



GUIDED TEACHER REFLECTION
ENGLISH TEACHERS NETWORKS

TOPIC 6: INCLUSIVE PRACTICES FOR LEARNING

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.

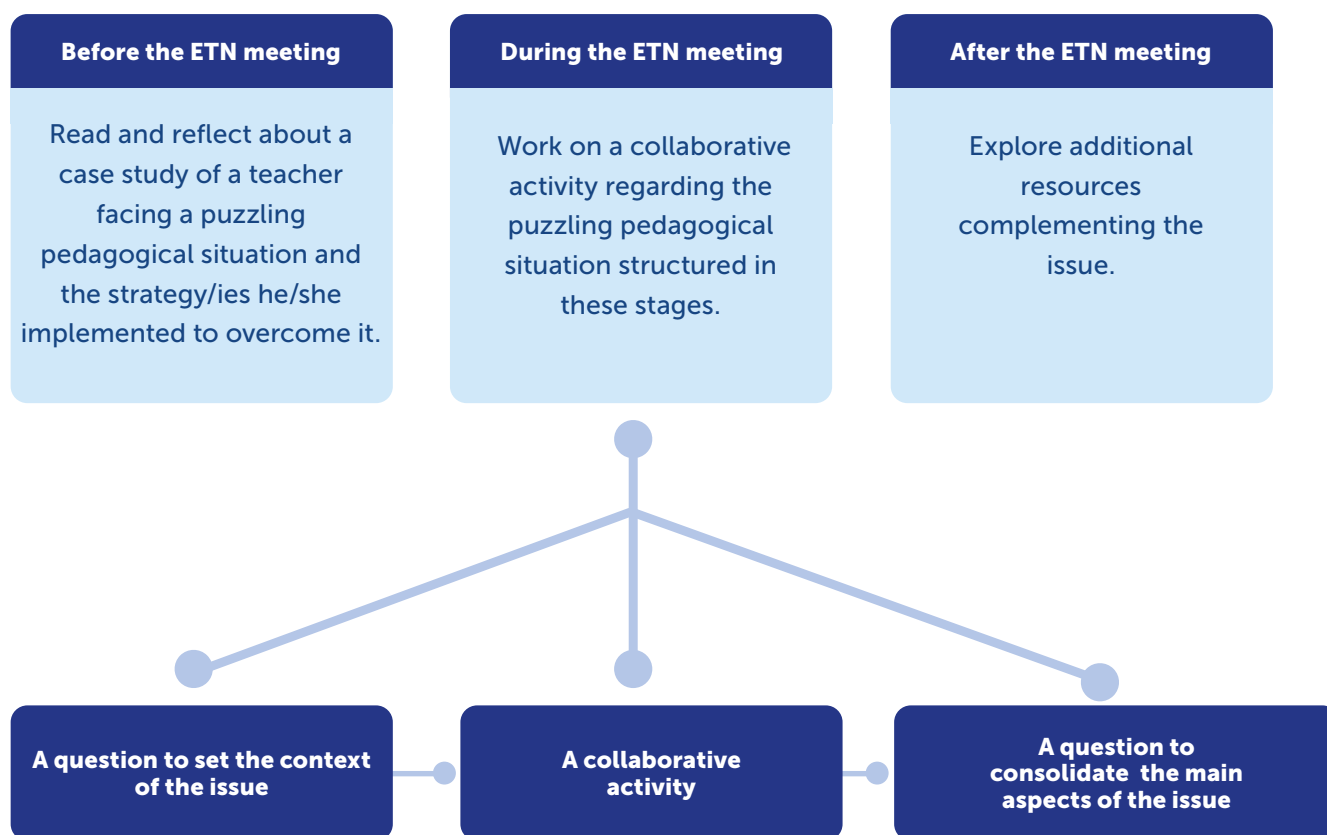
Table 1. MBE framework and curricular prioritization 2023-2025.

Tema	Dimensión MBE	Estándar	Objetivo priorizado transversal
Inclusive practices for learning	B	5	Exponer ideas, opiniones, convicciones, sentimientos y experiencias de manera coherente y fundamentada, haciendo uso de diversas y variadas formas de expresión.

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 2) 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 2 highlights the time allocated, the stage name and detailed considerations to remember.

Table 2. ETN meeting suggested structure

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 6: INCLUSIVE PRACTICES FOR LEARNING

Before the ETN meeting (15 minutes reading)

Read Marina's case and strategies before the ETN meeting.

Marina is a primary school teacher from Hualañé. She teaches primary and secondary levels in a rural public school that serves approximately 1000 students. Her school community is active, and Marina is very aware of the importance of developing inclusive practices in her classroom and school community. This year has been especially difficult for Marina, as she has faced ongoing challenges in cultivating collaborative learning experiences among her students. Her classroom includes learners with a wide range of abilities and preferences—some favor reading over writing in English, while others thrive through kinesthetic and visual activities (Gardner, 2015). These varied learning modalities have led to fragmented engagement, where students often work in silos rather than interacting meaningfully with peers. The lack of structured opportunities for collaboration has made it difficult to build an inclusive community of learners who support and learn from one another.

However, Marina does not feel discouraged and has decided to face the challenges in her classroom. Notably, through her professional development and continued learning, she learned that a key inclusive practice is to involve students in social situations that promote critical thinking and interactions with others, such as negotiation of perspectives in a collaborative process (Wenger, 1998; Booth and Ainscow, 2015). She also learned that this collaborative process is not easy to achieve if she does not involve her students in different dimensions of collaboration. Let us look at four dimensions that Marina should consider to effectively involve her students in a collaborative process for promoting inclusion in her class.

Table 3 outlines four essential dimensions that Marina can explore to strengthen collaboration in her class. It describes the roles of teachers and students, along with Marina's ideas for achieving engagement in each area.

Table 3. The four dimensions for collaboration to happen

Dimension for collaboration to happen	Description	Marina's ideas How?
A space for negotiation	Teachers should grant a respectful and common space for negotiation	By promoting attitudes of respect, solidarity and collaboration in activities
Common understanding	Students and teachers should know what the negotiations are about	By explaining and describing the activity and its goals
Symmetrical opportunities to collaborate	Students and teachers should have the same range of actions to negotiate ideas	By avoiding static roles in the activity
Sense of achievement	Teachers should bring back the goal on a continuous basis	By providing continuous formative assessment in the process of collaboration

CHANGING ROLES, CHANGING COLORS: Marina's collaborative strategies



To tackle the described issue, Marina implemented different strategies so her students could collaborate around different abilities in her English class. She believes that this process will allow her students to express their opinions and experiences with respect to different abilities, build trust with their peers, and, more importantly, engage in active learning by including students' abilities in her teaching. The following lesson plan extract shows some of Marina's main actions while implementing a collaborative process for promoting inclusion in her class.

Read Marina's Lesson plan and answer the following question:



- **To what extent would it be feasible for your students to engage in the four dimensions of collaboration presented in Marina's lesson plan?**

During the meeting -ETN activity



Setting the context of the issue

Marina's inclusive practices took into consideration the planning of an activity based on 4 dimensions of collaboration (see lesson plan).

Considering Marina's ideas and actions to promote inclusive practices for her students' learning, discuss in your ETN.

- What other actions would you propose for promoting inclusive practices inside Marina's class? Are those actions collaborative? Why?

Collaborative activity

For this week's collaborative activity, please select one of the dimensions for collaboration to happen and include your ideas in the chart below.

Table 4: ETN collaborative activity

Dimension for collaboration to happen	How? Our ideas
A space for negotiation	
Common understanding	
Symmetrical opportunities to collaborate	
Sense of achievement	

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

Consolidation



- Considering the ETN collaborative activity, please answer:

Did all ETN members contribute equally to the activity?

What strategies did you use to express your ideas while remaining open to others' suggestions?

After the ETN meeting

Complementary resources:

To ensure inclusion and equity in education, UNESCO (2017) recommends that schools: (a) Promote strategies for participation within the school community. (b) Provide support to students who are at risk of failing, being marginalized, and excluded. (c) Ensure that teachers and support staff are prepared to respond to the diversity of students. (d) Facilitate opportunities for teachers and support staff to engage in continuous professional development related to inclusive and equitable practices.

Please, read Dimensión 4 (Pag. 31 to 36) | [Prácticas en Guía para asegurar la inclusión y la equidad en la educación](#) (UNESCO, 2017), and answer:

In what ways do Chilean schools promote inclusion and equity in education, according to the principles outlined in the document?

- Please watch, [Educación inclusiva](#) for an understanding of inclusive education in a Chilean context and answer:
- How do this video portrait collaboration as inclusive practice for learning?



References:

Booth, T. & Ainscow, M. (2015). Guía para la Educación Inclusiva – Desarrollando el aprendizaje y la participación en los centros escolares. FUHEM – OEI.

Gardner, H. (2015). Inteligencias Múltiples. La teoría en la práctica. PAIDÓS

UNESCO (2017) Guía para asegurar la inclusión y la equidad en la educación. UNESCO. <http://unesdoc.unesco.org/images/0025/002595/259592s.pdf>

Wenger, E. (1998). Communities of practice: learning, meaning, and identity. Cambridge University Press

