

## Educational Inclusion New Teacher Challenge

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### Abstract

This article reflects the new challenges in teacher training and in the classroom, analyzing the training that teachers have with regard to immigration and the skills they have for their students' learning. The article highlights the needs that teachers require to impart a new methodology in the classroom. The aim is to create knowledge by enriching the training needs and skills acquired in the permanent training of teachers; this makes us reflect on the need for lifelong learning in the face of the new challenges that society faces and in the classrooms it is reflected and it is where we have to face. The article shows the enrichment of teachers to learn a new competence to enrich teaching in the classroom.

**Keywords:** Diversity, inclusion, permanent formation, education, immigration.

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### Introduction

The changes in society have brought about changes in the classrooms where the profile of society is reflected, this article highlights the challenges in the training of teachers of students who come from other countries. Nowadays society has had important changes with the arrival of new students to the classrooms, for that reason, teachers face new challenges. The present article shows the challenges to face education, having new demands presented by society.

Making reference to Arroyo, (2013) "prepare their students to live and coexist in changing and heterogeneous environments". Education marks the pace of society, new skills, education, demands, all changes are reflected in the classroom, and teachers are the ones who should guide these new lines of learning. Essomba (2014), said "interculturality is the dimensions of education that requires more deconstruct to rebuild; what implies to become aware that what has been traditionally held as certainties and good practices in the educational event should be revised for the adaptation and transformation to new and complex situations of today's society".

The following study focuses on the community of Madrid, where in recent years the schooling of immigrant students has been mostly high; with students from different cultures, social classes, education; throughout the course new students are enrolled as they arrive in the capital. Spain has had significant changes, Madrid has received more than seventy different nationalities, with different ideologies, cultures, customs, for it, the teacher needs to change in an accelerated way, and this forces to change the methodology in the classrooms, the schooling that has been produced in recent years highlights the diversity and enrichment of knowledge, incorporating an educational quality.

The first days that they arrive at the classrooms and do not know the language, they attend to classrooms of liaison, and attention to the diversity, offering them the equality of opportunities for the students who do not know the language or our culture, said Coelho (2012) "balancing the demands and needs of the two linguistic communities becomes more difficult with the arrival of new speaking communities a variety of different languages."

It has been observed throughout these years, that teachers did not have a training adapted to intercultural education, nor the curricular aspects to adapt the learning of students with new needs and late enrollments, for this, new forms are needed of organization, management, organization of methodology to adapt them to the students with attention to diversity. In order to maintain a quality education, a permanent formation is needed that takes into account the needs of students of all cultures, guaranteeing all the competences of all the subjects and educational inclusion influencing society.

Teachers demand the training of professionals in psycho-pedagogy to become aware, understanding students from other cultures and with new customs; we believe it is necessary to know the opinion of teachers to provide new challenges in teacher training and in the classroom.

This article seeks to train permanent teachers for educational inclusion and attention to diversity in the classroom. Nowadays, inter-culturality has presented the need to train teachers to learn to know new cultures and to know how to live together within the same society. Following Ríos (2011) is said "a negative impact on the student's psychological and emotional well-being through the promotion of feelings of guilt, disappointment, resignation and indifference".

### **The study**

A study was carried out to verify the index of population that was enrolled in the classrooms in the last year, following the National Institute of Statistics, 8.5% of the students enrolled in the 2016-2017 academic year, was a foreigner, most of them 30.5% are of African origin.

In order to assist students from different countries, liaison classrooms were created, facilitating the incorporation of students in the classrooms and society, the objective of the classrooms respond to the contact of the Spanish and the educational goals that are they have in education, to achieve a learning.

The training that the teachers have is scarce, for that reason, we detected that it was necessary the permanent formation of the teachers in the classrooms to carry out a quality education including all the aspects of other cultures, the teachers consider that this is a challenge and a new learning for them, with the enthusiasm of being able to enrich themselves from other cultures and keep learning; At the same time, they consider that they have an objective to achieve that is the school failure on the part of the students.

It is necessary to create methodological aspects that guarantee personal development for educational inclusion. Following Joan Rué (2007) tells us that "from which it can be considered that the conception of teaching knowledge from the competence point of view meets four conditions: Integrates theory and practice, gives importance to contextual fact; integrates different points of view; encourages and guides the transformation.

Carlos Marcelo-García (2005) states that "continuous and permanent learning is no longer an option to choose, but a moral obligation for a profession committed to knowledge. The challenges that the students have gone through are the following:

- The new scenario that they had to face the new customs, socialize and create new relationships.
- Facing the new challenges of self-esteem, security, capacity in the subjects.
- The strength that the family provides is important so that students feel protected by maintaining the affective bond in the home.

The school should favor the relationship between students, families, teachers, establishing pedagogical criteria for the activities that take place in the school.

The objective of this article is to analyze the training that teachers have with respect to immigration and the competences that they possess, for the development of their learning in the classrooms. The specific objectives are listed below:

Analyze teacher training in relation to students from other countries.

- Identify the competences required in the liaison classrooms.
- Develop permanent teacher training for new demands that society will have.

### **Methodology**

Having the objectives set, and observing the need that teachers require in the field of educational inclusion, the purpose is to understand the needs that teachers require to impart a new methodology in the classroom. It aims to create knowledge by enriching the training needs and skills acquired in the permanent training of teachers.

Hayes (2010) states that "the understanding of the social world of teachers and teaching is fundamental to a complete understanding of the teaching of the English language" and considers that it is "important for the future of education in any society, of which The teaching of English is a part, that the teacher's agency is understood and recognized as an essential element in the educational process. "

We have carried out a descriptive study with the purpose of understanding the perspective of the teachers, attending to the diversity and educational inclusion. 150 teachers from Madrid were interviewed, who taught in educational centers with subjects with a high rate of immigrant students, in

order to detect the educational needs needed by the teaching staff. The data that has been obtained has been analyzed with the SPSS program, having a Cronbach's Alpha of 0.9, which we understand that the reliability of the questionnaire is very high.

The questionnaire was distinguished in two dimensions:

- Knowledge that teachers have regarding attention to diversity.
- The type of permanent training they have in the investigation.

With regard to the first dimension, several questions were asked, with them it was intended to have a vision of the needs, difficulties and demands that teachers have. The first question refers to the knowledge that teachers have to deal with immigrant students; 62% admit not having knowledge of the cultures they have in their classrooms, with which they ask for training, 38% say they know very little about other cultures, which requires continuous training in learning new demands. The second question referred to the use of learning models based on learning, encouraging attention to diversity we can see that 47% put different new methodologies into practice, 53% consider that they need additional training to be able to teach classes with new ones students for educational inclusion.

Teachers face a new challenge to solve a new situation in the classrooms, they were asked how they acquired strategies in the classrooms: the data show that teacher training must be continuous since the majority with 92% consider recognizing that continue learning is a competence for teachers to meet expectations with which society is acquiring in each stage.

They were asked the opportunity to exchange teachers for a month to other countries to understand the customs of their students, the exchange could allow to know, reflect, share the experience with other educational centers; the answers were positive, since 74% answered that they were willing to make an exchange of centers to other countries to understand the culture, language, customs, way of life, only 26% did not conceive this option since they said that They could not travel for family reasons.

## Conclusion

The research that has been done is proof of the needs of teachers to continue teaching in the classroom. Reference is made to the results of the necessary training, identifying the educational needs of teachers, it is emphasized that training is required by teachers to have a new competence in teaching.

Attending to cultural diversity means that both teachers and society are updated, to resolve the teaching of values, promoting aspects of the organization of the center, cooperating in the educational environment, adapting the curriculum. The new challenges in teacher training involve the development of confidence and self-esteem in students to establish the skills to incorporate with educational psychologists in teacher training.

We need the teachers to be competent to offer an educational quality from the Educational Project of the Center, where conceptions are made in attention to diversity, educational inclusion. It is true that a single teacher can not educate a student, for this, a group of experts, tutors, is needed to have an education full of values and attitudes.

It is a study that has been carried out in intercultural competences, it relates diversity with transformation in the classrooms, knowing the language by teachers. The little teacher training, it is necessary to increase hours for teacher training in the new demands that society has (Escarbajal, 2014). The vast majority of teachers show ongoing training for the new challenges that society has, the results tell us the need to continue learning to be able to transmit with new methodology to the new challenges that society has.

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