Chapter 7
Dialogue and Inclusion in Educational Institutions:
Socio-Relational Climate

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ABSTRACT

The main objective of this chapter is to highlight the importance of creating a socio-relational climate based on a discourse and empathic discourse and forms of communication in which respect, closeness, solidarity among other values take precedence, given that, the school community in its richness and relational diversity requires a broad, complex and plural way of sharing socio-relational processes and promoting dialogue and encounter between all members of the educational community. On the other hand, to offer teaching staff some models, methods, and activities to be approached with imagination, empathy, and emotional intelligence. This is to ensure that new and harmonious social relations contribute to the shaping an institutional and classroom climate that enhances appropriate forms and styles of understanding, collaboration and creation of close environments and scenarios that lead to complete satisfaction and balance among all individuals.

INTRODUCTION

Educational institutions require a framework, new models, and attitudes that facilitate ways that are equitable and understand how to deal with diverse and challenging cultural and social realities. This involves progressing in ways of being and knowing through democratic leadership and a sense of collaboration and involvement with all individuals in the educational institution. This advancement involves creating visions with ethical and social curricular designs and developments (Baldacci, 2022, 2023; Medina et al., 2023).

Assuming cultural diversity involves having a set of relevant models, methods, and actions from which to address the numerous challenges faced by everyone, and to anticipate the limitations experienced in society and educational institutions. These challenges are influenced by the effects of a society in crisis and by groups in critical relational situations.

Thus, Salmerón (2010) considers that dialogue and encounter between cultures promote coexistence and decrease conflicts, from an ethical standpoint and judgment based on democratic values and practices, to exercise citizenship from one's own criteria that contribute to the construction of peace and democracy. This involves a deep commitment to civic rights and obligations. In this vein, Baldacci (2023) asserts that the community of individuals requires values that constitute the foundation of social coexistence. He suggests that education should facilitate the intergenerational transmission of fundamental values to ensure social cohesion and the continuity of the community over time.

Baldacci (2023) urges us to cultivate a renewed focus on the ethical-social dimension that is evident and highly justified. It is necessary to shape a curriculum and an educational style based on the values of cohesion, inclusion, equality, respect, and cooperative solidarity.

To enhance dialogue and interaction between cultures requires a rigorous approach to understanding and acting, transforming practical knowledge into a substantial aspect of this competency, as outlined by Darling-Hammond and Cook-Harvey (2018):

- A way to develop relationships with other human beings.
- A process of empathy and successive assertiveness.
- Establishing the foundations for interacting with other human beings.
- A habitual performance that materializes in a lifestyle.
- Proceeding in relationships with others based on the distinctive way of feeling and sharing one's own connections.
- Selecting the most relevant relationships in each educational interaction, consistent with the search for meaning.
- Approaching interaction according to the needs of each student.
- Embracing the complexity and variability in relationships between students and teachers.
- Defining one's own learning profile in relationships as a student, teacher, involved household, etc.

The mastery of interactive practice is the most important task that teachers must undertake. This involves identifying the relationships they establish with students and colleagues, analyzing the process they follow, and being aware of the investigative role and action plan they need to implement in their classroom activities. This is particularly crucial in collaborating with colleagues and enhancing relationships with students.

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