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## THE INCLUSIVE CURRICULUM IN MEXICO AND ITS IMPORTANCE

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**Abstract:** The development of inclusive education practices has led to a global debate on how best to provide equal educational opportunities for all. In Mexico this has led to the development of an inclusive curriculum in private schools. This article discusses what it means to write a curriculum with the same content for all students created by the national curriculum. Over the course of four years, nine private schools for students with different disabilities have shared their resources for achieving curriculum goals. When they did, they discovered that the biggest problems were in the hearts and minds of the teachers. More than 130 teachers participated in the project. This requires a major shift in the way teachers think about what to teach and how to teach. There must be teamwork within and across all schools.

**Keywords:** Inclusive Education, Curriculum, Private Schools, Qualitative Research, Grounded Theory.

## JUSTIFICATION

In 2020, nine private schools initiated developmental research to create a common curriculum. Together, the schools were given responsibility for different barriers, each with its own curriculum. They decided to create a training program based on core data from all the major elementary schools in Mexico. This project is coordinated by the staff of the Instituto Politécnico Nacional and directed by consultants from France. A qualitative research study based on grounded theory was conducted that focused on changes in teachers' understanding as they moved from cognitive psychology to the curriculum.

## BACKGROUND

Inclusive education is not limited to teaching a specific group of students, but encompasses the education of all. This implies considering the needs of each student and recognizing that they possess diverse abilities and skills. To achieve educational inclusion, it is essential to approach its conceptualization and methodology in a multidisciplinary manner, which implies understanding the individual and his or her requirements from different perspectives.

It is important to note that the history of educational inclusion is linked to special education, as the latter emerged as a response to educational needs. However, there should not be a separation between special education and general education; instead, both should be seen as a joint effort that recognizes the particular needs of students, allowing them to feel part of their group. It is crucial that education professionals understand their own perceptions of inclusion and work to strengthen the weaknesses that may arise from the inclusive education system. It is also important to open the teachers' curriculum so that professionals from other disciplines related to teaching can contribute to the conceptualization of inclusion and diversity.

## CONCEPTUAL APPROACH

Teachers are forced to set aside many learning difficulties, such as self-help and physical education, to teach new subjects such as science, math and technology. Teachers must move from teachers to students. To understand what they are doing, teachers are re-engaged in different schools, i.e., teachers with severe disabilities and teachers with major and medium problems and in schools for the disabled and blind. The key characteristics shared by all staff groups are the same learning content and a continuous learning process toward understanding

student achievement. The biggest challenge teachers face in understanding equity in education is understanding the changes in their thinking.

Our research was created by a group of private elementary school principals and teachers in Mexico who wanted to create important information that would impact all students in special education, both in private and regular schools. Our progress is made possible by the strength of our current core curriculum, based on the eight basic areas of school learning. The strong leadership of the *EPISTEME* research group at the National Polytechnic Institute and the private school leaders of the project, along with a group of special educators who support special education with a clear vision, have improved student learning.

## METHODOLOGICAL STRATEGY

Qualitative research is defined as a type of research that does not use statistical methods or other tools to produce results and findings (Foucault, 1999).

Qualitative analysis means discovering important words or concepts and relationships in raw data by reinterpreting concepts, not numbers, and then putting them into a theoretical framework (Alveiro, 2013). These attributes are used in certain contexts that are not understood but require new insights (Shen et al., 2020).

Good research has three main elements:

- 1) Data can come from many sources such as interviews, observations, documents, papers and videos.
- 2) Methods of data interpretation and organization, for example:
  - a) conceptualize,
  - b) reduce the data,
  - c) display groups according to their qualities and dimensions, and

d) refer to plural verb information. The first four elements are called encoding.

3) Articles and speeches that can be presented in scientific journals, articles, speeches (e.g., conferences) or books.

The method used for data analysis in this study is the Grounded Data Theory proposed by Glaser and Strauss (1967) and described by Campo and Labarca (2009), as shown in Figure 1.

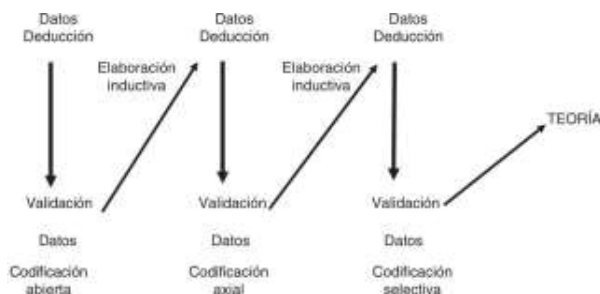


Figure 2. Grounded theory was proposed by Glaser and Strauss (1967). Source: Glaser and Strauss (1967)

According to Glaser and Strauss (1967), integrated theory is a research method used to derive hypotheses from written data. Instead of starting from a preconceived notion, the hypothesis will be based on data with the goal of getting closer to reality. This process will help build a theory, as the purpose of the above authors is to create a new way of understanding reality and forming their thoughts. For example, grounded theory is an appropriate method for this research.

The software used for its analysis was Taguette, this software uses a continuous comparison technique in which the information collected is constantly compared with the information obtained for another school and the documents are coded according to the generated code. The categories and attributes that are currently analyzed are combined with the main search terms. Starting with the main points, you can search for more data to support the initial theory and also show when



## RESULTS AND CONCLUSIONS

Our research tries not to be just a paper research, but to develop; social professional activity. Teachers will be able to use the documentation to appreciate the practical processes that influence professional action. In the first phase, the writing of supplements has been related to the development of key learning areas. In the second phase, outlines of work were written that will support the teaching subject knowledge of the key learning areas, classroom teaching and the curriculum planning process. In doing so, this helped teachers develop a deeper professional capacity to develop their students' thinking processes (Whitty, 2006). The role that the use of new computer technologies should play in assisting curriculum planning should also not be underestimated. This systematic approach to mainstream education creates a seamless link of curriculum provision between special schools and mainstream schools (Tilstone and Rose, 2003).

As a result, teachers in mainstream schools should benefit from a greater appreciation of how to respond more effectively to their low-achieving students. They will gain a better appreciation of the early nature of the key content area of learning and also of the different approaches they can use to teach and

learn. A significant additional benefit will be that instead of students being seen as at the bottom of the traditional overall achievement level, teachers will now see students as well advanced in their achievement levels. This in turn will significantly influence the self-esteem of the students themselves.

To continue through Phase Two, teachers and principals will benefit from much encouragement and support. It is necessary to plan ahead to provide relevant courses for teachers up to master's level that will benefit not only other special school teachers but also teachers with special educational needs in mainstream schools. There is a clear need for professional development courses at many levels. These courses should not be generic academic courses; they should be focused within the clear paradigms that have been identified and be professional development courses that have academic rigor for all teachers of students with special educational needs.

Political commitment and financial support are needed to ensure that students with special educational needs have the same human rights and equal educational opportunities as their able-bodied peers. This commitment to raising the educational level of students with special educational needs depends on the support provided to teachers.

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