*Artículos Científicos*

# Diagnóstico del trabajo colaborativo en un centro escolar como indicador de inclusión educativa

## *A School Diagnosis About Collaborative Work as an Indicator of Educational Inclusion*

## *Diagnóstico do trabalho colaborativo em uma escola como indicador de inclusão educacional*

**María Fernanda Bonilla Serrato**
Universidad Juárez del Estado de Durango, Durango, México
ferbonilla0@gmail.com
https://orcid.org/0000-0002-6065-2508

**Jaime Fernández Escárzaga***
Universidad Juárez del Estado de Durango, Durango, México
jaimefer14@hotmail.com
https://orcid.org/0000-0002-8897-5851

**Marco Antonio Vázquez Soto**
Universidad Juárez del Estado de Durango, Durango, México
marco0709@hotmail.com
https://orcid.org/0000-0002-8449-1120

*Autor de correspondencia

## Resumen

La inclusión educativa es una filosofía de intervención que orienta la atención de la comunidad de un centro escolar hacia la diversidad de todos sus alumnos. En México el sistema educativo está obligado a desarrollar en las aulas prácticas inclusivas. Sin embargo, las acciones que se realizan generalmente se reducen a la integración de los alumnos con discapacidades. Este manejo discrecional de la inclusión educativa es lo que motivó a desarrollar un diagnóstico en una institución de la periferia de la ciudad de Durango, Dgo., México. El objetivo del diagnóstico fue encontrar cuáles eran las prácticas inclusivas que se llevaban a cabo en la escuela respecto al trabajo colaborativo, con la finalidad de realizar posteriormente un proceso de intervención que contribuyera a fortalecer los hallazgos positivos y mejorar las áreas donde se tuvieran pocos avances.

El método para realizar el diagnóstico fue cualitativo de tipo observacional fenomenológico. Se rescataron los datos empíricos empleando la técnica de observación no participante y la entrevista en profundidad. Este proceso tuvo la duración de un mes, con una asistencia diaria a la primaria dentro del horario escolar. Durante el diagnóstico, la intervención y el análisis de los resultados, el material recopilado se organizó en diez categorías. En este artículo se presentan solamente las categorías que corresponden al resultado del diagnóstico. La información obtenida fue contrastada con fuentes teóricas que sustentaban y explicaban los hallazgos.

Los resultados encontrados muestran que la escuela no tiene elementos para considerarse como centro inclusivo. La comunicación del director hacia los docentes es deficiente; su falta de asertividad ha provocado desconfianza, ansiedad y resentimiento. Su liderazgo, lejos de fortalecer el trabajo colaborativo, ha generado incomodidad en los integrantes del cuerpo académico. El diagnóstico realizado permitió identificar los elementos para desarrollar un proceso de intervención orientado desde la psicología educativa con un esquema de investigación-acción.

**Palabras clave:** inclusión, intervención educativa, psicología educativa.

## Abstract

The educational inclusion is an intervention philosophy that orients the school community to achieve the educational attention in all the student's diversity. In Mexico, because of the international agreements that it's been subscribed, the educational system is obligated to develop inclusive practices in all its schools. However, the actual actions are generally reduced to the integration of students with some kind of disability in the classrooms. This discretional use of educational inclusion is what motivated to make a diagnosis in a school located in the outer fringe in the city of Durango, Durango, Mexico. The objective of the diagnosis was to find out the inclusive practices that the school makes in relation to collaborative work, with the purpose of implement subsequently an intervention process that will contribute to strengthen the positive findings and areas for improvement in the school.

The diagnosis was made with a qualitative method using a phenomenological observational type. The data were rescued using the non-participant observation technique and the depth interview. This process lasted a month, with daily attendance at the primary school hours. The material was organized in ten categories that were used in the diagnosis, intervention and the analysis of the results. In this article only the categories that correspond to the result of the diagnosis are presented. The information obtained was contrasted with the theoretical sources that supported and explained the findings, throwing as conclusions, the situation in which the school is located.

The results show that the school doesn't have enough elements to be consider as an inclusive institution. The communication is not efficient between the principal and the teachers; the lack of assertiveness in the principal has caused anxiety, mistrust and resentment. His type of leadership has led to create discomfort among the teachers weakening the collaborative work. The collaborative work is non-existent among teachers, students and parents because of the principal's restrictions for the parent's access into the school. The diagnosis provided the elements to develop an intervention process guided by the educational psychology using an action-research orientation.

**Keywords:** inclusion, educative intervention, educational psychology.

## Resumo

A inclusão educacional é uma filosofia de intervenção que orienta a atenção da comunidade de uma escola para a diversidade de todos os seus alunos. No México, o sistema educacional

é obrigado a desenvolver aulas práticas inclusivas na sala de aula. No entanto, as ações realizadas são geralmente reduzidas à integração de alunos com deficiência. Esta gestão discricionária da inclusão educacional é o que motivou o desenvolvimento de um diagnóstico em uma instituição na periferia da cidade de Durango, Dgo., México. O objetivo do diagnóstico foi descobrir quais foram as práticas inclusivas que foram realizadas na escola em relação ao trabalho colaborativo, com o objetivo de posteriormente realizar um processo de intervenção que contribuiria para fortalecer os achados positivos e melhorar as áreas onde houve pouco progresso. .

O método para o diagnóstico foi qualitativo do tipo observacional fenomenológico. Os dados empíricos foram resgatados usando a técnica de observação não participante e entrevista em profundidade. Este processo durou um mês, com uma frequência diária na escola primária durante o horário escolar. Durante o diagnóstico, intervenção e análise dos resultados, o material coletado foi organizado em dez categorias. Este artigo apresenta apenas as categorias que correspondem ao resultado do diagnóstico. As informações obtidas foram contrastadas com fontes teóricas que apoiaram e explicaram os achados.

Os resultados encontrados mostram que a escola não possui elementos para ser considerada como um centro inclusivo. A comunicação do diretor com os professores é ruim; sua falta de assertividade causou desconfiança, ansiedade e ressentimento. Sua liderança, longe de fortalecer o trabalho colaborativo, gerou desconforto nos membros do corpo acadêmico. O diagnóstico permitiu identificar os elementos para desenvolver um processo de intervenção orientado pela psicologia educacional com um esquema de pesquisa-ação.

**Palavras-chave:** inclusão, intervenção educativa, psicologia educacional.

# Introduction

This article is the report of the first phase of the investigation and includes the diagnosis made in an educational center on the outskirts of the city of Durango, Dgo., Mexico. The other phases of the investigation were the intervention and finally the post-

intervention evaluation, in order to assess its effectiveness. It is a work of action research: the researcher is the protagonist of the transformation process.

This section reports the diagnosis that was made with the objective of establishing the intervention process in the school community, and the collaborative work carried out within the campus was taken as an initial reference, since it is an important indicator in the educational inclusion For inclusive education, it is necessary that educational systems be oriented towards the participation and commitment of the entire school community to generate an intrinsic change in educational policy, culture and practice; and create a new environment where diversity is considered as an opportunity to learn and also to teach with it, guaranteeing access, permanence, participation and progress of all students (Porter and Towell, 2017; Escobar, Albores and Guillén , 2017).

The importance that this first moment of diagnosis has is that, unlike other countries, in Mexico inclusive education is a philosophy of education that is not rooted in teachers, managers, or the educational policies of the Mexican Government. Although the Department of Special Education of the Ministry of Public Education (SEP) calls for the adoption of inclusive education in a large number of campuses, the reality is that the practices carried out by the staff of that area continue to maintain the old school of special education and integrated groups.

In Mexico there are few educational projects inspired by the principles of inclusive education. The philosophy of education for all is scarcely specified in some "inclusive" activities that are carried out in isolation.

Although it is known that the responsibility of the education system is to provide quality learning opportunities for all children (San Martín, Villalobos, Muñoz and Wyman, 2017), barriers to learning continue to develop; barriers that exist for using a poorly designed curriculum, poorly trained or poorly trained teachers, with inappropriate means of instruction and buildings inaccessible to students (United Nations Educational, Scientific and Cultural Organization [Unesco], 2004). The above, in addition to generating obstacles to learning, causes few attempts to innovate educational practices.

Analyzing a school from the perspective of educational inclusion allows us to observe in detail what are the elements that are carried out in accordance with that philosophy of work, as well as those that are needed, and thus guide a proposal of educational intervention

that allows responding to center needs and transform its educational practices, as well as to innovate and manage resources that allow access to an education of this type.

In some countries, various contributions have been made to identify the elements that are necessary in order to carry out inclusive projects in schools. In the case of researchers in the field of education in Spain, they show great interest in the innovation of educational practices, studying as main axis the theoretical aspects that should support the educational task. On the one hand, Muntaner, Rosselló and De la Iglesia (2016), in their work Good practices in inclusive education, offer an analysis of the contributions that other studies have provided on the substantial changes that must be promoted in the culture of educational centers and the classrooms. They concluded that the shift towards inclusive education should impact the way of understanding education to transform the culture of the school. In this process, good educational practices must be innovative, sustainable and replicable to ensure that they remain in the institution.

On the other hand, efforts in the Spanish education system have allowed the adoption of tools such as the so-called Guide for Educational Inclusion (Index for Inclusion) of Echeita and Ainscow (2011), in order to support and promote the school's self-assessment and the reflection on the practice and the collaborative work that is carried out. Schools that have started their inclusive process based on this material make reference to the fact that, as a whole, it is not an easy instrument to apply, but it addresses inclusion from the points of view of all members of the educational community, which It helps to analyze the school culture, the policies they set in motion and the practices that reflect their values every day (Gutiérrez, Martín and Jenaro, 2014).

Colombia is another country where some proposals for intervention in inclusive education have been developed. There have begun intervention projects in schools for social and cultural transformation from various methods and strategies. At work Creating a learning community: an experience of inclusive education in Colombia, Beltrán, Martínez and Torrado (2015) elaborate a cross-sectional action research with a qualitative approach during the period of one year in the educational institution of the corregimiento of Yarima, Colombia, with the objective of formulating and implementing a proposal for the improvement of the educational quality of the school following the inclusive principles.

The results obtained show the great potential that learning communities can achieve when they adopt an inclusive education strategy, since they allowed them to take advantage of the opinions of students, teachers, parents and other residents about education, and enriched and allowed to carry out each of the proposed initiatives. There was an increase in the evaluation scores at the national level; the bond between parents and their children's educational process was strengthened; in the same way, a community identity was developed between students, teachers and the local environment; teachers were also sensitized about their role in the teaching process through the innovation of their practices and continuous training (Beltrán et al., 2015).

Meanwhile, a study conducted in Mexico by Flores, García and Romero (2017) sought to identify the inclusive practices of teachers who are part of a normalist school, with the intention of locating the structural changes in the educational system that have caused discontent and confusion in teachers who try to develop their teaching from inclusive principles. The results obtained indicate that greater support is required in the physical conditions of the classroom, in the teaching methodology and in the establishment of the teacher-student relationship; This is part of the need for a teacher update plan during the training of this professional.

Educational inclusion implies the participation and collaboration of the entire school community, including managers, teachers, students and parents. The commitment of each of them and the contribution they make during this process ensures that the transformation of educational practices in turn allows the cultural change of the community towards the principles of equity and equality to strengthen an inclusive pedagogy that develops and strengthens the Teaching and learning This by contemplating that diversity gives the opportunity to learn and teach with it, and guarantees the access, permanence, participation and progress of all students (Porter and Towell, 2017; Escobar et al., 2017).

However, forming an educational center where its members develop with a commitment to inclusion implies that their practices demonstrate the existence of a philosophy of democracy and equality; where the quality of education is the result of the organization, planning and development of collective strategies in decision making that respond to educational needs and generate support networks during collaborative work. This

in order to maintain flexibility in the strategies and planning for the adaptation of the curriculum regarding the needs of the students (Moliner, 2013; López, 2011).

Each member fulfills specific functions that bring the school closer or further away from its inclusive process. Given the challenge of bringing all of its students closer to academic knowledge, the teacher requires counseling and psycho-pedagogical supervision services (Echeita, 2013) by specialists and managers of the center. This as a consequence of the fact that in the teaching-learning process, on many occasions, pedagogical deficiencies of the teacher are evidenced and it is these that prevent this process from being successful for all students (García, García and Reyes, 2014), which generates in the teacher a neutral or negative attitude towards inclusion (Granada, Pomés, and Sanhueza, 2013). Therefore, teachers are required to have good educational practices that meet the needs of the group.

Another of the necessary figures in this inclusive process is that of the directors: they are guides and leaders of the school. They, through their interaction, enhance and promote an inclusive culture (Fernández and Hernández, 2013). Its function is to define the objectives, establish the work rules and the guidelines to be followed (Sanabria and Castañeda, 2016), but it also implies communicating to their teachers what is expected of them during the implementation of the activities. The communication that he establishes should favor the development of all the staff of the center, and should try to take into account the teachers' expectations, their needs, concerns and experiences. In this way, an atmosphere of trust and participation is promoted that enables the autonomy and organization of the teaching staff in a shared framework. (Fernández y Hernández, 2013).

Teachers, like the rest of the school community, should generate a sense of community based on job satisfaction, motivation and identity towards the center. This requires the collective linking of team members. That is to say: the emotional relationships established by the professors will allow the educational practice to develop from the joint reflection and not individually within their classroom; At the same time they will increase the commitment and responsibility of the teacher for the education of the students: they will contribute to their professional development, they will generate identity and the notion that the professional body works in collaboration (Bolívar, 2013; Matus, 2013).

However, in some centers the implementation of collaborative work teams is not considered an easy task. Many times due to a lack of commitment in the education of

students, accompanied by the desire to obtain rapid results and the habit of making decisions based on individual convenience; the weak loyalty between the members and the little involvement in interpersonal relationships make the work be done with instability and uncertainty (Sisto, 2009). The commitment to work will only occur when bonds of trust are offered, which grow and are strengthened by expressing appreciation towards the other, and by being able to recognize and estimate someone's merit (García, 2013). Working collaboratively implies that each individual will have under his responsibility a certain task that has been entrusted to him and that, by his individual qualities, the success of this is ensured.

## Materials and methods

The report of the research presented today is the first phase of an intervention work, where it was sought to have a diagnosis that would clearly define the opportunities for an intervention from the educational psychology in a particular school with the purpose to improve inclusive education indicators. For this, a non-participant observation strategy was designed for a month. This observation was made during the full working day schedule, and in-depth interviews were conducted with the key informants. The observations were recorded in a logbook and made field diaries; The interviews were recorded in audio and later transcribed for analysis.

For the analysis of the information obtained, ten categories and six subcategories were established, which were extensively reviewed and processed using the Atlas.ti qualitative analysis program. In this article, only three categories and three subcategories are taken into account, as can be seen in Table 1.

The study is qualitative, descriptive and phenomenological. The materials used were record sheets, recorder, computer and the computer-aided program mentioned.

In the results presented, the textual references of the key informants are indicated in parentheses in the paragraph where the quotation in question is found, according to the logbook elaborated.

**Tabla 1.** Categorías de análisis con mayor incidencia en el centro escolar

| Categorías | Subcategorías |
|---|---|
| Formas de convivencia | Estilos de comunicación<br>Participación entre individuos<br>Encuentros entre los individuos |
| Preferencias del Director con el personal | |
| Evidencia de falta de trabajo colaborativo | |

Fuente. Elaboración propia

Table 2 shows the definition given to each of the categories analyzed here. The Forms of coexistence category has three subcategories: Communication styles, Participation between individuals and Meetings between people. In addition, the categories Director preferences with the staff and, finally, Evidence of lack of collaborative work are included.

**Tabla 2.** Definición de categorías

| Categoría: formas de convivencia | |
|---|---|
| **Subcategoría: Estilos de comunicación** | Se presenta como las formas en que el líder se expresa ante las situaciones de la vida escolar. Cómo dialoga, cómo demuestra su aprecio y cómo relaciona con los demás. |
| **Subcategoría: Participación entre individuos** | Se considera la frecuencia de participación, y si las participaciones se relacionan con el tema de diálogo y cómo son tomadas en cuenta por los demás. Crean un ambiente de posibilidad para actuar, intervenir u opinar durante las negociaciones que realizan, así como la voluntad grupal de establecer puntos de acuerdo. Implica el grado de responsabilidad y compromiso de sus miembros, aunado al respeto que se brindan, se protegen y promueven su participación. |

| **Subcategoría: Encuentros entre los individuos** | Espacios y tiempos destinados a promover la convivencia entre los individuos. Prestaciones de los servicios educativos para facilitar los encuentros. |
| --- | --- |
| **Categoría: Preferencias del director con el personal** Conductas y actitudes que diferencian la relación del director con el personal docente a su cargo. Cómo coordina y organiza a su equipo; asimismo, cómo los motiva y les demuestra su afecto. | |
| **Categoría: Evidencia de falta de trabajo colaborativo** Reconocer y aprovechar las habilidades de cada miembro para desarrollar un objetivo en común. Demostraciones de apoyo hacia los demás. Ayudas que se ofrecen hacia el otro, cumplimiento de su labor y constancia de la eficacia de su trabajo. Objetivos propuestos en común, así como los recursos y medios para realizarlos. Satisfacción a las necesidades del grupo. El rol del liderazgo. | |

Fuente. Elaboración propia

# Results

Among the main results that were obtained in the category Forms of coexistence, highlights the way of communication of the steering group towards teachers, which is described, in the voice of a teacher, as "in bad ways, it has its moments in which you can not tell nothing because he will treat you badly afterwards, usually this way he treats me and teacher E "(paras. 1789-1790). When it is known that fostering an environment of trust and participation, it is necessary to communicate and consider the teachers' expectations, their needs and concerns (Fernández and Hernández, 2013), the same teacher shares the following:

> In the technical councils sometimes I don't even participate because the director is very rude and starts with his sapwood. He is a very prepared person ... but by how he speaks no! It makes me very rude, there are other professors who do follow the flow, but I don't, sometimes I even get out (párrs. 1042-1046).

The directive figure serves as a guide and leader of the school because its interaction with other members strengthens the work being done (Barrios, Castillo, Fajardo, Rojas and Nova, 2004). But discomfort is perceived by another member of the academic body, who shares that "I don't know why teacher E leaves the dire modes. I also left me, but I already stopped him and he no longer treats me badly, but before he does "(paras. 2199-2203). And

he concludes: "I feel that a little is missing that he sometimes moderates his way of telling us some things" (paras. 30-31).

In the subcategory of Participation and meetings between members, it was expected that teachers and students could perform collaborative work with parents, since the participation and collaboration of the entire school community ensures the transformation of educational practices (Porter and Towell , 2017). Schools require the participation of parents; However, a teacher at the school that is analyzed mentions that "I don't like fighting with moms because they are rude and start making gossip about one (…), that's why I tell the principal to take care of moms and let him work for one "(paras. 2097-2101).

The perspective of the school institution is manifested in the voice of some of the teachers that mentions that the principal recommends that "do not allow moms to enter. If a mother comes in for any questions about homework or something, he goes and tells us: please, no, ma'am, you have to be outside "(paras. 37-40). Another teacher justifies that the meetings with the parents have been based on the following:

> [I've] heard comments from both the principal and the professors who already have time here, that the less contact you have with the parents, the better because you avoid problems, that is, what is related to the children, that the qualifications, that the work, which does not bring homework and now, but as well as allowing them a little more, no, because then you don't take them off (párrs. 846-851).

Another requirement of collaborative work is the participation among teachers, since the educational quality of the center is the result of the organization, planning and development of collective strategies based on support networks during tasks (Moliner, 2013). A teacher shares:

> We have to prepare ourselves to make the necessary adjustments to the child and one goes to help him know how to do it and the only thing that tells us: "post make adjustments"; "I already did them now what?" And it is my problem because I have the child.

The director's response, on the other hand, was the following: "Yes, professor, the one who has to investigate how to do it is you" (paras. 1533-1539); and added that the

important thing is to ask "how to get ahead of those students who do advance?" (paras. 1597 - 1599). But an inclusive pedagogy must guarantee the access, permanence, participation and progress of all students (Escobar et al., 2017).

A teacher confesses: "Confidence to express ?, no, I do not, not really" (paras. 95-98). When trust is necessary to establish affective relationships that allow educational practice to develop from joint reflection (Matus, 2013). The teacher's commitment to work will only occur when bonds of trust are offered that grow and are strengthened by expressing appreciation towards the other (García, 2013). The principal affirms that he demonstrates his confidence to the professors in the following way:

> In the deal; You can be a tax director, authoritarian, you can be derogatory, you create trust in academic, professional, teaching and even human support. So they, in the end, are committed to doing their job well, right? That is the way I show you that I help you: with materials, with files, with excels, with Word (párrs. 1656-1660).

In relation to the category Preferences of the director with the staff, the majority of teachers recognize that there are different treatments towards teachers. In the first case, a teacher mentions that the director "says things ugly, even feels bad because he is very charged and sometimes some teachers say they are pretty and sometimes not, like he has his favorites" ( paras 1047-1050). Subsequently, the same teacher refers:

> Some time ago she gave a 20-day permission to teacher F for her husband's things, to put it on, it's fine because it's health, right? But she hasn't given us economic permits to others, and that's something that bothers us and he told us that in November he will not give (párrs. 1794-1799).

Teachers, students and all members of the school community should generate a sense of community based on job satisfaction, motivation and identity towards the center. In the primary school in question, however, situations such as the following are evident:

> The dir went behind her and said ugly: "Shut up, don't tell me anything!" And there was the poor teacher crying when she left. He once shouted at me in front of the other professors there in the Directorate and none said anything (paras. 2505-2508).

(...) I did say: "No, I mean, you don't have to talk to me like that, I do what you tell me when you tell me, you don't have to treat me like that." And since then he hasn't talked to me like that again. But I defended myself, teacher E let me tell you all that, in front of everyone (párrs. 2218-2223).

Regarding the category of Evidence of lack of collaborative work, a teacher said that "here they no longer want to get into those problems of special children. When I arrived here I was very surprised that the children were not given so much attention "(paras. 1965-1967). Confirming this expression, another of the teachers shared a question she asked one of her classmates:

If I could channel another child to the special education teacher for her advice, but said she was very busy and only received the girl who does not speak, but the child could not be taken (párrs. 213-215)

This is despite the fact that one of the advantages of collaborative work is the shared organization of work (Fernández and Hernández, 2013), the increased commitment and responsibility for the education of students and the professional development of the teacher that provides identity in the center (Matus, 2013).

In fulfilling the function that corresponds to each member, a teacher mentions that: "the director did not say anything to us or at least not to everyone, but it is because sometimes he tells two, three and forgets to tell others "(Paras. 436-438). Another teacher says that "my feeling here is that there is a little more communication between all the teachers, like that, as for the teachers, we need a little more to join, this, to say, share" (paras. 157- 158). On the other hand, teachers also affirm that "we do not do community activities, it is very difficult, the only thing that can be done are parades, but it is very difficult, only like those of today with parents and even then they do not come" (paras 719-721).

One teacher recalls: "A collaboration was formed because each one did what he had to do with the distribution of work and involved the parents, which was where we were battling" (paras. 1724-1726). The director, in turn, says that the meetings that the teaching group conducts have the objective "to make agreements. You can express your discomfort, even your mood at school, but also others "(paras. 1698-1672). However, a teacher affirms: "In the technical councils I sometimes don't participate because it is very rude and starts with

its sapwood, sometimes I even get out" (paras. 1035-1045). Another teacher adds that in these meetings "they share their doubts and problems so that they give suggestions, but nothing more they say you want or fail in this, you must do so, but not to help you, just to criticize you" (paras. 1731-1735 ).

The school leader imposes his perception on the fact of the participation of the parents in the activities of the institution. In this regard, he considers the following:

> The first thing is to let teachers know that their relationship with the parent is merely work. That is the first principle, that one must, as a worker, not be emotionally intimate with the parents. Much less with the mothers, right? I do my job, there I go. I did my job, I'm leaving. Because that is the advantage that we have the teachers, that we do not live in the place of our work, there is no such approach (párrs. 1204-1209).

## Discussion

Educational inclusion is the result of a set of variables that coincide in a single vertex: attention to diversity. This orientation of intervention in the school is a philosophy that implies the need to add the collegiate work of the teaching and para-teaching staff, as well as to strengthen a working alliance with the parents that allows the center of the formula to be the student. Educational inclusion cannot be conceived from a variable; The participation of each element is necessary, perhaps some to a greater extent than others, but not their total absence.

It can hardly be said that a school works with the philosophy of educational inclusion if it is not observed that day-to-day decision making is done with democratic principles and not through authoritarian attitudes. Educational inclusion is not a set of "good actions" towards students, it implies that they live on campus in an environment of freedom and recognition of the rights of all members of the school community, as well as respect and camaraderie. It is a philosophy that is adopted for everyday life.

Table 3 shows that educational inclusion has two dimensions or categories: culture and inclusive policies. In these categories, the intention to integrate teams prevails, to do collaborative work, the person is recognized and a sense of belonging is given, discrimination practices are eradicated and all students are considered equally, solidarity is stimulated and

promotion is encouraged. Respect for diversity. In addition, the policies and guidelines for the operation of the school are established with this work philosophy.

**Tabla 3.** Variables y dimensiones de la inclusión educativa

| Dimensión A: Crear culturas inclusivas |
|---|
| **A 1: Construyendo comunidad** |
| 1. Todo el mundo es bienvenido. |
| 2. El equipo educativo coopera. |
| 3. Los estudiantes se ayudan mutuamente. |
| 4. El equipo educativo y los estudiantes se respetan mutuamente. |
| 5. El equipo educativo y los padres/tutores colaboran. |
| 6. El equipo educativo y los miembros del consejo escolar del centro trabajan bien juntos. |
| 7. El centro escolar es un modelo de ciudadanía democrática. |
| 8. El centro escolar fomenta la comprensión de las interconexiones entre las personas de todo el mundo. |
| 9. Los adultos y estudiantes son receptivos a la variedad de identidades de género. |
| 10. El centro escolar y la localidad se apoyan entre sí. |
| 11. El equipo educativo vincula lo que ocurre en el centro escolar con la vida de los estudiantes en su hogar. |
| **A 2: Estableciendo valores inclusivos** |
| 1. El centro escolar desarrolla valores inclusivos compartidos. |
| 2. El centro escolar fomenta el respeto de todos los derechos humanos. |
| 3. El centro escolar fomenta el respeto de la integridad del planeta Tierra. |
| 4. La inclusión se entiende como una mayor participación de todos. |
| 5. Las expectativas son altas para todos los estudiantes. |
| 6. Los estudiantes son valorados por igual. |
| 7. El centro escolar rechaza todas las formas de discriminación. |
| 8. El centro escolar promueve la convivencia y la resolución pacífica de conflictos. |
| 9. El centro escolar anima a los estudiantes y adultos a sentirse bien consigo mismos. |
| 10. El centro escolar contribuye a la salud de estudiantes y adultos. |
| **Dimensión B: Estableciendo políticas inclusivas** |
| **B1: Desarrollando un centro escolar para todos** |
| 1. El centro escolar tiene un proceso de mejora participativo. |
| 2. El centro escolar tiene un enfoque de liderazgo inclusivo. |
| 3. Los nombramientos y los ascensos son justos. |

Revista Iberoamericana para la
Investigación y el Desarrollo Educativo
ISSN 2007 - 7467

| | |
|---|---|
| 4. | La experiencia del equipo educativo es reconocida y utilizada. |
| 5. | Se ayuda a todo el equipo educativo a integrarse en el centro escolar. |
| 6. | El centro escolar trata de admitir a todos los estudiantes de su localidad. |
| 7. | Se ayuda a todos los estudiantes nuevos a integrarse en el centro escolar. |
| 8. | Los grupos de enseñanza y aprendizaje se organizan de forma equitativa para apoyar el aprendizaje de todos los estudiantes. |
| 9. | Los estudiantes están bien preparados para moverse en otros contextos. |
| 10. | El centro escolar es físicamente accesible para todas las personas. |
| 11. | Los edificios y terrenos se han diseñado pensando en facilitar la participación de todos. |
| 12. | El centro escolar reduce su huella de carbono y su uso de agua. |
| 13. | El centro escolar contribuye a la reducción de residuos. |

Fuente: Booth y Ainscow (2011)

Surely the school that is analyzed in the results section, in terms of the categories of educational inclusion, presents situations not very different from those that arise in most schools in Mexico. Many of these schools are considered to be "inclusive" because they have "special education" students in their classrooms, and all they do is accept "troubled" children and wait passively for specialized staff to attend . When teachers and their "interdisciplinary" team come, the first thing they do is to value the child, who is referred "with justified causes"; they integrate a file that becomes a cluster of sheets containing psychological and medical evaluations, as well as repeated recommendations that only remain there, as evidence of the work of many professionals who have "valued" the child for some years, but that file It does not translate into concrete actions that transform the school for children to learn. The actions remain focused on the isolated attention of the child. The "regular education" teacher expects the "special education" teacher to attend to "her" students. So, in those schools, inclusive education is reduced to the act of accepting children with disabilities.

Collaborative work is a necessity that arises as an important activity to transform some aspects that are needed in the school institution that is analyzed in this work. The teaching team is very fractured and the lack of collegial decisions is evident; that teachers re-believe in their ability to work and resume their communication skills with children as part of the philosophy of educational inclusion. These are aspects that have been observed in the diagnosis as elements that must be addressed as a priority.

From the educational psychology an intervention work can be planned to help the school community. First, to recognize that it is necessary for them to transform, to move, to recover the excitement of working and learning with children. It is possible to generate an awareness of collective work if they are visualized as capable of doing so and if along the way, during the intervention process, students' awareness can be influenced so that they are motivated in topics of interest. So, the commitment to work with the philosophy of inclusive education is no longer "a happy utopia." Since, although it proposes us distant goals, in the path that is traveled by wanting to reach them, we always win, regardless of whether we have to keep trying again and again.

## Conclusions

As a consequence of its own practice, primary school does not develop on inclusive principles, nor does it consider the needs of its context for the improvement of educational quality. Under the conditions that have been adopted in the institution, prolonged meetings between teachers or parents with the teacher in the classroom are not allowed. There are suspicions, prejudices or misunderstandings evidenced through comments by the management group towards the staff, but without positive feedback on the tasks performed or the implementation of ideas and proposals for innovation.

Teachers have little security to participate in decision-making and in the generation of ideas when working collaboratively in meetings. The supports they receive are critical about their work or little useful advice to implement, rather than for personal and professional enrichment or for solving the real needs that exist in their classrooms. Affective bonds between partners are not evident; neither help nor support. There is no active participation of the parent in the school.

The primary school located on the periphery of the city of Durango is not an inclusive school that implements collaborative work in its practice as a strategy to achieve a constant educational improvement. This evidence invites us to consider that a second stage of analysis is necessary, where a program that allows the creation of an inclusive school that seeks the participation and involvement of all members of the school community arises.

From the aforementioned, the need for the problem to be recognized in the school for a transformation process to begin is evident. With the elaborated diagnosis, evidences of lack

of collaborative work, autocratic leadership and lack of integral knowledge about educational inclusion are shown. But above all it must be considered that the work of the group of teachers is not oriented to apply the principles of education for all and of educational inclusion. These principles are not their work objective, since the medical intervention model of the special education subsystem continues to be expressed; It is not an educational center where they ask themselves, what should we do for everyone to learn? they keep asking or what does the child have to do to learn? The first question is about inclusive philosophy, about transforming the school, eliminating barriers to learning. The second is so that nothing happens at school, but, unfortunately, very little oriented towards students being considered as diverse people.

## References

Barrios, N., Castillo, M., Fajardo, F., Rojas, J. y Nova, A. (2004). *El aula, un escenario para trabajar en equipo: Características de las acciones mediadas donde se favorecen las competencias laborales generales interpersonales*. (tesis de maestría). Pontificia Universidad Javeriana, Bogotá.

Beltrán, Y., Martínez, Y. y Torrado, O. (2015). Creación de una comunidad de aprendizaje: una experiencia de educación inclusiva en Colombia. *Revista Encuentros*, *13*(2), 57-72. Recuperado de doi.org/10.15665/re.v13i2.498.

Bolívar, A. (2013). La lógica del compromiso del profesorado y la responsabilidad de la escuela: una nueva mirada. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 11*(2), 60-83. Recuperado de http://www.redalyc.org/articulo.oa?id=55127024003.

Booth, T. y Ainscow, M. (2011). *Guía para la Educación Inclusiva: Desarrollando el aprendizaje y la participación en los centros escolares.* Madrid, España: FUHEM-Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI). Recuperado de https://www.oei.es/historico/publicaciones/detalle_publicacion.php?id=151.

Echeita, G. (2013). Inclusión y exclusión educativa. "Voz y quebranto". *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, *11*(2), 9-18. Recuperado de http://www.redalyc.org/articulo.oa?id=55127024005.

Echeita, G. y Ainscow, M. (2011). La educación inclusiva como derecho. Marco de referencias y pautas de acción para el desarrollo de una revolución pendiente. *Tejuelo*, *12*, 26–46. Recuperado de https://dialnet.unirioja.es/servlet/articulo?codigo=3736956.

Escobar, E., Albores, A. y Guillén, D (coords). (2017). *Guía para una escuela inclusiva*. Chiapas, México: Cresur.

Flores, V., García, I. y Romero, S. (2017). Prácticas inclusivas en la formación docente en México. *Liberabit*, *23*(1), 39-56. Recuperado de https://doi.org/10.24265/liberabit.2017.v23n1.03.

García, E., García, A. y Reyes, J. (2014). Relación maestro alumno y sus implicaciones en el aprendizaje. *Ra Ximhai*, 10(5), 279-290. Recuperado de http://www.redalyc.org/articulo.oa?id=46132134019.

García, K. (2013). *El aprecio: fortalece al individuo y la organización*. San Juan, Puerto Rico: Oficina de Etica Gubernamental de Puerto Rico.

Granada, M., Pomés, M. y Sanhueza, S. (2013). Actitud de los profesores hacia la inclusión educativa. *Papeles de trabajo,* (25), 51-59. Recuperado de http://www.scielo.org.ar/pdf/paptra/n25/n25a03.pdf.

Gutiérrez, M., Martín, M. y Jenaro, C. (2014). El Index para la inclusión: presencia, aprendizaje y participación. *Revista nacional e internacional de educación inclusiva*, *7*(3), 186-201. Recuperado de https://www.researchgate.net/publication/277141157.

López, M. (2011). Barreras que impiden la escuela inclusiva y algunas estrategias para construir una escuela sin exclusiones. *Innovación educativa*, (21), 37-54. Recuperado de http://www.usc.es/revistas/index.php/ie/article/download/23/140.

Matus, L. (2013). La construcción de una identidad docente, ¿un desafío para la política educativa? *Exitus*, 3(1), 75-87. Recuperado de http://www.ufopa.edu.br/portaldeperiodicos/index.php/revistaexitus/article/view/25 0.

Moliner, O. (2013). *Educación inclusiva*. España: Edición de la Universitat Jaume I.

Muntaner, J., Rosselló, M. y De la Iglesia, G. (2016). Buenas prácticas en educación inclusiva. *Educatio Siglo XXI*, *34*(1), 31-50. Recuperado de doi.org/10.6018/j/252521.

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [Unesco]. (2004). *Temario abierto sobre educación inclusiva*. Santiago, Chile: Editorial Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. Recuperado de http://sid.usal.es/idocs/F8/FDO23200/temario_abierto_educacion_inclusiva.pdf.

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [Unesco]. (2004). *Temario abierto sobre educación inclusiva*. Santiago, Chile: Editorial Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. Recuperado de http://sid.usal.es/idocs/F8/FDO23200/temario_abierto_educacion_inclusiva.pdf.

Porter, G. y Towell, D. (2017). *Promoviendo la educación inclusiva: claves para el cambio transformacional en los sistemas de educación*. (tríptico). Reino Unido: Inclusive Education Canada & Centre for Inclusive Futures.

Sanabria, A. y Castañeda, M. (2016). Trabajo en equipo o equipo de trabajo: ¿es posible en el sistema de salud colombiano? *Revista Colombiana de Cirugía*, *31*(2), 98-102. Recuperado de http://www.redalyc.org/articulo.oa?id=355545923004.

San Martín, C., Villalobos, C., Muñoz, C. y Wyman, I. (2017). Formación inicial docente para la educación inclusiva: análisis de tres programas chilenos de pedagogía en educación básica que incorporan la perspectiva de la educación inclusiva. *Revista Calidad en la educación*, (46), 20-52. Recuperado de https://scielo.conicyt.cl/pdf/caledu/n46/0718-4565-caledu-46-00020.pdf.

Sisto, V. (2009). Cambios en el trabajo, identidad e inclusión social en Chile: desafíos para la investigación. *UNIVERSUM*, *3*(24), 192–216. Recuperado de https://scielo.conicyt.cl/pdf/universum/v24n2/art_11.pdf.

| Rol de Contribución | Autor (es) |
|---|---|
| Conceptualización | Fernanda Bonilla Serrato. Igual Jaime Fernández Escárzaga. Igual |
| Metodología | Jaime Fernández Escárzaga. Principal Marco Antonio Vázquez Soto. Que apoya |
| Software | NO APLICA |
| Validación | Fernanda Bonilla Serrato. Igual Jaime Fernández Escárzaga. Igual Marco Antonio Vázquez Soto. Que apoya |

| | |
|---|---|
| **Análisis Formal** | **Fernanda Bonilla Serrato. Igual Jaime Fernández Escárzaga. Igual Marco Antonio Vázquez Soto. Que apoya** |
| **Investigación** | **Fernanda Bonilla Serrato. Principal Jaime Fernández Escárzaga. Que apoya** |
| **Recursos** | **Jaime Fernández Escárzaga** |
| **Curación de datos** | **Jaime Fernández Escárzaga. Principal Marco Antonio Vázquez Soto. Que apoya** |
| **Escritura - Preparación del borrador original** | **Fernanda Bonilla Serrato** |
| **Escritura - Revisión y edición** | **Jaime Fernández Escárzaga. Igual Marco Antonio Vázquez Soto. Igual** |
| **Visualización** | **Fernanda Bonilla Serrato. Igual Jaime Fernández Escárzaga. Igual Marco Antonio Vázquez Soto. Que apoya** |
| **Supervisión** | **Jaime Fernández Escárzaga** |
| **Administración de Proyectos** | **Jaime Fernández Escárzaga** |
| **Adquisición de fondos** | **Jaime Fernández Escárzaga** |