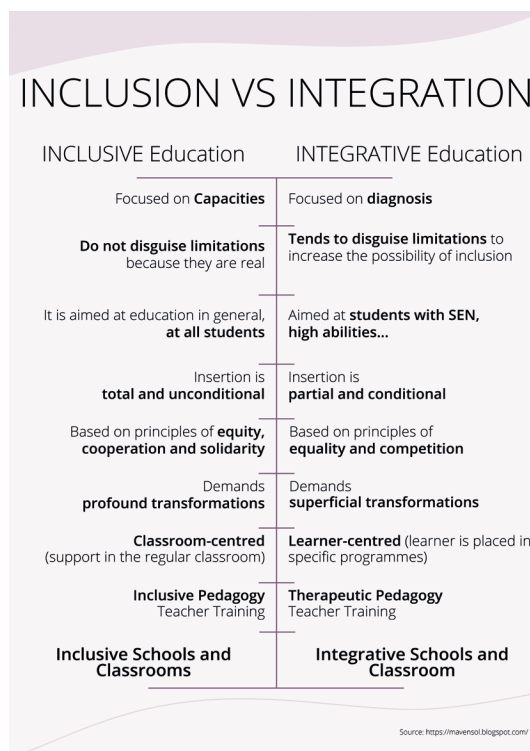
- Good classroom management.

When the team has the same objectives, it is easier to reorient educational practices and promote the quality of teaching

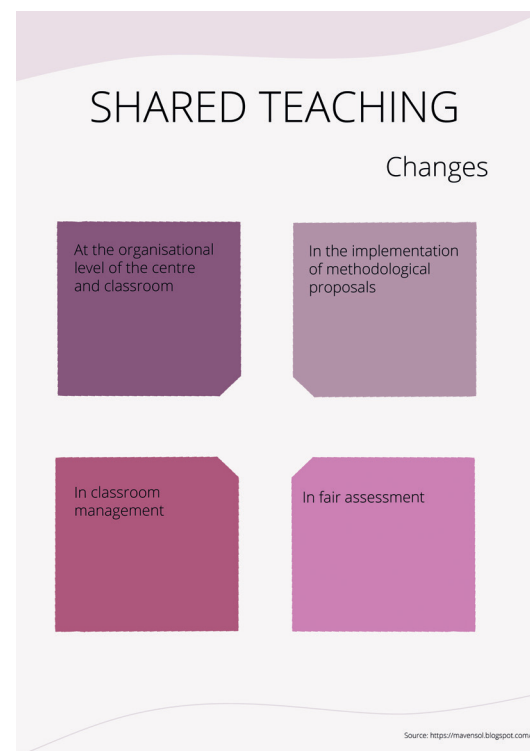
- Building a good classroom climate and the management of coexistence.
- Working by projects and in inclusion within the ordinary classroom.
- Open school and rich socialisation.
- Teachers build their material with tasks that are open and flexible , allowing various adjustments, through their sites, blog.... Example of IES Ítaca's website.

New educational times and new ways of learning and teaching. New academic commitments that all members of society in general and of each Educational Community in particular cooperatively assume:

- Pupils, learning and teaching pupils, teachers, families, associations, institutions and society.



Infographic 1: Inclusive vs. integration education



Infographic 2: Shared teaching, changes to be taken into account

- Teachers learning and teaching teachers, pupils, families, associations, institutions and society.
- Families learning and teaching families, pupils, teachers, associations, institutions and society.
- Society, Associations, institutions learning and teaching students, teachers and families. Together, learning and teaching, in a society, in a city, in a neighbourhood and in a school that educates in diversity: Co-learning and Co-teaching.

HOW TO WORK WITH PEDAGOGICAL PARTNERS?

When it comes to implementing measures to cater to diversity, the educational centre has many possibilities, proposals, methodologies, resources, etc. It chooses from among them. It is up to them to choose inclusive instead of those that are less inclusive or simply not inclusive. They

Teaching partnerships require consensus, coordination, trust and knowledge of the capacities of each of the teachers in the team

can choose, for example, between shared teaching or flexible groupings.

Thus, teaching partnerships require consensus, coordination, trust and knowledge of the capacities of each of the teachers in the team.

It also requires practical training, based on the reality of each school and each classroom. It is crucial to have experiences, evidence and ways of working with shared teaching that promotes good attention to diversity and inclusion. To this end, it is essential to support schools and teachers who have practical experiences and diverse methodological strategies to put them into practice.

There are many ways to carry out shared teaching. In my experience working at IES Ítaca as a teacher of Inclusive Pedagogy, I have systematically shared teaching, in ordinary classrooms with the different educational teams in multiple subjects over eight years. We can find some examples of this in work done at the beginning of the 2017-18 and 2018-19 academic years. In which we have carried out shared teaching in different proposals.



Infographic 3: Co-learning and co-teaching



Infographic 4: Shared teaching proposals

Some of our experiences:



The Science and Technology Area Teacher and the Inclusive Pedagogy Teacher, working with 1st A and B ESO class groups. They work on Teaching Unit 6. Fractions.



In the Integrated Tasks at school level, two or three teachers of different subjects' work in each workshop, with mixed students from 1st ESO to Baccalaureate.



The Sociolinguistic Area teacher, with the Inclusive Pedagogy teacher and the MAES (Master's) student-teacher, in the Project on Mesopotamia and Egypt.



The Art teacher, the teacher of Inclusive Pedagogy and expert photographers, working on the project "A world of images", in the master class.



The teachers of the Socio-Linguistic area, the teacher of Inclusive Education and the workshop monitors, in one of the project proposals on Prehistory, with CLIL methodology.



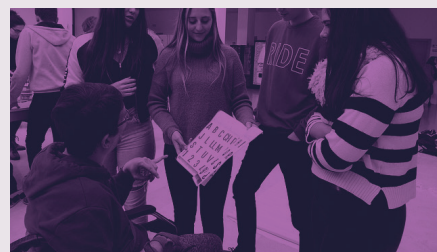
Several teachers from the school, working with other teachers from other schools, and teachers from the University, in the project "Young people with researchers".



The Science and Mathematics teacher working with a 1st ESO class group, plus the Inclusive Education teacher and part of the educational team working together with that class group.



Secondary school pupils and teachers work together to teach pupils in the first primary school cycle. Storytelling project: Stories in English.



Teachers, students, families, experts, associations, working together in Service Learning Projects that have a particular motivation because reach common goals.

As we have seen throughout all the experiences, teachers, pupils, families, experts, monitors who work in shared teaching tend to do so in a coordinated way: they work as a team, both pupils and teachers, through projects programmed from the diversity of the classroom, with open, flexible and contextualised proposals and task. These allow each pupil's skills and competencies development, working the exact contents, with the same materials, in the same spaces and at the same times.

It also favours transversal and multidisciplinary learning. Other contents are worked in addition to curricular subjects: values, emotions, feelings, love for nature, social involvement, inclusion, cooperation, acceptance and appreciation of diversity, development of multiple intelligences, bullying and violence prevention.

Below, I share some links to our work experiences... to encourage you to start and/or deepen in everything related

to shared teaching, teamwork, cooperation, diversity, inclusion...

- [Blog Mavensol](#)
- Mavensol's blog label "Docencia Compartida"

M^a Eugenia Pérez is a psychologist and teacher of inclusive pedagogy in secondary education. Author of the book "Inclusive classrooms. Practical experiences" (Altaria, 2017). She has published numerous articles and posts. She coordinates working groups, projects and permanent seminars, among many other activities.

Notes

1 Pérez, M^a Eugenia. (2017). "[Aulas Inclusivas: Experiencias Prácticas](#)". Editorial Altaria



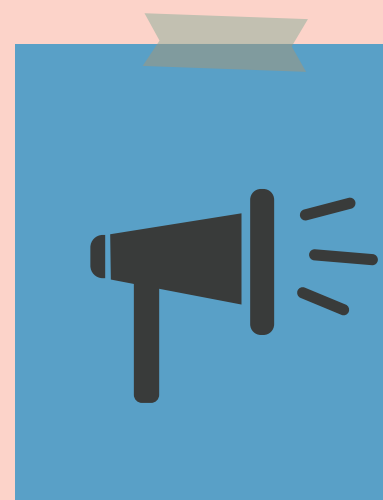
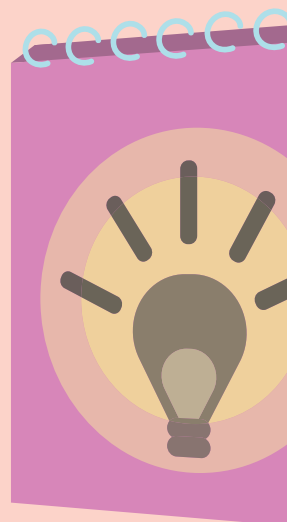
by Teisa Dalmau Xiqués

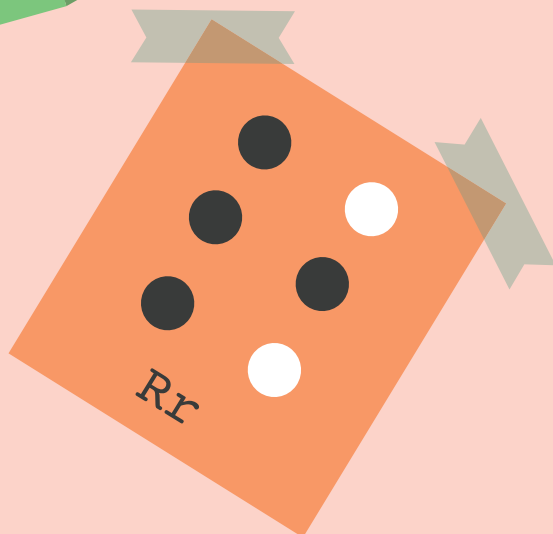
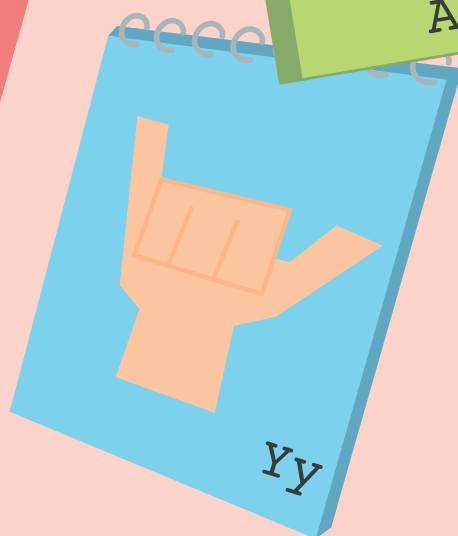
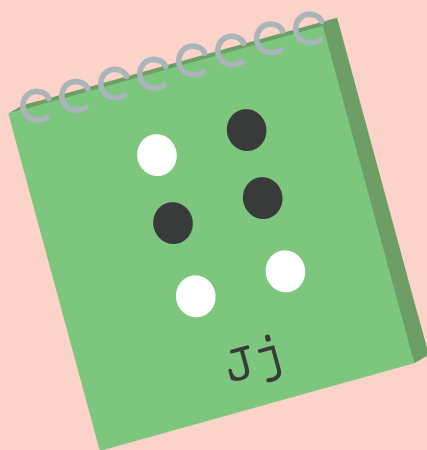
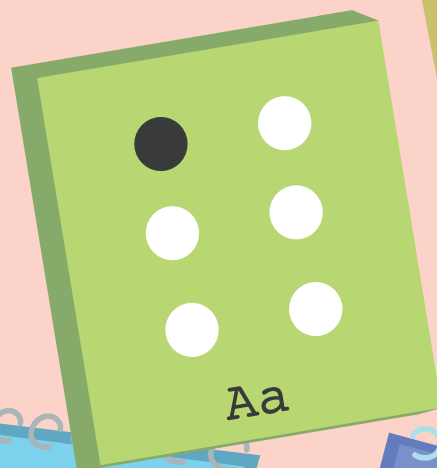
The world will be more inclusive if the school is more inclusive

The path to inclusion requires increasing the presence, participation and progress of all students on a daily basis

"No country in the world has achieved inclusion in schools. Schools are becoming more and more diverse, with more cultures, languages, religions... Hence the importance of inclusion. The current education system is not designed to respond to every child. And this is the big challenge in schools: that all children are important, including the most vulnerable, the least advantaged, those with disabilities..."

With these words, Mel Ainscow began his presentation at the 1st International Conference on Education and Psychoeducational, Family and Social Intervention at the University of Las Palmas de Gran Canaria in March 2019. All education professionals who daily spend their lives in the "trenches" of the classroom know that this is absolutely





true, especially taking into account that attention to diversity, i.e. inclusion covers absolutely every student, not only those with a specific disability, because it is not only about working for a particular group of children, but to develop a pedagogical model that allows us to respond to each individual student and the educational community in general.

The roadmap set out by UNESCO in its 2030 Agenda is precisely to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”¹. Undoubtedly, schools decisively need to move towards an inclusive pedagogical model. Still, we must recognise that putting it into practice is a complex path.

Inclusion needs to identify and remove the barriers it encounters by collecting and evaluating information from a variety of sources and planning the necessary improvements in inclusive policies and practices. Each society and its education system, and therefore each school, must make its own analysis and develop its inclusion model according to its barriers, needs and possibilities. Many schools that understand diversity as an enriching value within the educational process have risen very different pedagogical models.

In our experience, the analysis and planning process has been possible thanks to the countless students who have passed through our classrooms over many years, to the many teachers and families who have carried out numerous trial and error practices, and to ongoing teacher-training with inclusive education specialists. The result is a simple model based, among other methodologies, on cooperative learning, multi-level

It is about to develop a pedagogical model that allows us to respond to each individual student and the educational community in general

learning and personalisation of learning. Its target is to facilitate processes addressed to increase every single learner's presence, participation and progress, especially those with special educational needs or vulnerability.

SHARING DIFFERENT STUDENTS IN THE SAME SPACE DOES NOT MAKE A CLASSROOM INCLUSIVE

For presence to be a real diver of inclusion, it must be accompanied by participation and progress. And for the pupil to be able to participate and progress, a personalised programme must be designed on top of the general classroom programme. Our model starts from a generic structure, and throughout the school year, continuous adjustments are made to the educational activities. This personalisation of learning aims to respect the content and curricular requirements and the student's profile, needs, interests, pace, and learning style.

Multi-level learning is a fundamental pillar of inclusion because it allows programming and planning for one and all learners in every learning unit. The content is mostly the same for everyone; we listen, see and talk about the same thing, practice with a common goal, and participate in what we learn. The difference lies in the progressive complexity of the objectives. This continuum of complexity accommodates all learners (from those with high abilities to others with disabilities, learning difficulties or disorders):



some will be asked to name or identify words/ concepts; others to make inferences and deductions (Bloom's Taxonomy), but the subject matter, the essential or minimum objective and the content will always be the same.

IN ANY INCLUSIVE PEDAGOGICAL MODEL, PLANNING AND ANTICIPATION ARE KEY

The worst nightmare of a teacher who enters a classroom where there is a pupil or pupils with special educational needs (SEN) is not knowing what to do. It will be a long hour where guilt will make them hesitate between neglecting the pupil or the class group. It is necessary to determine in advance: what the essential or minimum objectives are, how concepts will be presented, the method procedure will be carried out and, finally, the form of evaluation.

We can guarantee progress with defined objectives, selected activities, appropriate materials and planned assessment. In this line of anticipation, it's critical to provide families with special educational needs children with the essential objectives of each learning unit before starting the subject with the class group. By doing so, the family will be able to do some preliminary work with their child: looking for information through books, magazines, websites, videos or even by attending museums, concerts,

cities, etc. They will also have the opportunity to work on incorporating new vocabulary and facilitating the understanding of the teacher's explanations in class. In this way, the family will be able to collaborate enormously, and a potent tool for inclusion can emerge: participation. Thanks to this, a sense of competence and belonging is fostered, autonomy and responsibility are developed, the initiative is encouraged, and self-esteem is improved. Seeing the enthusiasm with which a student with a disability raises his hand before anyone else as the teacher introduces a subject for the first time in the classroom and asks a question is priceless. He knows that he knows and that motivates him to continue learning.

COOPERATIVE LEARNING IS ANOTHER FUNDAMENTAL PILLAR OF ANY INCLUSIVE PEDAGOGICAL MODEL

It is probably the only way to attend to different students in the same space and at the same time. Thanks to this methodology, we can offer personalised teaching: by respecting the individual characteristics of each pupil, encouraging pupils' autonomy over their learning capacity (self-regulation) and offering a cooperative learning structure in which each student learns from one another since classroom work is organised in such a way. This modality enables the acquisition of learning through coexistence.

Individualised attention or attention to homogeneous groups is another tool we have to deal with diversity in school. The use of these strategies at certain times has its value. For the sake of inclusion, we should accept the benefits they also bring by rather skilfully combining both approaches to give the best response from each of our

Multi-level learning is a pillar of inclusion because it allows programming and planning for each learner





Thanks to participation, a sense of competence and belonging is fostered and autonomy and responsibility are developed

students.

Any inclusive school is in a continuous process of enquiry to best respond to the diversity of the classroom.

We know that inclusion is a challenge in the classroom. This ongoing daily challenge requires constant self-reflection and self-questioning. Joining the efforts of each of the teachers who strive to provide an inclusive response in their classrooms is undoubtedly the way to allow the educational community to continue advancing in the process of inclusion. Initiatives such as this magazine are essential to creating forums and exchanging knowledge and experiences: this will enable us to make come true that Chinese proverb that Pere Pujolàs, a great promoter of educational inclusion, liked so much “if you walk alone, you will go faster but if you walk accompanied you will go further”.

We are many education professionals working in the same direction and with the same goal. Suppose the most successful schools, and where innovation is most frequent, are places where people work cooperatively. In that case, by spending time planning together, sharing resources and solving problems together², what could we not achieve as an educational community if we were connected, shared knowledge, planning, resources, and solutions...?

STORIES OF INCLUSION. THEIR PROTAGONISTS SPEAK OUT

The schools of the Institució Familiar d'Educació have a model based on educational personalisation, in which, for the entire academic community, “each pupil and each family are unique”. Having this approach incorporated at all levels (organisational, pedagogical and social) means that the inclusion of pupils with special needs occurs naturally and only requires the specialised and technical help associated with each particular need. There have always been barriers to overcome, and of course, there are still some to be detected. Still, the road travelled provides good experiences that encourage us to continue improving to offer our families the best care and education for all their children.

What better than the “voices” of the protagonists to narrate our journey towards inclusion for all.

Our daughter was born with a Down syndrome

We have indeed gone through many difficulties and suffering, as her life has been full of hospitalisations and various incidents. Still, she has also brought us many joys and happiness. After studying in-depth what the best way to meet her educational and social integration needs was, we decided to place her in the same school as her siblings. For us, she had to receive the same education as them. The centre has experience in inclusion and a personalised model that makes things much more manageable. In addition, children with this disability imitate a lot; they are very sociable, favouring their integration and development.

She is a year older than her classmates, but her integration is excellent; the whole educational community has received her well. She wakes up every day looking forward to going to school. She has a picture of her classmates in her room and has quickly learnt their names: she enjoys playing with them, the group welcomes her and loves her, often goes to birthday parties, etc.

As parents, we want her to receive an education consistent with our values, socialise well, and progress her learning. The school makes it easy for her speech therapist to come to the centre and coordinate with external specialists. In addition, she has the opportunity to leave the class and spend a module with another student and a caretaker. It is crucial since they learn content at their level. It guarantees their progress and is an opportunity for socialisation, beneficial for both. It is also suitable for them to learn about organisation and functioning, such as the timetable, calendar, teachers' names, assignments, menus, etc.

There is good coordination: the class tutor gives a weekly report to the speech therapist, and we have the “travelling notebook” for weekly communication, e-mails, etc. We are especially grateful for the evaluation reports with observations in all areas and the effort to make learning accessible to him. At Christmas, they used pictograms to help her learn her poetry, which was very nice.

We are excited that she is happy and enjoys working with peers. We want her to be helped but not overprotected, to contribute to the group, to learn to be generous, participate and improve.

For me, the most important thing for me is that the student makes progress and that the classroom environment helps them

As an inclusive teacher, one tries to introduce a special educational needs student (SEN) to the colleagues in the teaching team: explaining the content they can work on, the more complex content for them, and the help that might be needed or when to be more patient. If the pupil can do it, the pupil himself should explain it. In cases

It is essential to carry out group cohesion activities from time to time; which lead pupils to get to know, respect and help each other

of pathologies with physical manifestations (diabetes, epilepsy, etc.), basic instructions are given on what to do or how to act. If necessary, an external expert is invited to provide a complementary explanation.

Classroom dynamics vary according to needs. It is essential to carry out group cohesion activities from time to time; they encourage pupils to get to know, respect and help each other. It is imperative to transmit normality because each person has difficulties and must be respected and cared for in any situation. It is clear that only if they are happy they will be able to improve maturely and academically.

The daily life of a pupil with a behavioural disorder is very irregular. Some days one tends to be overprotective, but on others, too demanding. And so, sometimes they don't understand what is expected of them and react a bit out of control. You need to have a deft touch and be patient, but at the same time, demand a minimum. It is a question of accompanying the pupils to be well and progress in their habits.

The aim is to get them to do as many activities as possible with the other pupils. If necessary, the activity is adjusted. It is also handy to have methodological resources such as cooperative learning or projects. It helps to be creative and flexible to offer learning experiences in all areas, playground, classroom, dining room, etc. and dimensions: emotional, social, intellectual, physical, etc.

The keys to success are good coordination between all the external professionals, the Psych Pedagogical Counselling Team (EAP), the family, the tutor and the teaching team. It is necessary to work as a team for the benefit of the pupil, to specify objectives, and the person responsible does whatever is required to ensure that they can be achieved. For example, in one year of ESO, we have a blind student with an autistic spectrum disorder (ASD). It was difficult for him to work in a cooperative team initially. Still, his team had to make a presentation. He was asked to introduce the group and say the parting words: he experienced it as a success and explained it enthusiastically to everyone.

As an inclusive teacher, I can say that my experience has been beneficial both professionally and personally. It is a professional challenge in every way: discovering different learning rhythms, becoming more flexible, learning from the students and adapting to them, and also applying different methodologies and strategies to reach all students. You grow as a person in empathy, resilience, flexibility, creativity, etc.

Having pupils with SEN has many benefits for the group pupils and the whole school. The balance is always positive. A pupil with SEN helps us be more sensitive, tolerant, and patient; they make us aware that we are all different and there are others with significant difficulties in life, so we can always find a way to improve ourselves and be more creative and progress as a person.

From an educational point of view, it is very enriching for the pupils, who learn to see diversity as something positive in their life. For example, S. is an SEN pupil attending one of our class groups: she has a great desire to excel and a high enthusiasm for everything she does, which helps her classmates.

The teaching staff and administrative and service personnel must be prepared

Informed and resourceful teachers feel confident as they know what to do and when they better understand the learners. It implies asking for help from outside experts to see every pupil on their behalf and not so much on their difficulties. The school's response needs to be adjusted at every step, bearing in mind the pupil's evolution in every aspect and at all stages of their life, from year to year, from stage to stage, etc.

It is essential to work together with the family, share expectations, settle the reality, and review and update actions according to events. It is necessary to be very clear about what can be done from the school, what other help is available, how each family should be helped, etc. The tutor must have a good understanding of the family situation to be able to guide, welcome anxieties, show empathy and at the same time be realistic.

It is also key to have time and flexibility to deal with each case according to its needs. You often get an immaterial reward that encourages you to continue looking for proper pedagogical avenues without expecting it. For example, a pupil with considerable cognitive difficulties recognised once her teacher's car parked in her town; therefore, she waited for more than an hour to greet her and tell her she



had grown up and was doing well: six years had passed since she left school.

Colleagues talk about N., a friend who is always happy

N. is very funny, always smiling, cheerful, pleasant, and friendly. Sometimes, she gets angry but quickly gets over it and makes up without any problem. She is also a hard worker, and even if she has a hard time, she does it. She always tells everything that happens to her. She is very cheerful. "On an excursion one day, I went with her all the time," said one of her classmates, "and I had a great time. She is very playful and helps me smile about everything. When someone is sad, she always tries to cheer them up. Just looking at her makes my day.

Teisa Dalmau Xiqués is a psychologist and expert in neuropsychology, educational inclusion and attention to diversity. She has dedicated more than 25 years to improving education by training and guiding teachers. She has implemented innovative projects such as the Early Learning Guide program or the "Troya program", an adaptation of the "Axenroos project" for emotional education at early ages.

Notes

¹ <https://es.unesco.org/themes/liderar-ods-4-educacion-2030>

² Effective Schools: Interpreting the Evidence , Susan J. Rosenholtz . American Journal of Education, Vol. 93, No. 3, (May, 1985), pp. 352-388

Ensuring equal opportunities from the outside

Grassroots education proposals



by Pep Marés Subirà and Núria Serrat Antolí

Indeed, there is no difficulty affirming that schools have increasingly been asked to add a broader range of contents, values, tasks and responsibilities that overwhelm day-to-day work. The efforts and willingness of schools to ensure inclusion and equal opportunities to access quality education and culture are enormous, and their track record shows this.

From this perspective, the complementarity provided by other educational agents surrounding the centres makes it possible to diversify and consolidate the opportunities from another context, from outside. It often implies leaving the traditional framework of the educational centres, broadening the view towards narratives that are different from school logic and close to the reality and context of future citizens. Favouring and fostering dialogical interaction between schools and educational agents in the surrounding area would make it possible to not only put proposals together and respond to schoolchildren's curricular needs but to go beyond them: from the strict pleasure of knowledge to the solution of specific problems that concern the people who build and live in those contexts.

In this sense, museums and heritage, among many others, become constant stimuli for lifelong learning and a possible way to guarantee educational equity. The experience we precisely share here¹ is based on the premise that if we want educational equity, we must work and interact with and from the context and do so with the direct protagonists and from the beginning of

the generation of any educational proposal. And that, among other aspects, means introducing the participation of future users in the definition and structure of the educational plans of museum institutions.

A MULTIPLYING SUM

Intending to create a proposal that combines culture+education+equal opportunities and multiplies knowledge, debate and construction of values, “Adhoc Cultura” and the Faculty of Education of the University of Barcelona are launching a methodology (MIESAC + CDP²) on based on a process of co-creation that aims to build educational and cultural proposals that lead us to reflect on and construct our own critical visions of our reality. We do this through a process of reflection and educational innovation in the cultural field to renew, consolidate and promote educational activities and actions in the museum institution.

The aim is to guarantee a more active participation of end-users from the early generation of new proposals developed by museums. Therefore, we understand equity from an essential, fundamental point of view: the guaranteed fair opportunities for everyone to exercise

The complementarity provided by other educational agents makes it possible to diversify and consolidate the opportunities

their capacity for positive influence and respect on their own lives and others', constructing and expressing their words and life experience in different contexts and platforms.

Through the direct intervention in participatory and co-creation dynamics, the project gives a voice to people, in this case, teachers, families and children (and other agents such as value groups³, local traders, local artists, members of other educational institutions, etc.). And so they can make the proposals they would like to work on and that the museum, together with the school, could articulate.

Participating from minute zero would allow:

- Directly identifying the specific needs of children and schools.
- Giving everyone a voice: every child is called upon to give his/her opinion, to propose, to raise doubts and solutions.
- Gathering children's and young people's own "ways" of

solving problematic situations.


- Ensuring that the proposals are better suited to the needs of children and schools.
- To promote a critical and proactive practice about what surrounds us and matters to us.

BASES OF THE METHODOLOGY

The methodology is based on the union of three work nuclei: internal analysis, co-creation and open innovation.

- Internal analysis based on active listening and detailed study of the data provided by each of the entities participating in the project (in this case, the educational centre and the museum).
- Through participatory dynamics⁴, co-creation identifies and defines the challenges/problems we are facing.
- Open innovation: generating and sharing, among different talents, processes and tools that lead us to construct different ideas, often outside the usual channels, platforms and channels.





It is a way of understanding the renewal of institutions and educational and cultural proposals (from their concept, programming, and actions). It would avoid a top-down process or even an outside-in one: a company advising on what to do outside the institution.

It is based on the protagonism of the people who make up the institutions themselves, both users and, especially, those who are not. It is imperative to turn to other groups that do not always participate in the life of museums. Children, young people and their families, who do not have museums as reference institutions, but who could join them, given certain circumstances.

Each dynamic produces an intellectual richness nourishing the project to be implemented from a more inclusive approach.

FIRST FINDINGS. WE CONTINUE TO WORK

Without wishing to be exhaustive, during four years of implementing the project in a total of 8 museums, with an impact of about 250 people and a “hackathon” with seven museums, 30 young people and six mentors⁵, we have been able to gather some evidence:

Cooperative work, decision-making or critical thinking, are just some of the skills that children and young people can exploit

- Willing to guarantee everyone's option to offer their point of view and contribute with their proposals requires a different perspective on how to elaborate in educational proposals and understand the museum-school relationship.
- The “process” itself, certain conditions provided, is already a tool for equity and inclusion, a means for direct action in what we want to happen in our cultural and educational environment.
- Implementation of a multitude of skills. Cooperative work, decision-making, critical thinking, creativity, listening skills, etc., are just some of the skills that children and young people can exploit.
- This direct participation in generating proposals generates a sense of belonging for children, young people, teachers, etc. Knowing that “a part of me” is in that proposal makes them want to know how it develops and, in a way, feeling ambassadors for other people (e.g. families).
- Often, such processes require a “daring” and “risk-taking” that not everyone is willing to do. In these processes, the outcome cannot be guaranteed from the start, and the uncertainty of “not knowing what will come out” is not acceptable to all institutional decision-makers.
- There is still a lot of room for action on how to intensify museum-school relationships and to involve citizens at school frequently and in a differentiated way. For example, in the follow-up of the proposals, their evaluation, etc.

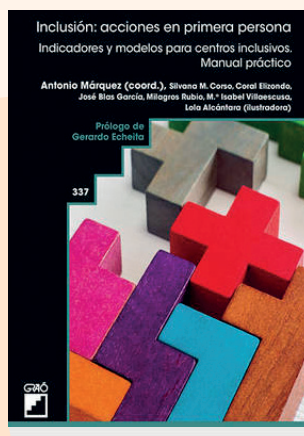
library

new books



Diseño universal para el aprendizaje
Carmen Alba
Educación, 2017

This new book by Professor Carmen Alba is an excellent introduction to the UDL as applied to our socio-cultural context. It argues that the task of educators is to limit or remove as many barriers as possible. Based on the results of educational practice and research, learning theories, technologies and advances in neuroscience, it combines an inclusive view and approach to teaching with proposals for its application in practice.



Inclusión: acciones en primera persona
Antonio Márquez (coord.)
Graó, 2021

If you are looking for a book to guide schools on the road to becoming more inclusive, this is a good option. The authors start from a conceptual framework, delve into the methodologies and organisational models that facilitate this, consider coexistence as a tool for dealing with diversity in schools, authentic assessment, and even address the challenges faced by inclusive school management.



Changing Education Systems
Melvin Ainscow
Routledge, 2019

This book provides key information on how to promote equity within education systems. This book presents a series of proposals that form the basis of a research-based approach to system change, explains the role that academic researchers can play, and offers clues on how to overcome local barriers. It can also be very useful for policy makers and those designing education reforms.



Aulas inclusivas: experiencias prácticas
Mª Eugenia Pérez
Altaria, 2017

This practical guide is a response to making inclusive mainstream classrooms a reality. It is based on the premise that building an inclusive society is a task for all sectors involved. Through teamwork, we find in this book a wealth of practical experiences that can facilitate the path of dealing with diversity, inclusion and equity for those who want to do so.

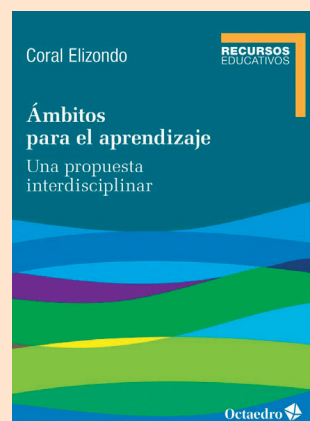




Aprender juntos alumnos diferentes

Pere Pujolàs
Eumo, 2015

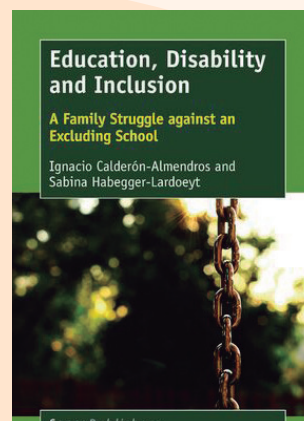
This book is a radical commitment to inclusive schooling as opposed to selective schooling. It is based on a rigorous analysis of the conditions that have made a school for all possible, and proposes the establishment of cooperative learning teams in the classroom, but also as a way of philosophical, ethical and pedagogical thinking to teach everyone and to teach a new way of living. The author offers the reader resources to develop a teaching-learning process that gives the pupil a voice and places him or her at the centre of the educational act.



Ámbitos para el aprendizaje. Una propuesta interdisciplinar

Coral Elizondo, 2021

This work deals with how to work on the globalising approach to teaching in a liquid world, taking this concept from Bauman. Elizondo notes that our global world is interdisciplinary; that the new university degrees' approach reality from its globality. Thus, for the author, it is time to commit to an integrated curriculum that allows us to break with the rigidity of the disciplines. A book aimed at teachers, university students and anyone interested in discovering how the human brain learns.



Education, Disability and Inclusion

Sabina A. Habegger & Ignacio Calderón
Sense Publishers, 2016

This book is a reflective account of the experience of Rafael Calderón (the first Spaniard with Down's syndrome to obtain a professional degree in Music) and his family in confronting the school institution where he finished his Compulsory Secondary Education. It is today a living argument that questions many of the usual school practices and encourages us to rethink the commitment of educators to stimulate the participation of the whole school community in the promotion of the autonomy of students and the recognition of others in their human and social rights.



Lo que aprendí mientras te portabas mal

Margarita de las Nieves Acosta
2021

This work is a practical guide for educators. The author offers a methodology based on creating the classroom as a safe learning space, together with a respectful and effective response to serious behavioural crises. She proposes that great things can be achieved with students who display disruptive behaviour through empathy.

author

Lo que aprendí mientras te portabas mal

Positive discipline is a way of seeing and understanding life



Margarita de las Nieves Acosta is a mother, a teacher, has a degree in pedagogy and psycho-pedagogy, a master's degree in Special Education and Prevention and Psychological Intervention in Behavioural Problems at School, a trainer in Positive Discipline, a university specialist in Mindfulness and training in story therapy and author of the socio-emotional programme "[Siempre Atentos](#)". We are particularly interested in her latest publication: "Lo que aprendí mientras te portabas mal" -What I Learned While You Misbehaved-: the book aims to offer an inclusive educational response to build a protected environment in schools and classrooms for learning.



INTERVIEW WITH MARGARITA DE LAS NIEVES ACOSTA

by Jordi Viladrosa i Clua

What led you to research how to provide more opportunities for students with behavioural problems?

I have always been attracted to behavioural problems. First, I was difficult teenager who made it difficult for my teachers. Secondly, I have lived with children in juvenile centres who had behavioural problems. Third, we have had children in foster care with very little self-control over themselves and their emotions in my family. And, fourthly, because I have had the good fortune to work in schools with behavioural problems children: I have been able to learn a lot from them, thanks to observation, seeing how they behave, do and their needs. And they have allowed me to learn from them about myself, about what I can do to make them work better, to make us all work better.

What is positive discipline, and how can it support the attention of all learners in the classroom?

Positive discipline is a philosophy, a grounded method. It is also a way of seeing and understanding life. It is based on simple things that sometimes we forget. It is based on mutual respect from adult to child and child to adult. Sometimes we adults are the ones who maintain some lack of respect.

Positive discipline is very effective because it is a long-term investment. Educators, parents, and teachers should understand that it's not a short-term investment despite educating the child in the present. Our vision is to train and educate an adult who, when he is 30 years old, is autonomous, flexible and can relate to

himself and the world healthily.

Positive discipline is based on assertive communication, clearly establishing rules and limits, respectfully and firmly and kindly. Thanks to it, I understood what a behavioural problem hides, what that child, and all adults, are looking for. Ultimately, we all look for a sense of belonging to a group - to our reference group-, seek a sense of importance within that group, and pursue feeling useful: granting with, or by doing something a positive influence on others, since if one doesn't find it positively, he looks for it negatively.

Positive discipline is very effective because it is a long-term investment

Positive discipline is a challenge, but it is also a reality. People think about where we feel comfortable, how we behave, where we collaborate, in which environments we are recognised. The same thing happens to children, as early as infancy, even in infancy.

In your book "[Lo que aprendí cuando te portabas mal](#)", you argue that the school should become a safe space for learning where each child can feel unique. How do we achieve this goal when we have some adolescent and disruptive students in the classroom simultaneously?

Having unique students is the basis of education because all people are different. Sometimes, we strive to give a uniform lesson when people are

not; when we do this, we leave many children out of the system because what we offer them sometimes does not make sense. It requires an effort and a change of outlook.

The most important thing is to know the pupils because we often forget that each one of them is a different person. If we really knew them, if we stopped to think a bit, we would see it much more clearly: "now I am with Manuel, and at the same time I am talking to Carmen; Manuel is not the same as Carmen, I can't give him the same thing".

Nowadays, it is a little more complicated because it requires effort. We live in a society where effort is not well regarded; it requires effort on the teacher and the pupil's part. Perhaps some time ago, there were fewer prejudices, or we showed ourselves a little more as we were. Still, now, children have a kind of armour due to different circumstances.

We also have to educate children to try to know themselves and make themselves known. Some children do it naturally, and others don't, and we adults have to be the ones to teach them and guide them along the way.

What principles of positive discipline have a neuroscientific basis and how can they be applied in an ordinary school classroom?

Knowing how the brain works is essential for all teachers and educators. José María Toro says it is tough to design a glove without

The important thing is to know the pupils because each one of them is different

The best tool of all in education is ourselves, the teachers

seeing a hand before. We often try to teach without knowing how the brain works. Learning that there are critical periods for specific learning processes, such as speech, is relevant because it emphasises the best moment and time to carry out this learning. Knowing the best time to teach a child to read helps or allows us to choose when the brain is ready for it. Suppose we insist on teaching reading too early. In that case, we may be generating learning difficulties that, in the end, are not learning problems but teaching difficulties.

Positive discipline makes great emphasis on brain development in order to offer an answer to children with behavioural problems by learning the educational applications of the so-called “triune brain”: the classification proposed by Paul McLean in the 1960s tells us that the brain evolves and that everyone has an instinctive part of the brain, another is rational and the third is emotional. Knowing the development process and whether a child acts from the instinct or emotional part allows us to work with them differently. That is to say: it will enable us to know what we can ask for, depending on the child's age and level of development.

How do you teach maturely different pupils at the same time?

With children who have difficulties, especially those with a visible and tangible disability, we all empathise with them and look for strategies and tools to make their lives easier. On the other hand, children difficulties who misbehave lie in their executive functions; they do not have that capacity for inhibition. It is not because they don't want to; their impulsive behaviour is because they cannot or are not yet ready to have

the reflective thinking they need. For example, the limitation that blind children have is that they cannot see. No teacher would ever say, “look here, look”, and it would never occur to us to get angry. Still, on the contrary, we empathise, look for Braille, and look for tools so that they can access the curriculum. When faced with a difficulty, we have to change how we look at it and give the necessary support.

What knowledge do we have about how positive discipline is applied in classrooms?

Positive discipline says such basic things that when I train teachers, I tell them, “let's stop and spend some time thinking”.

One of these tips is to connect with students; to get their attention, we have to be aware of that because if we don't, we raise our voices. We have to know simple things like that to talk to someone and to feel listened to, and you have to look them in the eye; it's something so fundamental that sometimes we forget.

One of the tools of positive discipline is to take care of yourself as a teacher. If you are not well, you cannot give the best of yourself, which is what children need and deserve. The best tool of all in education is ourselves, the teachers. But the most critical barrier is also each of us because it is a personal challenge. Positive discipline does not need complicated tools or any specific material. But each teacher has to ensure that their students learn to self-regulate to listen; it must be done from what each of us knows, from what we are. We educate with what we think, what we say, what we do, and what we feel. We can transmit what will remain in the end and what will make them the adult we are educating them to be.

What should this training consist of to apply positive discipline to be effective and sustainable?

Training must be experiential because the first change we have to make is towards ourselves. For that, it has to be completely practical and applicable. In other words, when we have the possibility of experiencing and empathising with a student, if we can see what they are feeling, we can really change.

I have experience conducting open training through the CEP (Teachers' Centres) with teachers from different schools who have similar concerns and in the schools themselves. When a whole teaching staff manages to change their outlook and tune in to inclusion, that is when the magic happens. There is also the possibility of doing this online training through Antonio Márquez's “Aula Desigual” platform. Still, the answer to behavioural problems is not in books nor courses, but in every teacher becoming aware of looking at this pupil as someone who needs to feel important and valuable in the classroom. And when you do that, you give them security, and from that security comes change.

The answer to behavioural problems is who needs to feel important.

I understand that you are offering the “Positive Discipline Plan” for dealing with behavioural problems course; what are their contents?

The contents are an open offer for each teacher to decide what they need. For example, let's ask ourselves how we can make that student pay attention or how often we tell children to be quiet in a day. We should also ask ourselves how many times we teach them to silence as such. In this sense, one of the tools proposed in the course is “teaching what

The answer to behavioural problems is to make the pupil feel important



you are demanding". We demand or ask children for respect and companionship and share a space, but we have to teach it and dedicate that time and space to it.

We need to know how the brain works, part of the course content, and see a pupil's mistakes as a real learning opportunity. It allows giving some strategies. An example: when a toddler starts to walk and falls, parents or adults pick him up with affection, we don't shout, "You fell again!" Similarly, when a child assaults another child, what we do say is, "You hit again! Instead, we should see it as an opportunity to teach them to relate differently, which is learned in the classroom. However, we must dedicate the right time and space to it.

I am convinced that a class with a pupil with behavioural problems is a lucky one. When we have a child who is challenging us, it makes us look for our best response to give. We cannot see it as a burden; on the contrary, it is an opportunity to become better teachers.

What suggestions do you have for teachers to get there before behavioural problems arise?

The best and most effective method for dealing with behavioural problems

is prevention. Prevention from infancy, prevention every day, every week; because we teach respect, we don't have to ask for it. If children understand and experience respect as something positive, they will not see its scourge.

Prevention is acquired through training. That is why socio-emotional education programmes in the classroom work so well because they allow us to first get to know the students and then turn them into our allies to give the rest of their classmates a much better response than we can.

Sometimes there are explosive moments with children despite having the best social-emotional programs, the best tools or even by using very good inclusive practices, and the most appropriate response to it is a calm acceptance of the students for what they are but not for what we would like them to be, also by regulation (the adult's regulation- this is what achieves the child's regulation) and

When we have a child who is challenging us, it is a opportunity to be a better teachers

empathy, to put ourselves in the place of a person who is overwhelmed by their emotions at that moment.

On your website "Siempre Atentos" you present a plan for an inclusive classroom to tackle behavioural problems through positive from the discipline's perspective. What does this plan contribute?

First, they must want to because it means changing and training to unify criteria. At "Siempre atentos" we propose a general positive discipline plan. Still, each school, each institute has to develop its own. It is not a question of changing everything but changing what has not been working for years. The positive discipline plan is based on two pillars:

1. Making the classroom and the school a safe space.
2. Providing a respectful and effective response to serious behavioural crises.

A safe space is considered safe when the teacher applies strategies that work, some educational experiences: speaking calmly, taking care of oneself, connecting with pupils, maintaining clear, respectful and positive rules, also by organising space and the classroom itself, the structure and the provision of

Children should understand and experience respect as something positive

materials needed by the children.

Creating a safe classroom is also achieved by a socio-emotional programme of weekly dedication, giving time for assemblies, time to talk, time to listen to each other, time to play, time to laugh, time to have stories read to them, time to have stories read to them. One hour a week, for example, implies neither effort nor real-time. In addition, each school must have a plan and a protocol for action in crises and self-regulation. If there is a child overwhelmed by his or her circumstances, he or she must have a physical space where he or she can return to calm. Suppose the school does not provide them with that security. In that case, they will look for it outside and then find security in the gangs of other much older children and where they can feel important doing things that are not healthy, neither for them nor for the rest of society. We must try to give them the acknowledgement they

deserve just as a blind child needs a Braille machine or a deaf child needs sign language, these children deserve calm, acceptance, regulation and empathy.

So who are the key players: tutors, teachers, counsellors, managers?

Each and every one of us is a key element; even the classmates and the child himself are decisive within the school. We have to make the child aware of the difficulties they have so that they want to change and do things differently. If we don't give them the confidence that they can do things differently, that it is possible to change from within, they have to feel that they can do things better.

We are all the key players: teachers, classmates, family and the child himself

That trust will also come from peers and family, especially with behavioural problems children. Sometimes the professional can do a lot for that family and for that child, which in the end is what we are interested in.

Finally, how can inclusive classrooms and positive discipline contribute to achieving Sustainable Development Goal 4 in the 2030 Agenda?

I hope that there will be no need to talk about inclusion in a few years' time because it will be understood that we are all different and that we provide an education and curricular content accessible to all boys and girls to all our students.

Self-evaluation should be the starting point: firstly, of what each faculty member does and secondly as a faculty itself. Secondly, finding out what is well done and what should be better. There are tools: universal design for learning (UDL), story therapy, thinking about whether what is being done is useful, whether it is sustainable, whether we are teaching children to respect the environment, not to be consumerists, to respect others, to respect nature, etc.

In the end, little people doing little things is what can change the world, as Eduardo Galeano says.

legacy



Pere Pujolàs, in memory of a committed pedagogue

Pujolàs is a benchmark for inclusive schools and a forerunner of cooperative learning

81

by Jordi Viladrosa i Clua

It will soon be seven years since the Catalan educationalist Pere Pujolàs i Maset passed away at 65. Pujolàs was and is a benchmark in educational psychology counselling, educational inclusion and cooperative learning, areas on which he focused his research and publications. Born in Girona and professionally based in Vic, he knew to find time for friends, family, and community.

THE INDIVIDUAL AND HIS PROFESSIONAL CAREER

Those who knew him emphasised his generosity, nobility and affability. When he gave some teacher training sessions, one immediately realised that his pedagogical convictions came from an underlying “philosophy”, that inner voice that made them even more visible: to turn the classroom into a welcoming space for everybody; that everyone is relevant in a classroom, and, therefore, we have to help those who need it. This approach is also related to another aspect of him: his religious convictions made him a committed Christian. He was involved in various religious movements until the last moment of his life.



As for his academic training, he graduated in Education Sciences from the Autonomous University of Barcelona and had a Master's degree in Psycho-pedagogical Intervention and Curriculum Assessment from the University of Barcelona and a Doctorate in Pedagogy from the University of Girona. Among his professional tasks, he had taught carpentry at the Vocational Training Institute of Anglès, of which he was director. He was also a member of the Psycho-pedagogical Attention Team (EAP) of Pla de l'Estany from 1992 to 1998. From 1998 onwards, he taught and carried out research at the Faculty of Education of the University of Vic, where he held several positions and created the Centre for Innovation and Training in Education (CIFE) and the Educational Research Group on Attention to Diversity (GRAD).

PUJOLÀS, AN EXPERT AND ACCESSIBLE TRAINER

During the academic year 2009-2010, I attended a permanent formation seminar he led and was organised by the [Institució Familiar d'Educació](#) in Montblanc (Tarragona). I kept it in my memory and, seen from the perspective of everyone who took part in it, we all realised that there was no theoretician in front of us but an experiential, expert and experienced pedagogue. He lived inclusion from the depths of his being. He is credited with the phrase: "In an inclusive school, there are only pupils on their own, without adjectives". And this is how he transmitted it.

His unequivocal commitment to the practical side of his proposals did not prevent theoretical rigour from being present at all times. You approached him after the session and never had the feeling that he was in a hurry to finish the day. He simultaneously exuded simplicity and intellectual depth. It is not easy when the trainer knows that what he shares is helpful if it is done well despite the legitimate objections of those who attend the training with a developing conviction. My colleagues and I saw a teacher in the noblest sense of the term.

A rigorous theory accompanied by a practice full of educational experiences was carried out in the classroom in all contexts and academic centres. On November 20th 2013, he delivered his retirement lecture entitled "Fire marks. Lessons in pedagogy", in which he confessed, "I am very much in love with my work and career as a pedagogue". He considered that the pedagogues Lorenzo Milani, Célestin Freinet, Paulo Freire and Emmanuel

Cooperative learning is a way of involving each student in the learning process

Mounier, among others, had been for him like "marks of fire". That is the reason for the title he chose.

FEATURED PUBLICATIONS

- "Atención a la diversidad y aprendizaje cooperativo en la educación obligatoria". Archidona (Málaga): Aljibe, 2001.
Pujolàs provides tools for responding to diversity through cooperative teamwork with specific guidelines on how to put it into practice.
- "Un altre assessorament per a l'escola. L'assessorament psicopedagògic des d'una perspectiva comunitària". Barcelona: La Galera, 2002 (Co-authored with Reyes Carretero and Joan Serra)
A proposal for change based on analysis, reflection and action aimed at all those who are professionally involved in psycho-pedagogical counselling in formal educational settings.
- "El aprendizaje cooperativo. 9 ideas clave". Barcelona: Graó, 2008.
In this publication, we find answers on how to move from a structure primarily based on individual and often competitive activities onto a different one, where cooperative activity is a key element to enabling the inclusion of all kinds of learners in a regular classroom.
- "Aprender juntos, alumnos diferentes. Los equipos de aprendizaje cooperativo en el aula". Barcelona: Octaedro, 2004 (2ª edición, 2017)
A book proposes a school for everyone and suggests applying the cooperative learning methodology in the classroom, making students the protagonists.

SCHOOL INCLUSION ACCORDING TO PERE PUJOLÀS

In the course of a conference on inclusive schools held at the University of Vic in 2007, Pujolàs stated that the postulates on school inclusion were as follows:

- School must celebrate diversity. It must be enjoyable while learning: at school, everyone must be comfortable and feel safe.
- A school must be based on an equality policy: not everyone must be treated equally - as if boys and girls were not different - but everyone must be treated equally well, precisely because of their differences.
- A school must especially emphasise motivating pupils, and teachers must focus on facilitating learning and not simply transmitting knowledge.
- Schools must prepare for cooperation, not competition.

To the above postulates he added three reasons for an inclusive school:

- Learning together for different learners is right.
- Learning together for different learners is necessary for everyone.
- Learning together for different learners is possible.

According to our author, the reasons for the unequivocal commitment to inclusion are ethical and a matter of justice; social inclusion is a value. To get pupils to learn together is to go even further: "to learn that they can learn together, that they can live and live together despite their differences". He argued that we should not try to make homogeneous groups: it is impossible, but the most logical thing would be "to think about managing heterogeneity".

He defended behind the choice for inclusion that there is an "ideal of life", a "way of living and living together". It is a challenge for any educator to make it possible to overcome the resignation to the "status quo". He understood that "the excellence in a school for everyone in the compulsory stages, is not measured by the ablest's success, but by the progress that ensures everyone reaching the maximum of their potential".

THE COOPERATE TO LEARN/LEARN TO COOPERATE PROGRAMME

As a result of Pujolàs' research, the CA/AC programme ("Cooperate to Learn / Learn to Cooperate") was born. It was applied in many schools in Catalonia and Spain thanks to workshops, training and advisory seminars. That led to the creation of the Khelidôn Network (a Greek word that means 'swallow', i.e. a type of bird that needs to go in a group). It gives the name to the space of schools, groups and individuals willing to share experiences and materials on Cooperative Learning, one of his latest projects.

At the conference he gave in Barcelona, at the invitation of the Institució Familiar d'Educació, Pere Pujolàs stated that "an inclusive school is the one where different students can learn together": this is possible if both the teaching and learning processes are structured cooperatively; i.e. "teaching as a team" (cooperative teaching structure) and "learning as a team" (structure of student activity in the cooperative classroom). The various studies show that "in a continuous experience of cooperative work, a two-way relationship is established between the performance or productivity of the participants, the quality of their interpersonal relationships and their psychological health".

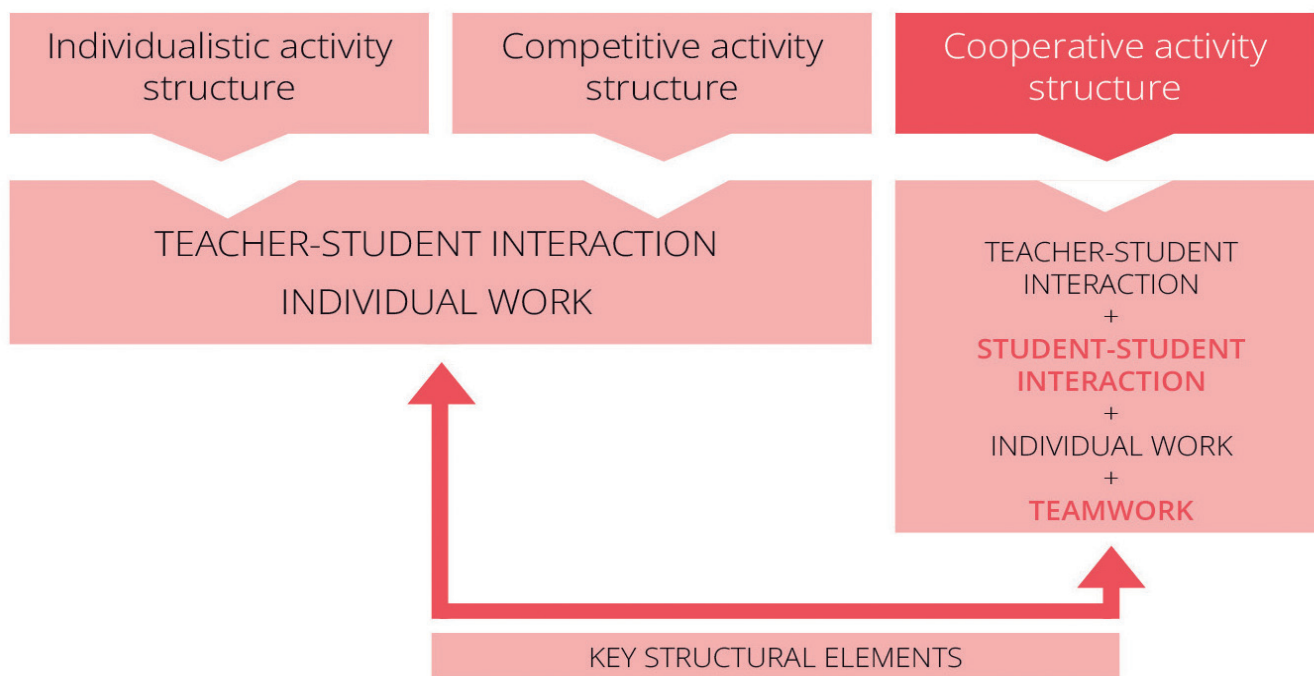


Figure 1: P. Pujolàs i J.R. Lago (Coords.) (2011): Programa CA/AC per ensenyar a aprendre en equip. Universitat de Vic.



Excellence is measured by the progress each person makes to the best of his or her ability

Cooperative learning is not just another way of getting students to work in a team but to achieve the maximum possible involvement of each student in their learning process; it is to transform an individualistic or competitive situation into a cooperative one, in which social competencies come to the fore. In figure 1, we can see students' different types of interactions with the teacher and with each other.

The Co-operate to Learn, Learn to Cooperate (CAVAC) programme goes beyond being considered a resource for learning curricular content because "it is, in itself, another curricular content that students have to learn and which, therefore, has to be taught". It is therefore essential to plan several areas of intervention: first, group cohesion, with the application of various dynamics; second, teamwork as a resource for teaching, which is done based on techniques and structures that facilitate it; and third, teamwork understood as its own content. In each team, a set of rules will be established to enable it; a team plan and define

the objectives to be achieved and an evaluation plan. The different roles and functions to be carried out by the various students within a framework of shared leadership and sharing of responsibilities are key elements. Individual responsibility and positive interdependence are also a feature of this inclusive methodology.

EPILOGUE

Finally, we would like to highlight his commitment to pedagogy and to the training of teachers, who are the ones who have to transfer it to the pupils to whom it is addressed. This paper praising the figure of Pere Pujolàs is an act of academic and social recognition of an author who had educational inclusion and peers learning as the backbone of his work. His legacy is still very much alive through his books and publications and, above all, through the many professionals who continue to use him as a point of reference. We thank him for his outstanding contribution to the transformation of schools and, by extension, of society.

opinion

Inclusion in education, a contemporary view

A full integration system will be of quality when it recognises every student as they are and include them into school life



by Cristina Luna Brosa

Education is a fundamental human right essential for an individual's overall development. Quality education is critical to guarantee a good standard of living for all members of society, especially for people who are more susceptible and need more help because of their personal characteristics.

Quality education must normalise individual differences, understanding and accepting that the system must be adapted to include all forms of learning and different situations. The learning proposal must be designed to respond to all students, whatever their condition, developing all their cognitive, emotional and personal capacities to the maximum. An education system will be of quality when it recognises every student as they are and include them into school life. Accepting the challenge of attending to diversity is an element that enriches the teaching-learning process and brings personal and social advantages for all members of the classroom.

In recent times, and after the entry into force of the 2017 decree on educational inclusion in Catalonia, the inclusive process is going through a delicate moment. Fears and insecurities give way to uncertainty about how inclusion is experienced in schools.

INCOMPLETELY ANSWERED NEEDS

Inclusion implies a view and an attitude towards the person, life, education and society, derived from an integral, "holistic" vision of the human being. We have had an inclusive tradition for many years, which should have been strengthened by official recognition of the need for

resources to promote work on diversity. But the effect has not been as expected. Schools need to think about what they already do well and not only about what they need. It seems that the real meaning of inclusiveness is being lost. It is time to remember the why of inclusion, leaving aside the how. Now we only think and give strength to the how: we need more teachers, we need materials, we need specialised staff We NEED... and in this way we are decentralising the capacity of ourselves and placing success in what comes from outside, in what should be the complement and not the essence. We are losing the competence to do it, the focus on possibility and capacity, and we are refocusing on the deficit and what is missing.

No one can deny that education needs more training, resources, and specialisation, which means more staff: more flexible and competent organisations and trained staff. Still, we cannot blame the system's failure only on the fact that these conditions are not met. The biggest and most obvious problem lies in the lack of belief in the individual, diversity, and professionals.

DIFFERENT STUDENTS LEARNING TOGETHER

We forget that difference is a natural and human condition, that school is a fundamental social right, and

We have to recover genuine confidence in the person, ourselves as professionals, and the school as a natural learning space



that it has been proven that learning with different learners is not only possible but also beneficial. We must remember that there must be a concrete concept of the learner under the umbrella of inclusion and a favourable expectation towards learning possibilities and capacities, towards possibilities for participation and progression. Underlying the inclusion framework are concepts such as diversity and equity, which correspond to paradigms that should have been superseded by now. These concepts are on the basis of what the social system is. Suppose they are not educated experientially at school. In that case, they cannot be normalised in the social environment, which endangers the collective equilibrium.

Too often, it is heard that this child cannot keep up with his peers. What does keep up mean? If he could keep up and do the same as the rest, we would no longer talk about diversity and inclusion. Why are we making the system more rigid? Why are we more demanding with children who have problems developing and learning? Where is the limit of who can keep up and who cannot? What is the pace that can't be kept?

There is a crucial element that could compensate and help in the inclusive process: families. The discourse that defends that 1. the school and the teachers are the ones who have to work for the child, and 2. they often feel alone, is nothing more than a natural consequence of not including families in the process. Parents know their children best and are interested

in making inclusion a success. When the classmates' families are well informed, take part by learning the cases and understand how their children benefit from the situation, they can be an important pillar to help share the institution's commitment to the children and the class group. Professionals working with families, bringing together knowledge and experience with the need, strength, interest and love of families, can help share responsibilities and relieve pressure on the school and teachers.

We must reflect on what is happening. More than ever, we are questioning our inclusive capacity in ordinary schools. It is not always the lack of staff that hinders success, often expectations, beliefs, fears, haste and the need for immediacy are playing us a disservice. We have to recover genuine confidence in the person, ourselves as professionals, and the school as a natural learning space.

Cristina Luna Brosa holds a degree in Psychology from the Universitat de Barcelona and a master's degree in Clinical Neuropsychology; she is currently an associate professor at the Universitat de Barcelona and the Universitat Internacional de Catalunya. She runs Talita Foundation.



Service-learning, inclusive learning

The challenge of combining learning and community service processes in the same project



by Rafael Mendiá Gallardo

For some time now, a prominent social debate has been taking place. Is it possible for an inclusive school to exist in a non-inclusive community?

Building an inclusive community is a process that requires the intentional action of the living forces in a community to promote certain mediations of mutual support among the neighbourhood, the students of a class or a school, or an educational leisure time centre in any of its facets. An inclusive community refers to the inclusion of ALL people.

It is not only about welcoming or having everyone in the community or the school, but it is also about them feeling

part of a group and having meaningful friendships and social relationships.

The first step in building an inclusive community, whether it is a civic community, a school or an educational community, is to identify the multiple barriers that may limit all people's presence, learning, and participation in one way or another. The next step is to actively and decisively work to overcome these barriers in the different situations experienced by people of all ages in their life cycle.

BUILDING INCLUSIVE, RESPONSIBLE CITIZENSHIP



Is an inclusive school possible in a non-inclusive community? The first step is to identify the barriers

Generating active citizenship is the primary social function of education. This active citizenship aims to transform reality by making it increasingly inclusive, more participatory, more supportive and compassionate, knowing that personal development and citizenship training are achieved by acting in specific situations to transform it.

Service-Learning is an educational proposal that combines learning and community service processes in the same project. Participants learn while working on real community needs to improve it.

It proposes that children, adolescents, young people and any other group become the protagonists of transformative experiences, favouring their personal development through the planning, developing, and evaluating activities to improve the community. In this transforming action, inclusive proposals must guide the option for an egalitarian society which everyone must be part of.

HOW IS AN INCLUSIVE SERVICE-LEARNING PROJECT DEVELOPED?


Let us consider the proposals at different stages of constructing a Service-Learning project.

In the group Configuration: it is a group where there are no exclusions, but rather facilities for everyone to express themselves and contribute according to their possibilities, abilities, and initiative. It is a group in which everyone is assigned a task to develop a joint project for the community's transformation. It is also a group in which mutual help, complementarity, support, participation in its life and decision-making are put into action regardless of personal characteristics.

In the Analysis of reality, to improve it, everyone can contribute their point of view and identify situations that could be improved. This analysis must be carried out in a participatory way among all the members of the group, valuing their opinions and points of view. The different possibilities, capacities, cultures, languages, etc., must be considered in this analysis.

At the Beginning of the PSA project, the aim is to adjust the analysis of reality and actions that emerge from the group to the real possibilities of carrying them out. The groups are organised so that the participants empower each other and mutually support each other's needs for action to carry out the project as one.

In Planning the project: it is essential to know the strengths and limitations of each participant and the group as a whole to be able to materialise an affordable action for the group's possibilities, concrete and feasible, and that does not become a source of a reason for group and individual frustration, especially for the weaker people.



Crises can be opportunities to work on inclusive attitudes, assertiveness, management of emotions and problems

During the Implementation of the project: it is expected that discrepancies and different ways of interpreting the same fact arise. These moments of crisis can become real opportunities to work on inclusive or exclusive attitudes, assertiveness, the management of emotions and feelings and the solution of problems and conflicts.

Evaluation is not only about assessing the activity by the group, but also the feedback returned by the facilitator of the learnt skills, favouring the critical analysis of the objectives achieved and how the members of the group have been seen, their degree of involvement and their inclusive attitudes.

At the closing Celebration: The celebrations aim to fix the acquisitions, awaken the desire to continue, and manifest the joint and inclusive work of the group.

Service-Learning is an inclusive process of learning and participation, of citizenship involved in the transformation

of reality where ALL people fit in, and all of them have a role in the transformation of reality.

Rafael Mendiá Gallardo is an educator responsible for training at the ZERBIKAS Foundation, Solidarity Learning and Service. Before his retirement and during his professional career, he has held different responsibilities in promoting inclusive policies in the Basque Country.

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1. Destination
2. Eager
3. Isolated
4. State
5. Ultimate
6. Balance
7. Magnificent
8. Prohibit
9. Rank
10. Spoil

1. Architectural
2. Award
3. Convert
4. Core
5. Migrate
6. Literally
7. Spectacular
8. Tension
9. Naturally
10. Monster

1. Notable
2. Perspective
3. Archway
4. Pastoral
5. Immense
6. Subsequent
7. Migrated
8. Genetic
9. Repulsive
10. Denial

I decided that the responsibility was mine

Technology, an ally of educational inclusion



by Isabel Andrades Pelayo and Paulina Bánfalvi Kam

Two events stirred education to focus on inclusive education in the 1990's: Jomtien Congress in Thailand in 1990 and the Salamanca Declaration in 1994. Policy makers and experts from all countries embraced this idea and promised to work urgently for educational environments that respond to the needs of all learners, for an education that pivots around inclusive concepts. Thirty years have passed and even today most teachers recognise that they face many obstacles and barriers to ensuring inclusion.

But what do we mean by inclusion? We say that to include is "to leave no one out", but outside of what? Outside of our group, our context, our reality, our standard, what we consider correct, adequate, desirable? To include is not to work so that someone meets our requirements, but to offer an environment that meets theirs.

The use of educational technology makes it possible to offer these environments. It makes it easier to respond to different learning profiles, paces and expectations by generating resource banks with different levels of complexity and depth and through different channels of access to information; it allows students to access these

Inclusion is not about acting to make someone meet our requirements, but about providing an environment that meets theirs

resources in asynchronous time, respecting their pace and schedules; debate and interact at different levels -teacher/student, teacher/group and students among themselves-; manage response time, interaction, feedback and metacognition of both the student and the teacher with greater pause; share learning, doubts and reflections among all students, serving as models and opportunities for improvement. In addition, it allows the teacher to monitor and trace the work of their students one by one, which in turn contributes to building a more complete and complex learning profile, offering opportunities for the expression of learning through different channels and responding to the preferences and interests of the students. Finally, recording sessions provides an excellent opportunity for teacher self-assessment, peer assessment, observation of student attitudes, dispositions and responses, student and teacher metacognition, content review, extraction of evidence of learning and the use of various assessment tools aimed at improving student learning processes.

But are we taking advantage of all this potential? In recent decades, the avalanche of educational innovation methodologies and, more recently, with the health crisis, the leap to digital and online environments, have generated a false image of an inclusive response. Classrooms and discourses have been filled with new concepts, applications and tools, but inclusion is still a pending subject.

TEACHING INNOVATION VS METHODOLOGICAL



In recent decade, the avalanche of educational innovation methodologies and, with the health crisis, the leap to digital environments have generated a false inclusive response

INNOVATION

I have recently had the opportunity to do a master's degree in education, technology and innovation, a role I have combined as a tutor in online learning workshops for primary and secondary school students. As a student, I found myself in an online context in which most of the teaching staff used the same dynamics as my teachers 25 years ago at the teacher training college. Unidirectional classes in which the teacher is limited to the reading of notes and in which the students had to limit themselves to listening. The multiple resources for interaction and the inclusion of different learning profiles, starting points, expectations and professional experience were not taken into account by many of these teachers, neither when organising time and resources, nor for grouping and assessment processes. They talked to us about the opportunities that online contexts offer for inclusion, while at the same time resisting their use and treating us all the same.

Meanwhile, as an online workshop tutor, I have been able to see how my approach, my obsession to respond to everyone, my attitude to observe and find out why, worked in favour of inclusion, beyond the methods and tools.

Lucía came in as the youngest of an advanced group, in the middle of the year, with narrowly focused, disorganised and vague thinking and learning processes. Scattered, with difficulties in focusing her thinking and argumentation, she seemed to always go off on tangents, unable to conclude or reason using the evidence and relationships available

to her. I decided early on that the responsibility was not hers, but mine, and that her time was different. Slowly, but without taking a step backwards, each day seemed to open up a little more. Without slowing down the rest of the group, I reflected on my objectives, modulated the resources in response to her profile and offered precise and concise feedback to each of her contributions, helping her to move one step further and further. One academic year later, Lucía is back with us. She has changed her attitudes and willingness to think and participate, showing a reflective, focused, analytical and sometimes very creative way of thinking. Lucía gained confidence and that confidence has led her to find her way.

Alberto did not want to connect. He would turn off the camera, scream and kick and, on the rare occasions that his family managed to connect him, he refused to participate. I decided that the responsibility was not his, but mine. And I asked myself the "why" questions. I tried one thing, then another, and finally decided that this group was not his. The change worked a miracle. Meeting more like-minded profiles gave him the motivation to participate and get involved. Alberto is quiet and I have to respect him. That's why I look at the quality of his contributions and not the quantity, and patiently wait for "his moment". I earned his respect, respecting his time, and he rewarded me with a fabulous final product, which went beyond what was expected.

The science group was a challenge from the beginning. Each and every one of the students showed a profile with

a focus on data, obtained by rote, without understanding or relationship. Individualistic and personal, they did not listen to each other, they did not reflect on each other's interventions, they did not do the work they set out to do, they did not pay attention, they did not cooperate. I decided that the responsibility was not theirs, but mine. We continued to insist by offering feedback that would provoke metacognition, reflection on their thought processes and a change in attitudes towards collaboration and the construction of synergies to tackle the common objective and grow in themselves. Why? What for? we asked after each intervention. At the end of the course, they gave us a wonderful gift. When we arrived, we found them debating, listening to each other, interacting, sharing, cooperating, building on each other's ideas, focusing on causes, consequences, relationships, data and evidence drawn from research that seeks to understand and not just to retain.

Our responses were managed through the use of various platforms, applications, resources and digital tools, which facilitated our work and made it more effective. But the inclusion of students, the achievement of getting them involved in learning processes that lead them to enjoy and understand their role as learners, to feel valued and respected in their individuality, connected to each other through their interests, contributing and cooperating to achieve a common goal that serves as a challenge and stimulus to their strengths, that makes them feel the thrill of achievement through a process of personal improvement, guided by the teacher and the synergies of

their peers, that does not depend on the tools, methods or resources. It solely depends on me. I wish we innovated more in teachers than in models and methods.

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