

# Chapter 1

## The Reality of Self-Contained Social Inclusive Classrooms

Paula Hernández-Dionis

 <https://orcid.org/0000-0002-6735-9822>

University of La Laguna, Spain

### ABSTRACT

*This study aims to analyze the reality of inclusive classrooms by studying music and dance schools (MDS) in the autonomous community of the Canary Islands. Teachers' growing interest in offering an adequate response to diversity in today's schools should be stimulated by providing training spaces and new methodological tools. The development of this training requires a significant revision to the curriculum. A review of applicable regulations was carried out to meet the study's objective, analyzing the proposed dimensions and completing a bibliographic review in sources of scientific interest. A series of interviews included 12 teachers from eight MDS of the five Canary Islands with official MDS. The results revealed a disparate situation. It is a challenge to develop an inclusive teaching-learning process in all its facets. Therefore, it is necessary to outline an important change in the current system, including a series of proposals to be developed in the future.*

### INTRODUCTION

An inclusive classroom works in favor of students to be enrolled in a regular classroom in which diversity is the main characteristic (Suárez & López, 2018). This type of setting fosters a culture that promotes and develops the potential of students rather than their difficulties. Inclusion values students' heterogeneity (Crisol et al., 2015).

Conditions in an inclusive classroom, according to Crisol et al. (2015), include:

- Conception and development of the common curriculum
- Positive valuation of diversity
- Social organization of the classroom
- Cooperative and flexible learning

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- Curricular evaluation approach
- Active student participation

Given diversity in classrooms, teachers must use an inclusive approach to the teaching-learning process. This requires new methodological and organizational tools to help teachers develop their work. In turn, students will be unaware of this need (Sanahuja et al., 2020).

Changes are not possible without the full commitment of the educational center. It must focus on implementing an internal transformation through a deep reflection on its habits and customs. In addition, educational centers must eliminate barriers so students with a specific need for educational support (ACNEAE) can coexist with their peers.

Fully inclusive classrooms will not exist without the participation and intervention of the entire educational community. The management team, teachers, families, tutors, and support teachers must have the necessary (not minimal) high-quality resources within their reach (Mas et al., 2018). Shared teaching could be a solution, as provided by Mas et al. (2018, p. X), because it facilitates “flexibility, the implementation of new strategies, methodologies, resources ...,” which forms collaborative teams and improved inclusive practices.

A low ratio is required to achieve these goals. This will improve the educational climate, organize groups around students and student needs, create classrooms for each subject, and organize the use of spaces for the center (Crisol, 2015).

ACNEAE students often feel like they are not the protagonist of their learning process, or they are schooled by an uninformed administration or educators. Thus, the students are referred to other professionals (Calderón & Racón, 2021). This, in fact, worsens in the case of music education centers due to limited training for teachers in these centers.

The situation in classrooms of Spanish music schools is disparate. These heterogeneous centers’ classroom hosts children who are born in January and December of the same year. Likewise, differences can be found in the students’ interests and abilities, cultures and origins, health, and self-esteem (Pardo et al., 2020).

Teachers who work in official music training centers must have the higher degree in music, as well as its previous equivalents. The education curriculum differs from one autonomous community to another. The pedagogy specialty, which is not taught in all Spanish centers, does not have a specific subject that offers ACNEAE resources to its learners. Limited training is given to students in specialties like interpretation, composition, or musicology. In the best of cases, one subject during the four years of studies will include didactics or pedagogy. Students who obtain the degree in music may choose to complete a master’s degree in teacher training later. It is, therefore, possible that these deficiencies will be overcome because the master’s degree targets teachers who teach in a secondary school setting.

This scarcity of didactic training for typical students at the end of these studies becomes more pressing concerning issues like inclusion, diversity, or adapted resources. The corresponding administrations also fail to provide the appropriate courses to corresponding teachers once they enter the labor market in professional conservatories, higher conservatories, or MDS. These characteristics, together with the specific aspects of the teachings and the fact that they are generally taught in ratio three or ratio one (except in group classes), make the full inclusion of students and the training of teachers in the subject a pressing issue for public administrations.

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