

Inclusive learning practices: a multiple case study in early childhood education

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Abstract: This study is framed in the Chilean context, where inclusion in early childhood education has been gradually incorporated into public policies through decrees and curricular guidelines that seek to meet the challenge of advancing the right to a more egalitarian education, eliminating all forms of discrimination, both in access to learning and in the development of all learners. The objective of the study is to describe inclusive learning practices developed by early education teachers for transitional levels (ages 4 to 6). For this purpose, a qualitative methodology with an interpretative approach was used, based on a multiple case study. Three early childhood education teachers participated in a semi-structured interview involving 18 classroom scenarios. The data were analyzed through content analysis and descriptive interpretations based on classroom observation. The results indicate that the teachers implement inclusive practices which largely favor organizing play and learning as well as resource mobilization in the classroom. On the other hand, the dimension of diversified teaching is identified with less presence. The scarce modalities used by teachers in their pedagogical practice to favor representation, expression and motivation for learning are discussed, which are essential principles for the development of learning. The study also reveals the importance of learning for the timely acquisition of knowledge and feedback of concepts in early childhood students.

Key words: diversified education; early childhood education; inclusion; learning process; pedagogical practice

1 Introduction

The literature shows the importance of early childhood education in the public agendas of several countries (Barrero, 2016; Moragon-Alcaniz and Martínez-Bello, 2016), whose boom can be explained by the abundant scientific and multidisciplinary evidence, which has had a positive personal and social impact on early childhood education (Grande and González, 2015). This study aims to describe the characteristics of inclusive practices oriented towards children's learning and development, in which each teacher adjusts their teaching actions to adapt to the best development of children.

The motivation to study inclusive practices focusing on learning in early childhood education is based on the interest of investigating how teachers implement pedagogical practices responding to the development and learning of girls and boys, and understanding the extent to which their announced teaching actions respond to the inclusive policies proposed for this stage of education. The policies express the importance of quality teaching founded on the values and principles of the Rights of the Child (Manghi, Saavedra and Bascuñan, 2018; Ministry of Education of Chile [MINEDUC], 2018; Ministry of Education, 2015).

According to Booth, Ainscow and Kingston (2006); Booth and Ainscow (2015), educational inclusion is an approach responding to the diversity of people and individual differences, and understanding the diversity is an opportunity to enrich society. For their part, Echeita and Ainscow (2011) emphasize that the practice of inclusion requires a set of relevant actions, including identifying and eliminating barriers that prevent the exercise of inclusive education, as well as responding to those students who are at greater risk of vulnerability, either due to marginalization, exclusion or school failure.

In recent years, literature has revealed various studies interested in inclusion and its impact on education (Ainscow, 2012; González-Gil, Martín-Pastor and Poy, 2019; Manghi et al., 2018; Muñoz, 2018). Although the objects of study and methodological design vary, they coincide in highlighting the importance of teachers, as their abilities and belief in diversity are fundamental conditions for successful educational inclusion.

Regarding inclusion in early childhood education, research has shown that this issue has gradually been implemented, but significant milestones have been achieved, with the 1994 *Salamanca Declaration* and the *National Declaration on Integrating Children into Education* (Booth et al., 2006) standing out. Empirical evidence shows that there is greater progress in terms of culture and policy (González-Gil et al., 2019), but that practice is still a pending task to consolidate (Balongo and Mérida, 2016). The results of studies on early childhood education indicate that teachers make adaptations to the teaching process (Barrero, 2016). However, these adaptations occasionally favor the learning environment for all learners, since they are only oriented to the design level of the teaching and learning process (Grande and González, 2015). Alternatively, they mainly focus on whether special education needs arise due to disability (Figueroa, Gutiérrez, and Velásquez, 2017).

According to Muntaner, Rossello, De la Iglesia (2016), Chadwell, Roberts and Daro (2019), more specialized teacher training is required to provide a diversified educational response in the classroom, which allows them not to focus only on children with disabilities, but to reduce barriers to learning for all children. This implies taking into account diversity as a specific aspect of the classroom, offering children continuous specialized support, using different ways for them to express and represent their learning, motivations and needs (Barrero, 2016), which will allow each teacher to pay more attention to diversity, more participation and quality (Grande and González, 2015).

In order to develop the objective of this study, the theoretical and practical background on inclusion in early childhood education is presented below, followed by the methodology adopted and subsequently the results, discussions and conclusions of the study.

2 Theoretical and practical background of inclusive learning in early childhood education

The challenges faced by education include focusing on how to respond to a society characterized by diversity (Ainscow, 2001; González-Gil et al., 2019). This recognition is particularly important in the stage of children's education as it becomes increasingly important in the development of cognitive, psychosocial skills, and the configuration of identity (Barrero, 2016). The first educational level presents pedagogical principles such as singularity, potentiality (Mineduc, 2018) that favor an education responding to the differences of each learner (Solís, Pedrosa, and Mateos, 2019), which can be materialized in a variety of active-participatory methodologies, offering the learners diverse opportunities so that they can reach their maximum development (Balongo and Mérida, 2016).

The literature shows that inclusion in early childhood education takes the form of three dimensions proposed in the *Index of Early Childhood Education* by Booth et al. (2006): creating cultures, developing policies and developing inclusive practices that highlight the importance of play, learning in childhood, as well as collaboration with others in a context of acceptance and appreciation, in which girls and boys, their families and school professionals participate.

In this study, pedagogical practice is understood as spaces of joint activity in constant change and movement, interdependent among themselves, and characterized by a language, a space-time, and particular social relations, more or less distinctive, common and shared (Mauri, Clarà, Ginesta & Colomina, 2013; López, 2017). This way of understanding pedagogical practice assumes that a set of selected and intentional actions carried out by teachers and based on the elements of the curriculum, will have a certain degree of implication in the learning of infants and toddlers (Mauri, Clarà, Ginesta, & Colomina, 2013; López, 2017).

The relevance of implementing inclusive early childhood education lies in knowing the characteristics and abilities of learners, in order to identify their progress and setbacks, as well as the opportunities that the context can provide for their optimal development, allowing them to participate in educational instances (Echeita and Ainscow, 2011). According to Vygotsky (1979), the mediating work of teachers is recognized to promote the learning of students, who through different methodologies provide equal access and participation to children, so that they can develop their abilities, regardless of their physical, psychological or social characteristics.

Teachers organize their pedagogical work based on guiding frameworks that make explicit objectives, conditions and facilitators for the process of educational inclusion (Echeita and Ainscow, 2011). The three frameworks considered in this study correspond to the index of the inclusive early childhood education (Booth et al., 2006), and the teaching model facilitates the implementation of a diversified teaching, which is called Universal Design for Learning (UDL). Finally, given the context in which the study is developed, the *Guiding Document for the Development of Inclusive Practices in Kindergarten Education* (Subsecretaría de Educación Parvularia, 2018) is used (Subsecretaría de Educación Parvularia, 2018).

Regarding the index, its goal is to establish a collaborative school community that encourages all students to high levels of achievement. Although Universal Design for Learning has proposed the principle of allowing all students to access curriculum to eliminate obstacles in the environment and respect diversity in the classroom, these are various forms of representation, expression, and participation (Alba, Sanchezy Zupilaga, 2014). For its part, the guiding document contributes to the reflection on various matters that impact the lives of children, and aims to generate conditions of equity of opportunities (Subsecretaría de Educación Parvularia, 2018).

With the optimal implementation of the guiding frameworks, teachers are expected to reduce barriers that hinder education for all, give greater importance to the active role of girls and boys in their learning, and use games as intermediaries for learning. As pointed out in the dimensions proposed in the inclusion, culture, policy, and practice index (Booth et al., 2006), these dimensions strive to achieve the optimal operation of inclusive education in a interrelated manner. Teachers adjust their classroom teaching actions, content, goals, and activities based on a planning proposal aimed at addressing diversity issues, with a focus on providing students with the conditions and opportunities to learn and develop, and incorporating necessary heterogeneous equipment and support to ensure equal opportunities for all students without exception.

The transition from teaching practice to promoting classroom inclusiveness urgently requires a systematic review of the educational process and collaboration among different professionals to cope with high levels of student engagement (Gelber, Trevino, Gonzalez, Escribano, and Ortega, 2019). The decisions made by teachers in the classroom are crucial for addressing the difficulties faced by students in learning and fully integrating into the educational community (Booth and Ainscow, 2015).

Finally, it is worth noting that in the latest research on inclusive education conducted in the Chilean context, studies targeting educators' perspectives on immigrant students (Aravena, Riquelme, Mellado, Villagra, 2019) and curriculum

strategies developed by children's education technicians for inclusive education in kindergartens (Muñoz, 2018) stand out; In addition, other studies highlight that the diversification of teaching is a challenge and opportunity of teacher professional learning (Chadwell et al., 2019), since such diversification is scarcely present in the classroom (San Martín, Salas, Howard, & Blanco, 2017).

Therefore, the overall goal of this study is to describe inclusive practices that are conducive to the development and learning of girls and boys (aged 5-6), and to propose two specific goals based on these practices: The first is to investigate how teachers announce the implementation of curriculum aspects that they believe contribute to promoting inclusion and promoting children's learning; The second is to understand the inclusive teaching actions taken by teachers in the classroom to promote learning for all learners.

3 Methodology

3.1 Design

In order to contribute to a description and analysis to characterize the pedagogical practices based on the data and in triangulation with a learning centered inclusive reference framework, a qualitative method was chosen, using explanatory methods (Biskella, 2012) and multi case design (Stark, 2010), in which the discourse and implementation of the teaching practice of early childhood education teachers in their natural context are studied.

3.2 Participants

The selection of the cases has a theoretical character, based on their relevance to the subject under study, and they are selected by expert criteria, with the aim of having teachers understand the phenomenon under investigation (Stake, 2010). Given the variety of schools in the national context [1], three selection criteria were established, namely: that the teachers belong to educational institutions of different dependencies; that the educational institution has a school inclusion programme [2] (PIE) or special education educators in practice; that the teachers have more than 15 years of work experience and wish to participate voluntarily in the study.

The characteristics of the sample are shown in Table 1, indicating in each case: dependence on the school, years of experience, and level of training. The teachers are in a transitional stage, with an average of 30 students aged 4 to 6.

Table 1. Description of participants

Casos	Dependencia	Años de Experiencia	Grado académico
Caso 1	Municipal	36 años	Licenciada en Educación
Caso 2	Particular pagado	20 años	M(c) educación inicial
Caso 3	Particular pagado	20 años	Licenciada en Educación

Source: Self made

3.3 Data collection tools

This study was conducted through semi-structured interviews and participatory observations (Flick, 2007). The purpose of the interview is to approach the subjective viewpoints of the participants, understand the actions they take in the classroom, as well as their conditions and relationships with all learners' learning. This is designed based on the three theoretically informed dimensions proposed in the *Children's Education Inclusion Index* (Booth et al., 2006) and the *Guidelines for Inclusive Practices* (Deputy Minister of Kindergarten Education, 2018). In addition, the interview prior to its application was validated through expert judgement, the dimensions are:

- 1^a Organizational games and learning dimensions: Teachers are required to consider various aspects of planning to address learning, diversity, and strategies that promote participation for all and children. It involves prior knowledge, group formation, supports provided and assessment of progress (Booth et al., 2006).

- 2^a Resource mobilization dimension: This dimension involves the teacher's selection and implementation of materials that promote the inclusion of children. It also involves human and material resources, their distribution and utilization, and collaborative work among the children (Booth et al., 2006).

- 3^a The dimension of diversified teaching: refers to the proposals that the teacher develops for the learning of all learners, based on the consideration of experiences that enrich the ways of perceiving information, creating responses through various forms of support and engaging learners to participate in their learning (Subsecretaría de Educación Parvularia, 2018).

In terms of participatory observation, the goal is to identify inclusive teaching practices that are conducive to learning for all boys and girls at that level. During the process of implementing classroom learning experiences, teachers conducted different natural and daily situational observations (Flick, 2007). These observations were recorded in an observation mode designed based on inductive analysis of the answers obtained from interviews with participants (Mayring, 2014). The guideline was organized according to the dimensions put forward in the interview. Categories and observable indicators were proposed, and prior to its use, the internal validation process was carried out (Mayring, 2014).

After each participant signed the informed consent form, data collection would begin, with a planned period of one academic year (March July 2019). The interview was consistent with the investigation and lasted for approximately 40 minutes. Participatory observation in the classroom was arranged with each teacher for one and a half months. For each scenario, they collected approximately 45 minutes of six observations that showed the learning domain oriented learning approach proposed in the children's education level curriculum (Mineduc, 2018). A total of three interviews and 18 learning situations corresponding to the three reviewed cases were analyzed.

3.4 Data analysis program

In a semi-structured interview, content analysis was conducted (Mayring, 2014), which previously meant transcribing information through line-by-line enumeration. The analysis unit is the information section (Mayring, 2014), and the categories are determined by induction.

Three levels of coding were elaborated for the interviews. The first one was open coding, with the purpose of creating the categories based on the units of analysis. This process was carried out individually and then in pairs, with the purpose of identifying discrepancies and recording them for the control of the reliability. The second coding corresponded to a selective coding, the meaning of each of the identified categories was described and interpreted. The third coding corresponded to axial coding, in which the categories were compared and linked by conceptual connections. The last stage was organized as a group by all the authors of the study, with the aim of bringing together the themes expressed in each case, defining them, and relating them to the previously established dimensions. The reliability control of the interview analysis was carried out by means of an inter-judge agreement procedure, based on consensual agreement (Mayring, 2014). Discrepancies in the coding of the categories were resolved between the judges, the results were discussed until agreement was reached and the categories were refined. The process ended once category saturation was reached.

As for the observation guidelines, these were generated inductively from the participants' responses obtained through the interview. In classroom observations, the researchers played an active observer role (Flick, 2007), where they did not get involved with the participants, but rather, they maintained an active observer role.

In the observation guideline, the unit of analysis was the teaching performance of the teacher in practice. Once the six observations planned for each case were completed (a total of 18 observations), a summary table was drawn up for each case, with the aim of identifying the practices that the teachers developed with greater and lesser presence in their natural context when they implemented the teaching and learning process in the classroom. In order to identify characteristic

aspects of the cases and understand their particularities, a summation of the observed practices was carried out, and the total scores per indicator and per category were obtained, with the aim of identifying a regularity between the categories proposed in each dimension. Finally, the presence of the dimension in the teacher's practice was identified, considering the score obtained in relation to the maximum score of the category. Table 2 exemplifies the procedure developed in a case and in the dimension organizing play and learning.

Table 2. Example of an analysis on an observation guideline based on dimensions and categories case 1

Dimensión	Organizando el juego y el aprendizaje						Puntaje obtenido	Puntaje máximo
	Monitoreo del aprendizaje							
Categoría	Día 1	Día 2	Día 3	Día 4	Día 5	Día 6		
Indicadores								
Constata que el párvulo comprenda las instrucciones	5	4	3	K4	5	4	25	30
Existe seguimiento sobre el progreso de los párvulos durante el desarrollo de la experiencia de aprendizaje.	1	5	3	4	5	4	22	30
Verifica que el párvulo desarrolle las actividades propuestas	5	5	5	5	5	5	27	30
							74	90
							82,2%	

Source: Self made

3.5 Results

The results obtained from the analysis of the three cases under study are presented, from which we seek to characterize inclusive practices oriented towards children's development and learning. It begins with the results of the three semi-structured interviews, followed by the results of the participatory observation guideline, applied to the 18 learning situations observed.

The first core results, corresponding to the content analysis of the interviews, make it possible to respond to the first specific objective, which is to investigate how the teachers implement the curricular aspects that they consider relevant to promote inclusion and encourage the learning of all children at this level. The results show a total of thirteen categories organized and contained in the three proposed dimensions. Each category allows us to understand how teachers ensure the participation and learning of all children in the learning situations they carry out in the classroom. Table 3 provides a detailed description of the category organization for each dimension.

Table 3. Dimensions and their categories

Dimension	Organizing games and learning	Resource mobilization	Diversified teaching
Categories	1. Teaching strategy	1. Operation of educational team	1. Implementation of planning
	2. Planning design	2. Teaching resources	2. Multiple teaching forms
	3. Games and learning	3. Family participation in learning	
	4. Cooperative work in kindergarten		
	5. Effective classroom management		
	6. Learning monitoring		
	7. Evaluation tools		
	8. Promoting participatory learning		

Source: Self made

The organization of the categories in the three dimensions varies from eight for the first dimension, and two for the last dimension, showing that the teachers emphasize a learning situation in the organization of play over the diversification of teaching. For each dimension, an operational definition of the categories is presented below, followed by a discursive example of the teachers' discourse emphasizing those that are most and least reiterated in the set of cases analyzed.

1ª. Organizational games and learning dimensions

Eight associated categories are identified. The first refers to teaching strategies, defined as the actions that the teachers organize through the management of various supports, which promote the participation and learning of infants and toddlers, considering special educational needs and grouping within the classroom (MINEDUC, 2018).

Secondly, planning design, including the moment when participants refer to the process before implementation, the moment when organizing the teaching process, taking into account specific backgrounds, the conditions and particularities of student groups (MINEDUC, 2018).

The third category, "games and learning", refers to the fragments of the discourse in which teachers give an account of the pedagogical principle of the guiding framework for early childhood education, and games are considered as a mediator of learning as well as a driver of children's development. Thus, it can be a natural activity for the infant as well as a pedagogical strategy for the teacher (MINEDUC, 2018).

The fourth category, collaborative work among preschoolers, is defined as the actions developed by the teachers to provide possibilities for interactions among preschoolers in a variety of collaborative activities and games (MINEDUC, 2018).

The fifth category is effective classroom management, which refers to the atmosphere in which teachers mention the implementation of the teaching process, characterized by respect, relationships between students, promoting positive relationships, and other factors that are conducive to a good school environment (MINEDUC, 2018).

The sixth category, learning monitoring, is defined as the process in which the educator tracks children's understanding and application of content, and uses relevant strategies to evidence progress in their learning (Booth and Ainscow, 2015).

The seventh category, evaluation tools, refers to the pedagogical tools that teachers use as part of the educational process to systematically record and demonstrate the learning progress of infants and toddlers. It is expected that, based on the results obtained, the teacher will provide feedback on learning and pedagogical practice (MINEDUC, 2018).

As for the eighth category, promotion of participatory learning is a fundamental criterion for developing inclusive practices, which means that teachers actively incorporate girls and boys into games and learning in their discourse, promoting their interaction and participation (Booth and Ainscow, 2015).

With regard to the exemplification from the discourse of the participants, the results show that the category with the greatest repetition in the three cases under study corresponds to teaching strategies. It is exemplified below:

(...) at the end, we use a lot of questions so that the child realizes how they learnt, that is, we make them think, more challenging questions so that they can make a meta-cognition, that is, "what did you have to pay attention to", "how did you get there", "how did you do it", so, basically they have to verbalize everything they did in mathematics, in language, in whatever. (Interview Case 3, Personal Communication, 19 December 2018).

The category presenting less reiteration in the discourse of the participants in the three cases under study is the one referring to the promotion of participatory learning, in which the teacher indicates that:

(...) It is very important to use questioning as a method to understand what the child is thinking and how it is going. At the same time, it is also important to verbalize it, because the more children speak, the more conscious they become to some extent. (Interview Case 2, Personal Communication, 14 December 2018).

2ª. Resource mobilization dimension

Three categories are identified in this dimension. The first one, functioning of the educational team, which involves actions taken by the teacher to mention her professional responsibilities in the classroom, especially dialogue on

pedagogical and didactic aspects between teachers, or other educators of the educational centre, who support the pedagogical work inside the classroom (MINEDUC, 2008).

The second category, teaching resources, includes the use of educational and support materials for the teaching and learning process that are used during the development of learning situations, which are expected to be meaningful for the children, and therefore, can give meaning to them based on their previous knowledge, experiences and interests (MINEDUC, 2008).

As for the third category, family participation in learning, it is defined as the ways and means used by the teacher to involve and inform families of their children's learning process. It is essential to integrate caregivers so that they feel welcomed, respected and listened to (MINEDUC, 2018).

Regarding the exemplification in the discourse of the participants, the category with the greatest reiteration corresponds to the operation of the educational team, which is exemplified in the following extract: "(...) it has to be something concise and precise, and in this regard, my colleagues and I will focus on groups that require more attention and support in order to achieve the challenges we propose. (Interview Case 2, Personal Communication, 14 December 2018).

On the other hand, the category with the least repetition in participant discourse corresponds to family participation in learning. The teacher pointed out that:

(...) Well, here the parents' meeting has been held three times a semester. I show them the folders with their work and the progress they have made in general, because I do not take particular cases in meetings. And, every week, that is, every two weeks when I change units, I inform the parents via the agenda, so that they can also support the children at home in what we are doing (Interview Case 1, Personal Communication, 10 December 2018).

3^a. Dimension of diversified teaching

In terms of the third dimension, there are two categories. The first, multiple ways of teaching, refers firstly to the actions that teachers provide multiple means of representing information to adapt to the diversity of learners and their different ways of expressing and understanding the world around them. Secondly, it provides learners with multiple possibilities to express knowledge and complete learning tasks, either sometimes due to personal preferences or personal conditions (Alba et al., 2014).

In terms of implementation of planning, it is understood as the moment in which the teacher structures the learning situations considering the knowledge, interests and experiences of the students. It is expected that this moment presents a defined structure that allows differentiating its different stages (beginning, development and closure), regardless of the type of strategy developed (MINEDUC, 2018).

With regard to the exemplification in the discourse, the category of implementation of planning is presented with greater reiteration in the teachers' discourse, as the teacher points out:

(...) the class has three stages: beginning, developing and ending. At the beginning, you present what you want, I don't set the objective, because some of my students don't read. But at the beginning, you start to find out what they already know... so that's where the motivation starts. "Then you start to develop your class, depending on the objective that I want to achieve at that moment, that's the material presented (Interview Case 1, Personal Communication, 10 December 2018).

On the contrary, this category presents multiple teaching forms with less repetition, as shown below:

(...) we try to ensure that all the children can learn through different styles. Therefore, the same learning experience involves different strategies and methodologies so that the children who have problems and those without problems can manage to learn all the goals we have. Thus, we work with a lot of visual material like PPT, videos, and YouTube (Interview Case 3, Personal Communication, 19 December 2018).

With regard to the second core outcome, it refers to the analysis of the observation guideline applied in the three cases and in the 18 learning situations, which makes it possible to respond to the second specific objective and understand the inclusive pedagogical actions that the teachers carry out in the classroom to favour the learning of all their pupils.

Given the expansion of this core achievement, only those categories identified with greater regularity and irregularity in the teachers' pedagogical work are presented. Thus, when presenting global results of the three cases analyzed, an adjustment was made to the categories, leaving out the category of planning design and family participation in learning, due to the difficulty of observation in the implementation of the teaching process.

Regarding the first dimension, organizing games and learning, the results indicate that in all three cases, the category of learning monitoring is more regular, being present in most of the learning situations observed in the classroom. The early childhood teachers constantly check whether the children have carried out the proposed activities and understood the instructions. In addition, they keep tracking the progress of each child during the development of the learning situation. On the other hand, the category of evaluation tools is more irregular, as evidenced by the fact that in most of the learning situations observed, the evaluation tools are not made explicit. The teachers in case 2 use different inputs to account for the progress of the students. However, in cases 1 and 3, the results indicate that the teachers use only one type of evaluation tool.

Regarding the second dimension, "resource mobilization", the results show that in all cases, the category with the greatest regularity corresponds to the use of pedagogical resources; the observations carried out in the different learning situations in the classroom make it possible to identify that the resources are used to support the teaching and learning process, and that they are of good quality, attractive and contextualized for the children. On the other hand, the category with the greatest irregularity is the "operation of the educational team", due to the fact that in cases 2 and 3 there is a predominance of decisions taken jointly, unlike case 1, who does not carry out collaborative work with the classroom assistant.

Finally, in the third dimension, "diversified teaching", the category "implementation of planning" is observed with greater regularity. It is important to note that, in all cases, in most of the learning situations there is a low presence of the observed criteria, since the absence of the three moments in the classroom is evident, especially in promoting the closure of metacognition at the end of the course. On the contrary, the most irregular category is "multiple teaching forms", since cases 2 and 3 consider two or more ways of delivering the information, as well as different ways for the infant to express his/her learning, unlike case 1, which believes that there is only one way in the different observations elaborated during the process.

3.6 Discussion

The objective of the study is to characterize inclusive practices focused on learning developed by early childhood education teachers. The three cases involved in the study underwent semi-structured interviews and six participatory classroom observations. Interviews and classroom observations were organized from three theoretically informed dimensions, supported by the inclusive guidance framework, children's inclusive index, and inclusive practice guidance documents; Both comply with laws, regulations, and guidelines, which have the performative power to regulate classroom teaching practices.

The results presented highlight the importance of studying inclusive practices focused on learning, based on learning situations that are implemented in their natural context. The correlation between these three aspects: organizing games and learning, resource mobilization, and diversified teaching lies in their widespread dissemination in promoting inclusive education policies (Ainscow, 2012; Barrero, 2016; Booth and Ainscow, 2015). In addition, this study enables these

dimensions to operate within observable categories, in order to describe the actual actions organized by teachers in the classroom to promote learning for all students.

The proposed 13 categories expand the previous research findings of Grande and Gonzalez (2015) and Figueroa et al. (2017), as the author has conducted documentary analysis and the results of this study have provided empirical data that are supported by what the teachers declare to implement in the classroom and the direct observations that are executed from the real context in which the natural processes of teaching and learning in early childhood education are studied.

To characterize inclusive practices focused on learning, the results show, first of all, that the categories with the greatest predominance in the teachers' statements correspond to learning strategies in the first dimension, the operation of the educational team in the second dimension and the implementation of planning in the third dimension. On the other hand, in the classroom observations, the categories that appeared with greater regularity are: learning monitoring, corresponding to the first dimension; teaching resources in the second dimension; and implementation of planning in the third dimension. Thus, the importance of building a learning environment based on students' knowledge, interests, and experiences for teachers is highlighted (MINEDUC, 2008).

On the contrary, the results show that the categories appearing least in the teachers' statements correspond to the promoting participatory learning in the first dimension; family participation in learning in the second dimension and multiple forms of teaching in the third dimension. In turn, in the classroom observations, the categories presenting the greatest irregularity correspond to evaluation tools, referred to the first dimension; operation of the educational team, belonging to the second dimension; and multiple forms of teaching in the third dimension.

These results indicate that the existence of multiple teaching form categories corresponding to the dimension of diversified teaching is relatively low, both in teacher statements and classroom observations, which is consistent with the recommendations of Figueroa et al. (2017), as it emphasizes the need to present information to children in early childhood education in a variety of ways to express their learning and promote their participation. This fact, according to Grande and González, (2015) is crucial and relevant to favor the optimal learning of children in early childhood education. On the other hand, the categories where girls and boys have lower levels of participation in learning are consistent with what García and López-Pastor (2015) pointed out, as this must be at the center of the teaching process, and teachers should consider their learning methods, implement strategies, and utilize all their senses through rich experience. In addition, Moragon Alcaniz and Martinez Bello (2016) highlight the lack of openness in games and expression opportunities in children's education classrooms, which is a fundamental aspect to raise different possibilities for learners to express what they feel and understand.

On the other hand, the low presence of the category referring to evaluation tools is consistent with previous research (García and López-Pastor, 2015), which indicates that early childhood education teachers provide feedback to students, encouraging them to learn from mistakes and successes, redirecting the teaching and learning process. However, this feedback is rarely systematized for summative evaluations, since a systematized record of the successes and progress of students is not elaborated.

Thus, the results obtained in the analysis of the cases show a dissociation between the discourse declared in the interviews conducted with the teachers and the pedagogical task implemented in the classroom, since, in the interviews, the teachers emphasize the importance of educational functioning, proposed in the resource mobilization dimension, however, in the classroom observations, the same category has little or no presence. This fact highlights what was pointed out by González-Gil et al. (2019), who highlights the need for teachers to set higher requirements around the pedagogical work carried out in early childhood education classrooms.

The results presented are in line with Solís et al. (2019), who state that this new inclusive paradigm has updated the role of teachers; but before these changes, there was no analysis of their beliefs and attitudes, as well as how these beliefs and attitudes were linked to professional actions and practices. This finding is reflected in the results, showing that in the teachers' educational practices, the dimension presenting fewer categories is the diversified teaching, thus evidencing its low presence in the classroom observations. This leads to the conclusion that from the perspective of new public policies, the importance of rethinking is crucial and the work in the classroom (Gelber et al., 2019) affects teachers' attitudes towards inclusion (González-Gil et al., 2019).

4 Conclusion

The results of this study allow us to conclude that inclusive education is not promoting a paradigm shift in current early childhood education, but rather, according to Gelber et al. (2019), it is in transit to an inclusive paradigm, which is more of a practical nature, associated with special educational needs. In the pedagogical practices studied, two out of three of the teachers (case 1 and 2), tend to carry out what Barrero (2016) pointed out, since they do not include specialized support in their practices, thus homogenizing the characteristics of the children; while in case 3, the teacher regularly presents in her practices the categories referred to the learning monitoring and the use of varied resources.

The results presented must be understood in the context in which they are studied and therefore cannot be generalized. However, the results present interesting connections for the development of inclusion in the context of early childhood education in Chile. Although it is evident that in the national context there is progress in public policies, they have not guided teachers' educational practices, which can be explained that Chilean policies are developed towards an integrationist extreme, thus neglecting the complementary opportunities in the educational field to effectively benefit and support all learners. It is worth noting that the laws and regulations implemented in recent years that are conducive to inclusive education have not been truly adhered to by teachers, making it difficult to respond to diversity in classroom teaching. This can be seen from the relatively few categories corresponding to the dimension of diversified teaching.

Finally, it is imperative to incorporate attention to diversity in the initial and continuous training of early childhood teachers. A clear vision, accompanied by strategies and tools, allows the development of a more complex argumentative representation (cognitive or subjective) to implement pedagogical practices that respond to the learning of all students, and not just those who may have educational needs. Considering that the most descended dimension is the diversified teaching, it is necessary to promote a more collaborative work between early childhood education teachers and the psycho-pedagogical team of the schools. Evidence indicates that teachers implement practices that focus on learning, but do not have sufficient conceptual and pedagogical knowledge to express how to carry out inclusion. As projections for future studies, it would be interesting to expand the sample of the study and consider it as part of the objective variables to enrich the results mentioned here, such as institution type, teaching experience, learning level, and degree of specialization.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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Notes

[1] In Chile, nationally recognized educational institutions can be divided into municipal, subsidized individuals, and private institutions based on the nature of their administrative and financial units.

[2] The School Integration Program is implemented in regular educational establishments and its purpose is to favor the participation and achievement of learning objectives of all students, providing resources and equalizing educational opportunities, especially for those who have greater support needs in order to progress in their learning.