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## Educational Strategies to Promote Student Diversity at the Elementary School Level

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Received: 2024-03-01; Accepted: 2024-03-28; Published: 2024-03-29

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### Abstract

**Purpose:** This research explains the challenges of inclusion in the context of Mexican education policy and how they are addressed in elementary school classrooms. **Methods:** This research involves an ethnographic analysis of the practices of five teachers in elementary schools in Mexico City, focusing on teachers' perspectives on student diversity, the challenges they face in their daily activities, and the strategies they employ to overcome them. **Results:** The results of the analysis show that the inclusion approach does not only emerge due to the presence of students with special conditions or certain characteristics, but is also influenced by the teachers' attitudes towards students' difficulties and the efforts they make to advance learning. Despite the observed inclusion of practices, research also identifies the persistent influence of medical and psychological perspectives on student learning, behavior, and difficulties. This research highlights the need to broaden the focus on the work of teaching and create conditions that support inclusive education in the classroom. **Conclusion:** An inclusive approach to education is not only concerned with students with special needs or certain characteristics; This is also influenced by the teacher's attitude towards student difficulties and the efforts made to improve learning. Teachers' attitudes and actions during teaching also play an important role in promoting inclusivity, although inclusive practices already exist, research shows the ongoing impact of medical and psychological perspectives on students' education, behavior and challenges. Understanding these perspectives is important for overcoming student learning difficulties and promoting more effective and sustainable approaches to inclusion in education. The implications of this research confirm that an inclusive approach to education requires attention to students' needs as well as teachers' attitudes and actions in helping them overcome learning difficulties, with a deep understanding of the long-term impact of medical and psychological perspectives to increase the effectiveness of inclusion in the education system.

**Keywords:** *cultural diversity, educational relevance, primary school teachers.*

## INTRODUCTION

Starting from the 1990s, there has been an increasing emphasis on inclusive education policies in Mexico, particularly influenced by the prominent role played by the World Declaration on Education for All and the Salamanca Declaration and Framework for Action on Special Educational Needs (Winzer & Mazurek, 2023; García-Ullán et al., 2022). These documents, originating from international gatherings organized by global entities, serve as the primary foundation for achieving the objective of educational inclusivity. Mexico's educational system is undergoing a transformation, responding to the call to provide education to every individual, regardless of their background, characteristics, or circumstances. As a component of the broader global overhaul of Mexico's educational system, an educational integration model has been adopted, wherein regular schools are expected to welcome all students, encompassing those with special educational needs, both with and without disabilities.

In recent years, educational integration approaches, previously considered the exclusive responsibility of special education agencies, have been replaced by more inclusive perspectives in political, legal, and regulatory documents. In the government management program covering the period of writing this article, an inclusive perspective is considered as a tool to overcome gaps in access to education, culture and knowledge (DeMatthews et al., 2021; Bedi & Lafrance, 2023). The government, in its commitment to the entire education system, emphasizes that a good education system must be inclusive, support equality, and must not be a means of maintaining or reproducing privilege. Therefore, the proposed goal is to ensure greater educational coverage, inclusion and equality among all societal groups, with the aim of building a more just society.

It is known that transformation proposals originating from policy are reinterpreted as they pass through different levels of the educational system, but it is in schools and classrooms that their practical projections take shape (Schiff, 2021; Bough & Martinez Sainz, 2023). At this system level, laws and regulations, strategies, plans and actions derived from policies, produce or do not produce the necessary conditions for their claims to be implemented. And ultimately, it is teachers who most directly have to put them into practice in the specific context of their work, surrendering their knowledge, beliefs, skills and assuming responsibility for their results (Resch & Schritteser, 2023; Berger & Girardet, 2021).

One of the impacts of the development and promotion of educational inclusion policies is that the presence in schools of children who, due to their characteristics, conditions or origins, have historically been excluded or in separate schools, is becoming increasingly common (Kart & Kart, 2021; Ainscow, 2020). students with disabilities, the majority of whom attend special education schools. Even though schools like this still exist and have now turned into Multiple Attention Centers (cam), the presence of students with disabilities in regular schools is increasing. At the end of the school year, in Mexico City, the Multiple Attention Center served 3,360 students with disabilities at the elementary level, while the Special and Inclusive Education Unit reportedly served 3,502 minor students with disabilities. the same level, but in public schools.

Social transformation, migration, progress in human rights, wider coverage of basic education, and several other factors, have impacted on the configuration of increasingly heterogeneous school groups. Udeei's overall attention figures reflect the diversity of students in vulnerable situations who are part of this group. It is reported that udeei serves a total of 56,239 students in preschool, primary and secondary schools, of which 67% are boys (37,574)

and 33% are girls (18,665). In addition to disabilities, this figure includes: exceptional abilities and talents, health conditions, severe behavioral, communication and learning difficulties; migrants, indigenous peoples, street situations, orphans, and other conditions (Kwok & Kwok Lai Yuk Ching, 2022; Shohel, 2022). It is in this scenario that teachers in Mexico must carry out their duties in response to the mandate of providing inclusive education.

The aim of this article is to analyze how teachers assume the task of educating and for the diversity of their students in daily practice in their classrooms. Understanding that "diversity" is an inherent trait in every human group, so it is not only applied to those who have certain conditions (for example disabilities, migration, indigenous ethnic origin, etc.), but also considers all students in the school group, each of which is unique and unrepeatable (González-Rivas et al., 2022; Martins, 2024). From an ethnographic perspective, the aim is not to evaluate the extent to which teachers respond to the "imperative" of inclusive education, but rather to provide elements for understanding their work within the framework of the challenges faced by the implementation of educational policies that are new to this research. This is important because proposed changes that disrupt the order of daily life will not be successful if the perspective of the perpetrator is not taken into account.

## RESEARCH METHODOLOGY

The data analyzed were collected within the framework of a broader qualitative inquiry to assess elementary school teachers' performance in the areas of Spanish, mathematics, natural sciences, and teaching practices in general. To carry out field work, observations were made of the practices of five teachers. Admission to the school is managed by the educational authority requesting the learning, always with the approval of the director and teachers, written permission of the parents and the consent of the student. Activities are carried out by conducting observations, interviews and documentation. Personally, after the research was completed, I set myself the task of analyzing in more detail the work of these five teachers in relation to the diversity of their students, a characteristic that was prominent in almost all groups in the broader study.

The fieldwork and analysis were guided by ethnography, which is considered a theoretical-methodological perspective (Verbuyst & Galazka, 2023; Sattar et al., 2021), so the aim was not to evaluate teachers' work, but to understand what happens in their classrooms, taking their perspectives into account. In this case, researchers investigate how teachers perceive the diversity of students in their groups, what challenges this diversity poses to their work, and how they deal with it on a daily basis. The data set considered here includes, in addition to interview transcripts, my extensive notes on observed classes and my ethnographic notes on broader classroom and school dynamics.

Observations and recording in ethnography are not carried out from predetermined models or categories, because they involve the development of emic descriptions (Sherman et al., 2021), that is, analyzing processes "from within", with descriptive categories and explanations developed from repeated readings of data to interpret interactions from participants' logic. This analysis is built through a dialectical relationship between the subject who knows and the object of knowledge, so that the interpretation of meaning in everyday life, in this case the classroom, plays a fundamental role.

The schools where the fieldwork was conducted, except in one case, were located in an urban-marginal (U-Mar) context, a suburban area of Mexico City with a large population concentration and limited access to some goods and services. The two schools are located in communities that are quite far from the city center and even have characteristics that are closer to the countryside. The other two regions, which are less remote, are in a context of high insecurity. The remaining schools are located in medium urban areas (U-Medium). Other data regarding teachers and their working conditions are presented in Table 1. It should be noted that participants' real names were changed to preserve their identities, and school names remained anonymous.

**Table 1. General data about teachers and their student groups**

Teacher	Age	Many years of service	Training	Context	Grade	Total students (sex)
T1	26	5	Lic. Pedagogy (University)	U-Mar	3o	31 (15m;16f)
T2	34	11	Lic. Primary Ed. (Normalist)	U-Mar (rural features)	5o	38 (25m;13f)
T3	35	13	Lic. Primary Ed. (Normalist)	U-Medio	5o	31 (20m;11f)
T4	36	13	Lic. Primary Ed. (Normalist)	U-Mar	4o	27 (15m;12f)
T5	41	12	Lic. Ed. Primary (university)	U-Mar (rural features)	5o	25 (13m; 12f)

The student population comes from families dedicated to a variety of activities: office workers, tradespeople (in many cases itinerant), laborers, and domestic workers. In the case of communities with rural characteristics, there are also those dedicated to agriculture, animal husbandry, and trade in home-grown products. The parents' educational level barely exceeded high school and in some cases they had only some level of elementary school. In many families, both parents work, so children are left with relatives, grandparents, or even neighbors. In two schools, certain fluctuations in the student population due to family migration were reported.

## RESULTS AND DISCUSSION

### Recognition of differences

Sybing, (2021), based on ethnographic classroom research, showed how teachers prepare a kind of unwritten record about their students during the school year. That is, they build and update knowledge about “the performance of children through specific information about their possibilities and limits in each proposed task; their preferences or rejections about what interests or bores them, about what they are willing to do or not”. In congruence with this, the analysis in this study allows us to affirm that teachers care about knowing their students, but, in addition, they identify what is common to them and what differentiates them. To do this, they carry out specific actions at the beginning of the school year, a “diagnosis” that the school itself requests, but they also update their knowledge throughout it and include not only academic aspects, but also social, family and emotional aspects.

Teacher Raúl highlights the importance of knowing his students and their differences: “let's remember that there are different personalities, learning styles, emotions that change from day to day. I can talk about a strategy that will work for a 5th grade group, but if you don't know your group, you don't understand it, you don't know the learning style, the context, the environment, it won't work for you, no! Education is a recipe!” Thus, it is also confirmed that this unwritten record is contextual, historical, changing and alive, permanently updated (Brettell, 2021).

The descriptions of the teachers in this study about their students emphasize certain types of characteristics more than others and how they are presented differently among them and even, in some cases, they propose explanations in this regard. For example, teacher T4 highlights some of their “moral” traits: “they are very good children, with a lot of initiative, unlike other city children, they are still very respectful, they have a good upbringing from home in this sense and they do not bring the city fights, since they are children of a community that is still a town.” For her part, the teacher T1, refers to some emotional traits of her students: “being younger they express their affection more, they like games more and they get more involved in the activities that I propose to them.” But he also recognizes that “they are very dependent on their parents and the teacher to do things,” that they are very dispersed, since “being only children or the youngest in their family, they are very spoiled, tantrums and capricious.” and that is why it has been very difficult for him to work on attention and discipline.

There are those who emphasize the living conditions of their students. For example, teacher Raúl highlights that they do not receive the necessary attention from their parents or experience difficult family circumstances, to such a degree that, “a good part of them say that they feel safer at school than at home.” He points out that the economic difficulties of families are present in the classroom: “there is no money. Right now, we pay for copies, lunch and all that, there are children who tell you 'I haven't eaten today, teacher'; So how am I going to make you learn?” Teacher T1 also recognizes these types of difficulties and considers them to organize her work.

Teacher Paty points out some differences between boys and girls: “(these) are more restless, active, annoying and talkative, they are watching what the person next to them is doing, to come and accuse her; Several are leaders, but to move the group into bad things!” Instead, she describes the students as calmer and more hard-working. Teacher T4 also compares boys and girls. For him they are equal, but he tells the children that “even women surpass us,” so he treats everyone equally and ensures that there is respect between everyone.

The differences associated with the academic performance of her students are emphasized by teacher T2, such as who is more advanced and what their difficulties and needs are: “This group is very varied, there are children who have an ease in doing things, for example, Tito, although he is very specific and has problems with spelling. The person who makes very concise mental maps and if he explains them very well is Blas; He and Oto go beyond what is requested of them, they are more detailed in certain things.” For her part, T1 considers that her students are very visual, so they really like experiments and observing things, while activities such as taking dictation are difficult for them.

In short, the teachers in this study describe their students reflecting certain knowledge about their characteristics, their living conditions, about what is common to them and what they identify as specific to each one, about their difficulties and strengths, as well as about the challenges that they face in their daily work. This becomes much clearer when they refer to certain students described in the following section.

### **Differences that challenge teaching work**

Teachers refer to conditions or situations of some students that particularly concern them and represent a challenge to their work: intellectual disability (ID), attention deficit disorder (ADHD), academic lag, behavioral difficulties, and physical or emotional health problems.



In some cases, teachers describe the students they are most concerned about using characterizations that are legitimized and explained from medical and psychological concepts that were in force for many years in the field of special education (Symeonidou, 2024). For example, teacher T2 describes a child diagnosed with ID, whose performance “is lower than that of his peers” and has limited support from his mother: “Pepe is just learning his name, he counts and identifies the numbers on the 1 to 10; There is a moment when he becomes desperate because of the noises he makes, it is difficult to control it given that his mental age indicates that he is six years old and small children are more likely to play, talk, imitate and attract attention. . Teacher Paty reports to Saúl, also diagnosed with di: “he is in fourth grade, but he looks like he is the age of a second grader; “When he arrived, he only knew the numbering from 1 to 20.” The teacher T1 refers, as one of the two cases in her group who have nee, to Santa: “he is still in the process of acquiring reading and writing. He already dictated the words and the themes. His behavioral difficulties: he does not control himself, he has no limits at home.” She attributes these difficulties to the fact that, due to very difficult family situations, he was neglected by his mother, considering that what he does is to attract attention. The teacher believes that she also has ADHD.

The one who is diagnosed with ADHD is Abel, a student of teacher T2, who is medicated and attends therapy on Tuesdays, so he joins class that day after recess. You have to pay attention to him, “because then you are involved in everything except his work” or he causes problems by doing things that do not correspond to him. Another case is reported by teacher Paty: Cruz, a child who was diagnosed with ADHD in the first grade and prescribed medication: “His mom comes to give him a little pill at recess time so that he can be calm.” He is very temperamental, so it is difficult to work with him: “now that they made teams, it was the boy who didn't want to work and I approached him: what's wrong with you?; “It's just that I don't work with girls, he told me.” The teacher adds: “he is not aggressive, but he is isolated, sometimes apathetic to work, difficult to convince to do some things” and “he has no difficulties in learning, even in Mathematics he is very good.” Tere, a student of teacher T2, is “a little girl who is backward and has language problems.”

Tom and Lety are students that teacher Raúl identifies with delays associated with the family problems they face: “they have just entered (almost halfway through the school year), they come from another school and have serious problems at home, strong emotional conflicts. Support is not received if necessary.” Mary, a student of teacher Paty, “she is not disabled or anything, she is just lagging,” dragged from other grades in which she did not learn because she is missing a lot. The attention to this student is complicated because the mother is difficult, she becomes very aggressive and does not support the work, there is a complete abandonment of her daughter. When Ana, a student of teacher T4, arrived with him she did not speak, did not participate, nor did she work, she had difficulties writing and reading and she was rejected and discriminated against by her classmates. Her mother has hearing loss and, from the teacher's point of view, a certain intellectual disability. This teacher also refers to Ale and Dany, who are absent a lot, for up to fifteen days and the talks with the mothers fail to engage them in solving this problem.

There are difficulties related to the behavior of some children that teachers associate with family and/or emotional factors. Teacher T1 refers to two cases: “There are times when I send Aldo and Santa to make copies and the children themselves comment: “Oh teacher, we work very beautifully like this.” Why? Because Aldo has no limits at home, he doesn't know who his authority is, it could be his mother, his grandmother or grandfather. “From there on out, working

with children is pleasant and it does happen.” The teacher T2 refers to Mau, a child “who wants to be funny,” because he has low self-esteem and wants to attract attention.

Teachers also describe the presence in some students of affective states that interfere with their involvement in school work. These are also associated, from what they report, with complicated family situations. Eus, teacher Paty's student, appears very dispersed, not attending class or getting involved in the activities. She believes it is due to her parents' divorce. Teacher T1 refers to a student whose parents are also in the process of separating, affecting her mood (including suicidal thoughts) and her work in the classroom. Teacher T4 mentions a child who was lacerating his skin, “so it does worry me and I already sent for the mother to get the necessary help and see why she does it.”

Finally, health situations are also present in some groups. For example, teacher T2 referred two children who had been absent for a long time, because one of them had surgery and the other had a broken bone. More details can be seen in table 2 as follows:

**Table 2. Situations reported by each teacher**

	IN	TDA	Behaviour	academic lag	Health, physical or emotional
T1	Santa		Aldo and Santa		One student
T2	Baby	Abel	Want to	Quickly	two students
T3				Tom and Lety	
T4				Ana, Ale and Robert	A student
T5	Saul	Cruz		Mary	Eus

### Educate considering the differences

Ethnographic classroom research has long shown that students are frequently at the center of teachers' concerns when carrying out their work in the classrooms ( Mercado, 2002 ). The teachers in this study develop their teaching by trying to consider the differences between them, for example, by distributing them in space: “you get to know them and see who speaks, who makes even the stones speak, who does not speak and then you have one I have to put them, the one who does work with the one more or less and I have had to move many because they are very talkative” (T2). For her part, teacher Paty says that she started the school year by placing them in teams: “so that they would begin to live together, because there were problems with several children who did not integrate. They put Mary and Saúl aside, so I had to integrate them like that, and when I saw that they were accepted and that they were all working together, I integrated them into ranks.” And teacher Raúl places them “according to the characteristics of the topic, the progress of each one and their behavior. There are students that I have alone because they do not work as a couple.”

To develop their classes they also consider the differential time that each child needs to understand content: “Yes, they are going to learn, but you have to be patient, they are processes. You're not going to learn it in one class, maybe in five you'll start to understand it, and there will come a time when, wow, half, fifteen are already better, the others are lacking, at least Better I need to bring more drawings, to try hard with them, but don't despair, go as the child progresses” (Teacher Paty).

The differences in the “pace” of each student is something that stands out in all groups, so they try to regulate the most advanced ones, to give opportunities to those who need more time. For example, while solving mathematical calculations on the blackboard, teacher Raúl asks his students who are impatient to give the “appropriate” answer, to “give the opportunity”

to those who have difficulty completing the task, to reflect and try to give solution to what is requested. Teacher Paty tells those who finish first, “there are others who have not finished, you have to wait, you have to be tolerant, not all of us are skilled nor are we all so fast.”

Another strategy to “deal” with differences is mutual support between colleagues. “In teams sometimes they help each other more, they support each other, so it is important that they work in pairs so that they help each other and see their mistakes” (Paty). We observe that this support occurs even without explicit instruction from teachers: they support each other in some tasks, review each other, explain each other, share materials, etc.

The teachers themselves were also observed monitoring their students' work. For example, teacher T1 goes to each table to detect the difficulties they are presenting and, in her case, explain again and support them in carrying out the exercise. Based on the assessment of how they are solving the activities, she implements other exercises or explains in another way. The parents highlight this characteristic of the teacher's work: “we review their notebooks and see how they are graded, we see that the teacher is constantly with each one, paying attention to them, if they are doing well, and if they are missing something she tells us.”

In addition to monitoring the academic performance of their students, teachers are also aware of their physical and emotional situations. For example, teacher T2 is attentive to her health status, guides them and follows up with them in case they are absent due to illness. This is confirmed by a mother: “my son comes from a broken arm and couldn't come for almost a month, but we were in contact, she was very attentive to him and sent him the assignments, assignments, exams.” Another mother also highlights her attention to the personal situations of her students: “she has that approach with the children, she has approached my daughter and asked her if she has any problems at home, if she notices that she is distracted.” ; “She gives them the confidence to express themselves if he has any situation at home.” Another mother comments about teacher Paty: “she not only shows interest in the educational field, but also in how they develop emotionally, so when she notices changes in our children, she immediately lets us know and calls us to find out the reason. ”.

Teachers try to increase the self-esteem of certain students by creating opportunities for them to experience learning achievements. During classes it was observed how teacher Raúl tries to give his students confidence and encourage them to participate, appreciating his progress and making them recognize themselves. Teacher T1 highlights the importance of self-esteem in the development of her students: “at the Montessori school I learned that if the child is not treated with what is necessary, that if his self-esteem is low, that if he is attacked at home, he will never go to learn the situations that you have posed to him.”

Another aspect of teachers' work is aimed at improving relationships between their students, so that they are able to work with each other, without discrimination, although this is not always completely achieved. In the words of teacher Paty: “let everyone work and learn to help those who cannot.” Teacher T4 has worked a lot in this regard: “From the beginning I did demand a lot of respect from them, in fact, the word 'bullying' does not exist in my classroom, for example, if a child does not bring money for his breakfast, the others They help him, I have taught them to share, to be supportive.”

The data presented shows how teachers develop their work considering the diversity of characteristics and situations that their students experience, both inside and outside the classroom. This becomes more evident in the face of the differences that present the most challenges.



### **The job with the greatest difficulties**

Teachers look for ways to address their students' greatest difficulties. Some don't stray that far from what they do in general with the group. For example, they place them in such a way that they can constantly monitor them, not only to see that they work, but to provide them with the necessary help. Teacher T2 says, "I have them strategically seated: Mau next to me, Abel in front of me, I do have Pepe behind." Other measures are specific for some, for example, when planning their classes: "I always try to write down what children who have barriers do, here comes a space that says, 'observations and curricular adjustments' which is something very simple for them, because we cannot demand more from these children, due to the limit they have."

Teacher T1, concerned because her student Santa is still in the process of acquiring reading and writing, gives him more personalized attention: "unlike his classmates who I can already dictate to on my own, with him I have to dedicate myself a little more, but He does it very slowly and eats up letters. We are in support of the udeei teacher, but sometimes she comes and sometimes she doesn't." Teacher T2 also specifically supports Pepe, both so that she moderates his behavior and stops him from getting to work. Sometimes the tasks that she assigns are different from those of the group, "with him I have to go down a grade", thus, she was observed carrying out activities with the second grade math book, when the group is 5th grade. Other times he performs the same tasks, but with modifications: "We adapt them to what the udeei teacher sets and what the first year program sets more or less because she has a mental age like that of a six-year-old child."

Teacher Raúl also personally monitors Tom and Lety's work, frequently coming over to ask them how they are doing and if they need help and, if necessary, taking them to his desk to support them. Another strategy is to assign someone from the most advanced to support them. In a class Joel is the first to finish and the teacher asks him to help him with Tom. Joel stands next to him and watches for a while what he does. The teacher, who for his part is supporting Lety, calls Joel and tells him that it is not just about supervising him, that "we all have different levels" and that some classmates require more support, "I want to see him!". Joel returns to Tom, reviews the operations with him and explains how to do them.

Regarding behavioral difficulties, teacher T1 is sometimes overwhelmed. For example, she has tried to work with Santa, who yells at her or throws things and distracts the group when she is explaining or giving some direction, but she does not always get the expected results. She has implemented activities recommended by udeei, but, "the child does not want to do them, he does not come wanting to work"; She has tried to talk to him and Aldo to establish agreements and summon them to work; She assigns them some specific responsibility or task, such as going to make copies, giving instructions in sequence so that they focus their attention and carry them out; And lately she is testing a calendar in which they record the activities that they completed or did not complete and at the end of the day they are graded. On occasions when they appear more restless, tension is generated between them and the teacher, so she resorts to other disciplinary measures, such as warning them that if they do not behave she will send them to the principal or complain to their mothers. A case that caught our attention is that of Cruz, who negatively evaluated her teacher Paty: "I don't like the teacher, so I would even go and throw myself off a cliff." His classmates think it's because she corrects him and forces him to work on other things, since he only wants to be doing drawings and math.

Regarding Ana, teacher T4 relates that the Udeei teacher wanted to take her to the support classroom, but he did not allow it because that would mean singling her out, “making her less than the others” and for him, “all children are equal.” So, he decided to move the girl forward, managing to put her almost at the level of the rest of the group: “she is a girl who now bathes daily, comes to school clean, works well, finishes quickly and does what she is asked to do.” asks”. We observed this student very committed to her work, in addition to a mother telling us: “there is a little girl named Ana, she was very shy and I see that she has had many changes. Before, she did not bring work, she did not speak and in the previous years no teacher supported her and this teacher I see that he did, I mean you can see the change in her with the girl.

The teacher also worked so that the group did not reject Ana, ensuring that they accepted her and were able to work together. A father relates this: “(Ana) she was a very quiet, shy girl, she was afraid of school, she didn't want to come. Even the children, like they also made her stand aside, for the same reason that she stood aside from her. But not anymore, it is a united group, there are no longer differences between them, the teacher taught them not to discriminate.” However, during recess we observed an episode of rejection and mistreatment of Ana by one of her classmates, with two others as witnesses.

In the case of Dany, with a gap in her learning, teacher T4's achievements are limited. In one class, we observed that he stayed away from the group and the activity, according to him and his classmates, because he did not bring material. We did not see that teacher T4 did anything about it, until the moment we asked him, she approached him and encouraged him to join a team. In this case, it seems that the teacher gives up, since the child misses a lot and has no support from his mother, so, unlike Ana, he allows the Udeei teacher to take him to the support classroom.

## CONCLUSION

The data reveal significant and formidable challenges that teachers confront while working with diverse students in classrooms, each with their unique personal and familial backgrounds, living circumstances (including physical, health, social, cultural, and economic aspects), and educational trajectories often marked by delays and absenteeism. The pedagogical challenge lies in catering to the individual needs of every student to meet their fundamental educational requirements. The teachers in this study demonstrate a comprehensive approach that encompasses all students throughout the academic year, while also addressing the needs of those at greater risk due to various factors, evolving situations, and diverse circumstances. The inclusion approach, gradually permeating educational policies and practices, is evident in observed classrooms. Firstly, due to the increased presence of historically marginalized students. Secondly, through teachers' acknowledgment of their students' diversity, recognizing individual differences, and considering family, social, and economic factors influencing their situations. Thirdly, by implementing strategies to support students dealing with extraneous issues affecting their academic performance and addressing difficulties encountered during classroom activities. This includes strategic distribution of resources, continuous monitoring, personalized assistance, peer support, and activity adaptations. Fourthly, teachers foster attitudes of acceptance, assistance, non-exclusion, and non-discrimination among their students. These advancements signify a gradual acceptance of diversity as an inherent aspect of schools and classrooms, yet numerous challenges persist in achieving inclusive education. Despite efforts, issues such as inadequate support for students with greater difficulties and

ingrained discriminatory attitudes pose significant hurdles. Teachers, drawing from their experiences and incorporating fragmented approaches, often focus on deficits rather than possibilities, lowering expectations, particularly for students with diagnoses dictating their capabilities. Instances of students transitioning between grades with substantial educational deficits, exacerbated by low attendance and family involvement, highlight additional challenges. Addressing discriminatory attitudes deeply rooted in society remains a formidable task.

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