



**GUIDED TEACHER REFLECTION
ENGLISH TEACHERS NETWORKS**

TOPIC 1: FROM INTEGRATION TO INCLUSION

**MINISTRY OF EDUCATION
ENGLISH OPENS DOORS PROGRAM**



INTRODUCTION

This guide aims to support your pedagogical and disciplinary work in your ETN monthly meetings and is part of a series of six guides for group discussions. Each guide outlines a topic for reflection which is aligned with the “MBE framework and curricular prioritization 2023-2025”. The guided topics were developed by considering the academic and professional interests of ETN teachers collected through a survey applied in September 2024. These guides cover relevant topics of academic and professional interest through a range of activities promoting the integration of learning objectives, the development of professional practices, and the promotion of collaborative and reflective work.

Pedagogical reflection and its connection with the [MBE](#). (Table 1)

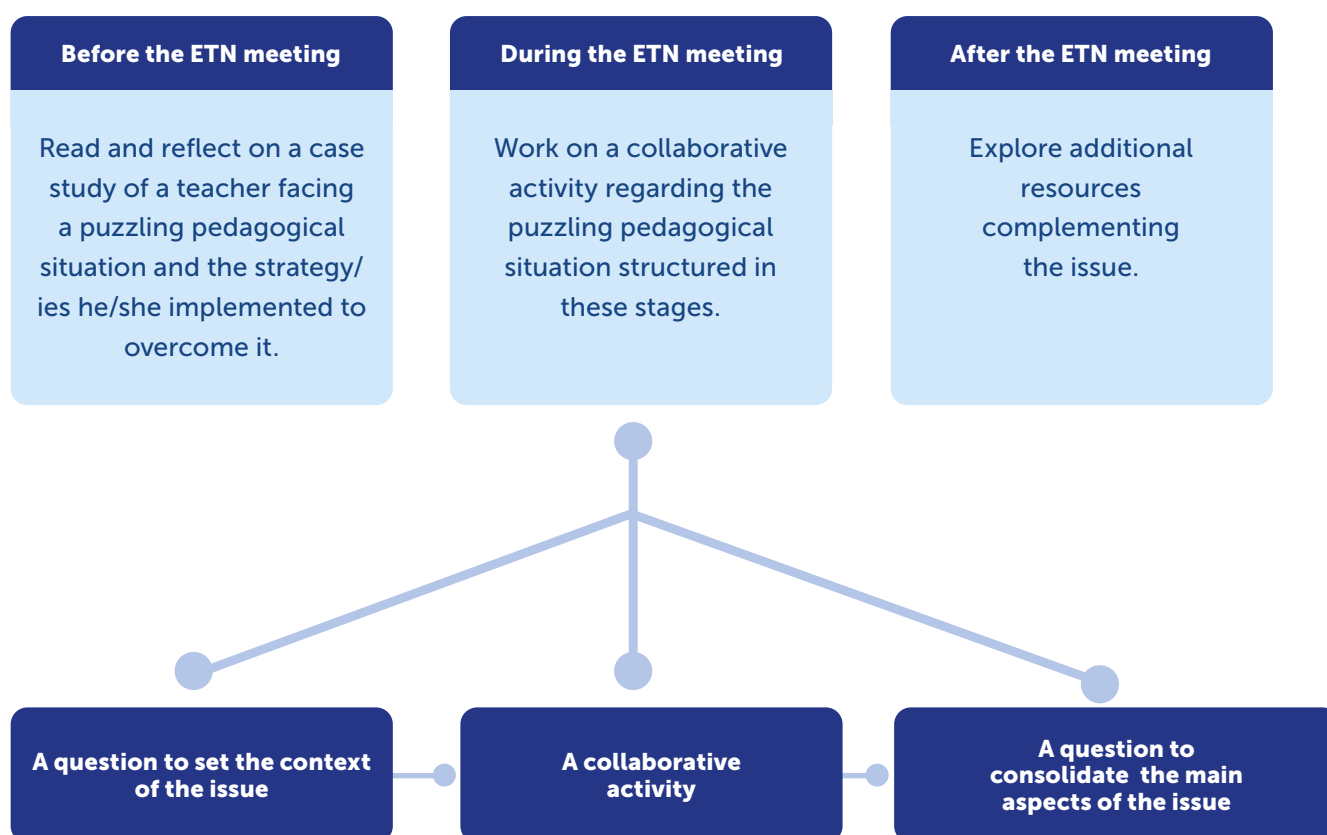
This guide follows competency descriptors presented in the MBE framework and curricular prioritization 2023-2025.

Tema	Dimensión MBE	Estándar	Objetivo priorizado transversal
From integration to Inclusion	C	7	Conocer, respetar y defender la igualdad de derechos esenciales de todas las personas, sin distinción de sexo, edad, condición física, etnia, religión o situación económica, y actuar en concordancia con el principio ético que reconoce que todos los “seres humanos nacen libres e iguales en dignidad y derechos y, dotados de razón y conciencia, deben comportarse fraternalmente los unos con los otros” (Declaración Universal de Derechos Humanos, Artículo 1°).

How do these guides work?

Each guide outlines a comprehensive structure to support your ETN work. It is advisable to work with the guides in a progressive way, as Figure 1 suggests.

Figure 1: How do these guides work?



For the ETN meeting's facilitator:

This suggested structure (table 6) aims to support the organization of your pedagogical reflection session within your monthly ETN meeting. The three stages support the understanding of the topic by addressing collaborative actions. Table 6 highlights the time allocated, the stage name and detailed considerations to remember.

Table 6

Time	Stage	CONSIDERATIONS
5	Setting the context of the issue	ETN facilitator introduces the topic with the support of a reflective question.
20	Collaborative activity	ETN facilitator works collaboratively with the teachers in the collaborative activity presented.
5	Consolidation	ETN facilitator wraps up the key aspects of the issue with the support of a reflective question.

Action Symbols

STRATEGY	COLLABORATION	TO WATCH	REFLECTION	INTERNET SEARCH
				

TOPIC 1: FROM INTEGRATION TO INCLUSION

Before the ETN meeting (15 minutes reading)

Read Pedro's case and strategies before the ETN meeting and reflect on his situation.

Pedro is a schoolteacher from a subsidized school in Pichilemu. He coordinates the PIE program and teaches English to 12th graders. Last month, he participated in a workshop about inclusion and integration from Mineduc. After the workshop, he became very aware of the challenges inclusion brings to school communities. Notably, he learnt that inclusion and integration are concepts which are difficult to separate (Rapp & Corral-Granados, 2021). The main differences he noticed between the two concepts were:

Table 1. Integration and inclusion

Integration	Inclusion
Focus on the student	Focus on the community
Students' adaptation to the school institution	Quality of teaching provided to students by the school institution
Differentiation	Diversity

Adapted from Vislie (2003).

Consequently, he realized that inclusion could promote good praxes that include "every student" in the community by considering collaboration and diversity. This also involves focusing on the process of adaptation of a student to a school community rather than on the student's differences with respect to the community.

After learning these new concepts, Pedro realized that most of the PIE actions in his school were oriented toward the idea of "integration" of students through specific support in his community. Thus, he decided to implement a project centred around collaboration and diversity as a main teaching strategy to move from integration to inclusion. Let us now learn about Pedro's classroom strategy.



STRATEGY: Pedro's classroom project- "Discovering Our Academic Identities"



Pedro's class is quite diverse; 10 out of 22 students are part of the PIE program. Most of his students are neurodivergent; there is one student with ASC, and 3 have dyslexia, which particularly affects their English proficiency. Pedro decided to implement a classroom project called "Discovering Our Academic Identities" with his students, so they could feel included in the learning process. Furthermore, he also wanted to create a bigger impact in his learning community by showing the power of collaboration and diversity as teaching strategies for inclusion. For these reasons, he worked on a matrix called "Matrix of integration towards inclusion" to integrate students with special needs into regular classrooms and adapt collaborative educational practices in his decisions.

Table 2. Pedro's Matrix of Integration towards Inclusion

Integration		Inclusion	
Collaborative strategy	Diversity strategy	Collaborative strategy	Diversity strategy
Work with one of my classes in the project	Work with all my classes in the project	Work with other teachers in the project	Work with the school community in the project

The matrix of integration towards inclusion was a great support for Pedro as he managed to articulate collaborative decisions for his project. Initially, he thought about including one class to showcase aspects of their learning; nonetheless, the matrix assisted his reflections by considering a more collaborative and diverse spectrum.

After reading Pedro's case, think about this question:



- Have you made any collaborative decisions in your classroom to make it more inclusive?

A full description of Pedro's project can be found in appendix 1.

During the ETN meeting

Setting the context of the issue

Pedro's collaborative and diversification strategies were informed by his reflective practice after the completion of the matrix of integration towards inclusion. This matrix gave him the understanding to improve his praxis for the sake of the learning of all the students in his community. By considering this matrix and Pedro's actions, please discuss it in your ETN.

- What does inclusion and integration mean to you?



Collaborative activity

For this week's collaborative activity, please complete the matrix of integration towards inclusion by answering this question.

- How can you make an oral presentation more inclusive?



Please complete table 3 and keep a record of your answers to be shared with PIAP later.

Table 3: ETN collaborative activity

Integration		Inclusion	
Collaborative strategy	Diversity strategy	Collaborative strategy	Diversity strategy

Consolidation

- Would this matrix be applicable in your context? Why/Why not?



After the ETN meeting

Complementary resources:

Look at Pedro's project in Appendix 1, and answer.



- Would you implement this project in your community?

You are invited to share your search's outcomes with your ETN colleagues.

References:

Ministerio de Educación (2015), Ley N°20.845, De inclusión escolar que regula la admisión de los y las estudiantes, elimina el financiamiento compartido y prohíbe el lucro en establecimientos educacionales que reciben aportes del Estado.

Rapp, A. C., & Corral-Granados, A. (2021). Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 28(4), 423–439. <https://doi.org/10.1080/13603116.2021.1946725>

Vislie, L. (2003). From integration to inclusion: focusing on global trends and changes in the western European societies. *European Journal of Special Needs Education*, 18(1), 17–35. <https://doi.org/10.1080/0885625082000042294>

Appendix 1 - Pedro's project

Title of the Project

"Discovering our academic identities"

Summary

Teacher Pedro and his students will create posters showcasing personal and academic interests, as well as aspects of their identities, through specific questions. The aim is to promote inclusion and diversity within the school community.

Objectives

General: Foster self-expression and recognition of personal and academic diversity among students.

Specific: Promote inclusion, improve communication among different school community members, and celebrate Diversity Day.

Context and Background

Setting: School

Background: The importance of inclusion and diversity in the educational environment.

Action Plan

- a. Professor Pedro conducts a brainstorming session with his students using the "Matrix of integration towards inclusion" to make the project more inclusive.
- b. Students work in pairs to create a poster about their academic interests by answering the questions:
 - How do I like to study the most?
 - What makes me feel comfortable while studying?
 - What is my favourite book?
 - What is my favourite subject at school?
- c. Students present their posters in class.
- d. Students choose another community member to answer the same questions and create a new poster, which will be presented on Diversity Day.

Resources

Materials: Poster paper, markers, coloured pencils, printer, internet access for research.

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Evaluation

OA4

Producir y comprender con fluidez textos orales y escritos claros en situaciones comunicativas que involucren otras visiones de mundo y la propia, con el fin de interactuar y tomar conciencia de su propia identidad.

Project Phases	Actions	Time
Matrix creation	Brainstorming and matrix creation	1 week
Pair work	Pair work and poster creation	1 week
Presentation I	Class presentation	1 week
Interview	Interview with another community member and creation of new posters	1 week
Presentation II	Presentation on Diversity Day	1 day

