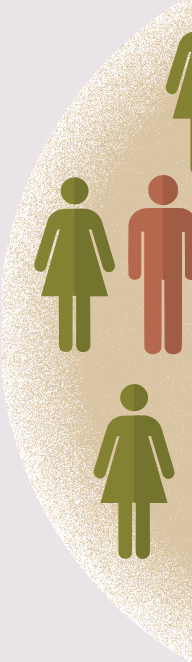


# Inclusion in the classroom. Why the practice of shared teaching is essential?

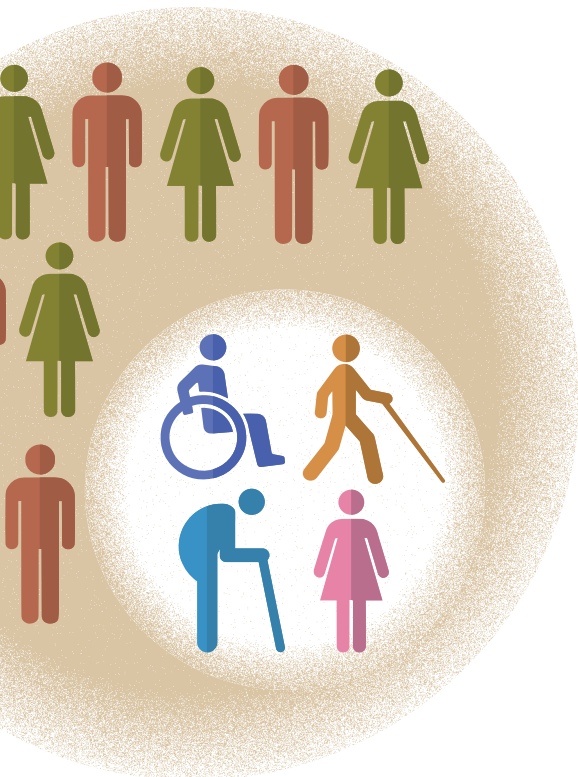


by Mª Eugenia Pérez



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 Prácticas<sup>1</sup>



**E**VERYONE 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:

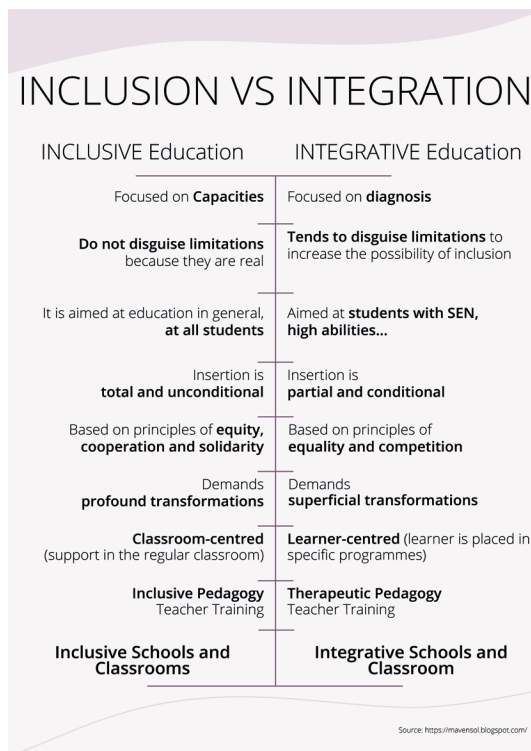
- Good classroom management.

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

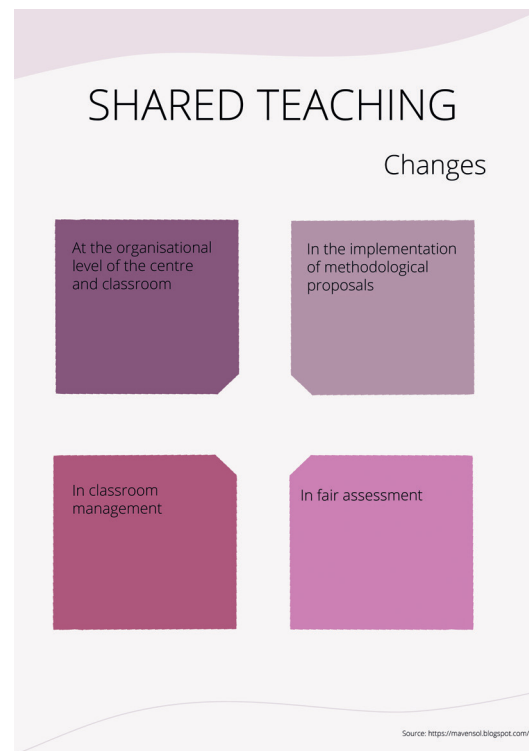
- Building a good classroom climate and the management of coexistence.
- Working by projects and in inclusion within the ordinary classroom.
- Open school and rich socialisation.
- Teachers build their material with tasks that are open and flexible , allowing various adjustments, through their sites,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

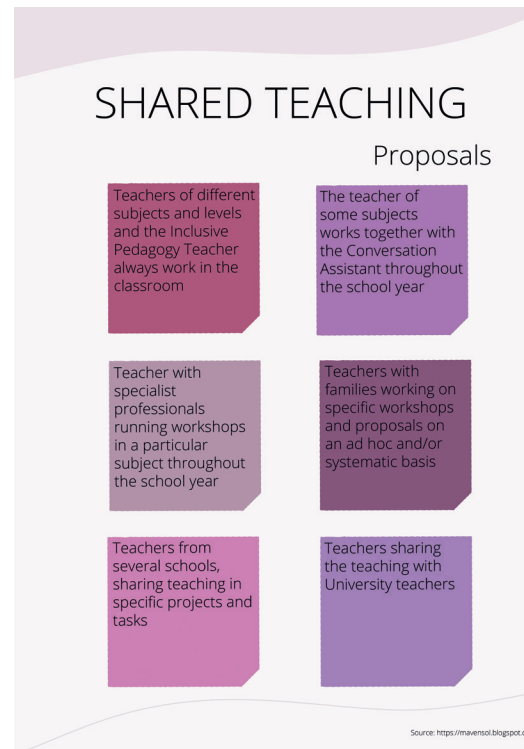
Thus, teaching partnerships require consensus, coordination, trust and knowledge of the capacities of each of the teachers in the team.

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"

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Notes

<sup>1</sup> Pérez, M<sup>a</sup> Eugenia. (2017). "Aulas Inclusivas: Experiencias Prácticas". Editorial Altaria