

The co-teaching from inclusive approaches for the teams of the School Integration Program

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Abstract

In Chile, the teams of the School Integration Program have the challenge of empowering teachers in the application of co-teaching as a collaborative work strategy for attention to diversity and educational inclusion. The study carried out was oriented towards the analysis of teachers' perception of the practices of multidisciplinary teams for the implementation of co-teaching in five establishments of the Fundación del Magisterio de La Araucanía located in two regions of the country. A qualitative research was carried out with the use of the interview and the documentary analysis. Four semantic networks were obtained and their interpretation yielded inferences about the factors that limit or favor co-teaching practices, educational inclusion, the role of directive management and its coherence with the teams of the School Integration Program, and the improvement of practices in the classroom. © 2021

Author keywords

co-educación; co-education; collaborative work; educación diferencial; educación especial; formación de docente; special education; teacher training; trabajo colaborativo