

Analysis of Accompaniment Situations for the Improvement of Inclusive Teaching

Análisis de Situaciones de Acompañamiento para la Mejora de la Enseñanza Inclusiva

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Improving teacher training processes is one of the essential challenges for the improvement of inclusive practice. Despite numerous efforts, the results show the need to seek new training strategies such as accompaniment in the classroom. This study analyzes the assistance offered in a training program based on the accompaniment of in-service teachers through situations of modeling practice inclusive in the classroom. Those who act as trainers are fellow teachers from the same school who are more trained in inclusive practice. A qualitative methodology is used through the study of three cases of collaboration between support teachers and teachers throughout an academic year. The joint management between participants on participation, task, and meanings was analyzed in planning sessions, development, and assessment of the practice in the classroom held during an academic year. The results presented empirical evidence of sustained assistance in the construction of collaboration and shared meanings during complete accompaniment processes in the classroom. The results show differences in attendance, in all the three cases, as well as changes in the teacher's behavior.

Keywords: Accompaniment; Training assistance; Construction of meanings; Teacher training in service; Inclusive teaching practice.

Mejorar los procesos de formación docente es uno de los desafíos esenciales para la mejora de la práctica inclusiva. A pesar de numerosos esfuerzos, los resultados muestran la necesidad de buscar nuevas estrategias de capacitación como el acompañamiento en el aula. Este estudio analiza la asistencia ofrecida en un programa de capacitación basado en el acompañamiento de maestros en ejercicio a través de situaciones de práctica de modelado inclusivo en el aula. Los que actúan como formadores son compañeros docentes de la misma escuela que están más capacitados en la práctica inclusiva. Se utiliza una metodología cualitativa a través del estudio de tres casos de colaboración entre maestros de apoyo y maestros a lo largo de un curso académico. El manejo en conjunto entre los maestros participantes, la tarea y los significados se analizó en sesiones de planificación, desarrollo y evaluación de la práctica en el aula durante el desarrollo de la investigación. Los resultados muestran evidencias empíricas de asistencia sostenida en la construcción de colaboración y significados compartidos durante los procesos completos de acompañamiento en el aula. Los resultados muestran diferencias en la asistencia, en los tres casos, así como cambios en el comportamiento del maestro.

Descriptores: Acompañamiento; Asistencia de formación; Construcción de significados; Formación de docentes en servicio; Práctica docente inclusiva.

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1. Literature review

The urgency of reversing poverty, violence, and inequality worldwide are some of the aspects that guide the 2030 agenda in favor of sustainable development (UNESCO, 2015). All of these become challenges for teacher training, among which it is possible to overcome the difficulties of training that are not closely linked to classroom experiences to promote inclusive practices (Booth, Ainscow, & Kingston, 2006; Rappoport & Echeita, 2018; Rojas, López, & Echeita, 2019).

The decision making on the teaching action from the exchange between teachers on the elements of their practice is one of the processes that can generate changes in the classroom. In the workplace, peer collaboration is an opportunity to support each other identify actions that could create barriers to learning and the participation of some of their students. Accurately, observation, joint reflection, and "spoken thinking" about what they are going to do, what they do, and what they did in the classroom, modify the practices of teachers, which support them develop practices increasingly inclusive teachers (Ainscow & Miles, 2008; Rappoport & Echeita, 2018). The collaboration between professionals stands out in successful teacher training programs (Fernández-Blázquez & Echeita, 2018), practice modeling (Keiser, 2016), and reflection (Rojas, López, & Echeita, 2019). The results of other studies suggest that the quality of collaboration among teachers in the workplace is related to their levels of reflection (Ávalos, 2011; Imants, Wubbels, & Vermunt, 2013).

In this context, in recent years, there have been proposals to accompany teachers' incomplete processes of their practice for the improvement of professional knowledge. Accompaniment is understood as a training strategy in a general context of continuous training (Pirard, Camus, & Barbier, 2018). The accompaniment focuses on analyzing and reflecting on the learning process based on practical experience and should take the form of integrated assistance in the teacher's activities. The main objective of the accompaniment is to support teachers in building their identity as competent professionals through the transformation of their practice and to represent an opportunity for professional development both for the teacher who receives the accompaniment and for the accompanying professional (Pirard, 2013; Venet, Correa, & Saussez, 2016).

The objective of this paper is to analyze collaborative situations among professionals in the classroom to build meanings related to the practice of inclusive teaching in a contextualized way. In the following, the two fundamentals of the study are briefly reviewed: perspective accompaniment and analysis of the construction of meanings and the transfer of control in the interactivity model.

1.1. Accompaniment during teaching practice

In order to initially support the improvement in the teaching practice of early childhood care teachers, "accompaniment can be associated with functions of "coaching" "mentoring" or "counseling" both individually and collectively. The accompaniment is understood as a personalized, open, continuous, and interactive support process that is carried out between two professionals who jointly carry out the planning, development, and assessment of the educational practice in the classroom that is to be improved. In other words, accompaniment does not imply a "pre-established" trajectory (Pirard, Camus, & Barbier, 2018, p. 414). The assistance process is configured and maintained progressively through the interaction between the accompanying teacher and the

accompanied teacher in a collaborative context. Table 1 presents the principles of accompaniment in the initial and continuous teacher training (Méndez, 2016; Mayoral & Castelló, 2015; Paul, 2009; Pirard, Camus, & Barbier, 2018).

Table 1. Principles of accompaniment

I. It establishes a collaborative relationship.	Unlike other traditional counseling frameworks based on a vertical relationship whereby the trainer occupies a position in the hierarchy superior to that of the teacher. The accompaniment based on the development of horizontal relationships between accompanying and accompanied. Both share a mastery of the activity, but not of the specialization that motivates the accompaniment.
II The joint activity is configured "on, during, and for practice."	Accompanying and accompanied develop skills and at the same time, transform their practices from the joint activity of both. The accompanied person has the primary responsibility for his or her learning, and they are the one who determines his accompaniment requirements. The accompanying provides assistance tailored to the needs of the accompanied through reflection processes on, during, and for teaching practice.
III. An inverse relationship between theory and practice.	The action-oriented approach in professional experience. Support from an accompanying to an accompanied to build personal and professional meanings on the experience.
IV. It contributes to the joint construction of meanings.	Through discursive and non-discursive interventions, they contribute to the construction of shared meanings between accompanying and accompanied. Their meanings are contextualized in the action of practical situations and professional experiences.
V. It is a temporary process.	Personalized and transitory support process. It has a beginning, a duration, and an end, whose purpose is that the accompanied can achieve autonomy.
VI. It takes place within a community of practice.	It takes place in a community of practice (in the classroom and school) to which both accompanying and accompanied belong.
VII. It is a systemic process.	Process of global and systemic transformation, which involves the accompanying, accompanied, students of the accompanied, the parents of those students, other teachers, and their community.

Note: Elaborated by the authors based on Méndez (2016), Mayoral & Castelló (2015), Paul (2009) and Pirard, Camus and Barbier (2018).

In short, accompaniment is a personalized support process. As an expert, the accompanying's role is to make use of a series of resources in the joint activity with the accompanied; and the accompanied who has less specialization, but he/she is the actor in the construction of his/her professional identity.

In the accompaniment, the joint activity among the professionals involves the planning, development, and joint assessment of teaching and learning processes in the classroom. Modeling situations are a type of activity relevant to the accompaniment in practice (Keiser, 2016). The modeling allows, on the one hand, to model the practice in the classroom during the joint action sessions and, on the other, to model the reflection through the joint discussion on the practice in the planning and assessment sessions (see Méndez & Colomina, 2015).

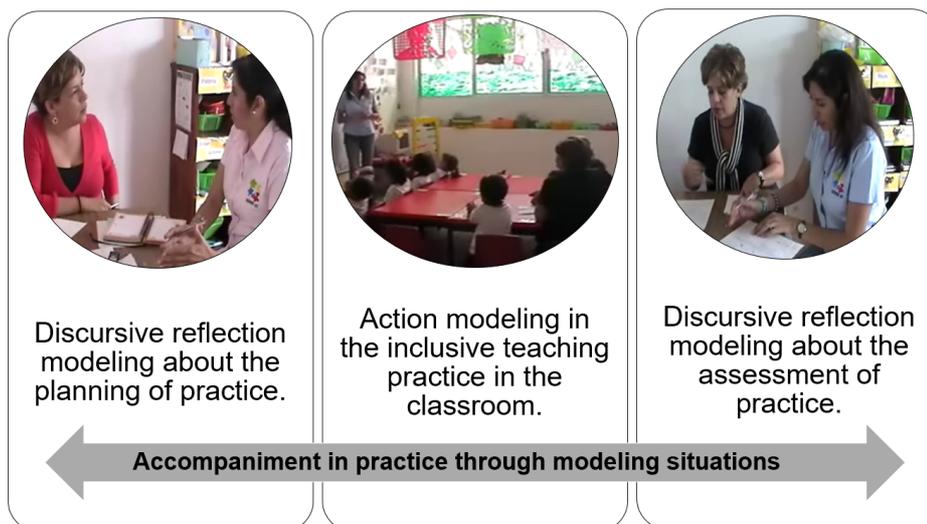


Figure 1. Accompaniment in practice through modeling situations

Note: Elaborated by the authors.

1.2. Joint activity in learning situations

From a sociocultural perspective, collaboration can be understood as a joint activity between a trainee and the assistance provided by a trainer about the object of learning (Coll, Colomina, Onrubia & Rochera, 1992). In the same context, learning is a process of building culturally and socially shared meanings. As such, learning requires a modification of the mental representation of the meanings to which meaning and meaning are attributed and which require the support of other more experts (Coll, 2014).

In this paper, the notion of support refers to two processes: the transfer of control based on the "scaffolding" metaphor used by Wood, Bruner and Ross (1976); and the construction of shared meanings, through which plots of meaning are shared between the subjects, expanding intersubjectivity levels between the trainer and the apprentice (Wertsch, 1984). These forms of support have been studied within the teaching and learning processes in assistance and virtual environments through the dimensions of these two processes: participation assistance and task management (i.e., assistance for the construction of collaboration) and assistance for the construction of meaning (Coll & Engel, 2018; Coll, Onrubia & Mauri, 2008).

Participation management refers to discursive interventions made by participants that facilitate the definition of intervention roles, responsibilities, and rules in terms of who, how, when, with whom, and how often to participate. Task management refers to discursive interventions regarding instructions on what should be done, how it should be done, and the objective, and the nature of the task (Erickson, 1982). Therefore, participation and task management have the primary function of the building and maintaining the collaborative process for learning purposes.

The process of meaning construction will be possible from the limitations and opportunities of the collaboration. The meaning management consists of the discursive interventions used to present, create, recreate, and advance the representations of the participants about the learning content and the tasks to be performed.

In summary, from a sociocultural constructivist perspective. We will analyze the assistance provided for the construction of collaboration, and the meanings shared between support teachers and teachers, in situations of modeling practices that focus on improving the inclusive teaching practice. To carry out an in-depth study of the accompaniment as an interactive support process among teachers.

The purpose of the study is to define effective assistance for accompaniment in training situations, which involve collaboration between teachers in authentic activities in the classroom to improve inclusion. Next, the research questions:

- What forms of assistance to the construction of collaboration - participation and tasks - and to the construction of meaning on inclusive practice do the support teacher and the teacher use in the accompanying cases studied? Is there a greater focus on one or another type of assistance?
- Can the relationship between the management of shared meaning on inclusive practice and the level of shared experience between teacher and support teacher be identified in the training program on inclusion?

2. Method

The work uses the case study methodology (Stake, 1995; Yin, 2006, 2013). The general context of the study was a training program conducted by a USAER (Regular Education Support Services Unit) in early childhood education institutions with at least 19 years of operational history. In this program, training on inclusive skills is proposed through support teachers who are also special education teachers with an inclusive approach.

The selection of this training program was based. On one hand, in its results to promote the autonomy of teachers and centers. As an essential element for the training in inclusion: the teachers who participated in the first years of the program, subsequently, have become the teachers supporting their peers in improving the inclusive practice in which they specialized (see Méndez & Colomina, 2015). On other hand, the basic approaches of the program are consistent with the three principles of accompaniment (Pirard, Camus, & Barbier, 2018). 1) The support teacher assists the teacher during the teaching practice in the classroom through collaborative activities based on observation, dialogue, and reflection. 2) Early childhood teachers establish their needs and the number of training sessions on inclusive practice. 3) The training context is the school in which the child education teacher and support teacher worked.

The teachers differ from each other in their time of collaborative experience with the support teacher. In case 1, there is no previous collaborative work, in case 2, they have previous experience of one year, and in case 3, previous experience of the collaboration of six years. All professionals gave their informed consent to participate (table 2).

Data collect

Audio and video recordings were made of the natural training situations in the classroom throughout an academic year. Each couple decided the number of situations. In which to work together during the course was not determined in advance. The situations included sessions of planning, development, and assessment of teaching practice, which constitute a unit of analysis identified as "formative sequence" (table 3).

Table 2. Study participants

Case 1	
<i>Support Teacher 1</i>	<i>Child Education Teacher 1</i>
More than ten years of experience in the training program.	There is no experience in inclusive practice.
No shared work experience with the teacher.	More than twenty years in advisory functions in early childhood education.
	She attends a third-grade group of early childhood education (between 5 and 6 years old), including a student with Intellectual Disability (Down Syndrome).
Case 2	
<i>Support Teacher 2</i>	<i>Child Education Teacher 2</i>
Four years of experience in the training program.	One-year experience in inclusive practice.
With a year of shared experience working with the teacher.	Nineteen years of service in early childhood education.
	She attends a third-grade group of early childhood education (between 5 and 6 years of age), including a student with Outstanding Skills in the intellectual area.
Case 3	
<i>Support teacher 1</i> (same as case 1)	<i>Child Education Teacher 3</i>
More than ten years of experience in the training program.	Six years of experience in inclusive practice.
With six years of shared experience working with the teacher.	Twenty years of service in early childhood education.
	She attends a third-grade group of early childhood education (between 5 and 6 years old), including a student with Autism Spectrum Disorder and two students with language and communication difficulties.

Note: Elaborated by the authors.

Table 3. Duration of the data (minutes) collected from audio and video recordings

	CASE 1				CASE 2				CASE 3				
	Sep	Feb	Mar	Mar	May	May	Jun	Feb	Mar	May	Oct	Jun	Jun
P	6	16	19	14	23	9	10	11	8	9	3	3	1
D	29	55	39	17	69	35	24	61	49	46	38	55	44
A	22	24	63	25	16	34	31	11	15	12	11	5	6

Note: P: Planning, D: Development, A: Assessment.

Data preparation involved the transcription of the conversations between the participants in the planning and assessment sessions. For the development sessions, the actions of the participants during the collaborative instruction activity were also described.

Data analysis

The data presented are part of a more extensive study in which the interactivity analysis model proposed by Coll et al. (1992). This analysis model comprises two levels of analysis. The first is a macro-level to identify the structure of collaboration between the support teacher and the teacher, which reports on the scaffolding and transfer of control processes. The second is a micro-level to identify forms of assistance that allow participants to build and reconstruct meanings on inclusive. There are two first-level analysis units: Formative Sequence (FS) and Formative Interactivity Segment (FIS). FS is a micro training process that involves planning, development, and assessment. Each session in the FS is analyzed using the FIS, a unit that corresponds to session fragments that have different training purposes (for more information, Méndez & Colomina, 2015).

In the second level, the unit of analysis is the Conversational Turn Fragment (CTF). By nature, this fragment is within a conversational turn, but the latter is not the unit of

analysis; instead, it is the fragment of the discourse that corresponds to one of the categories of analysis.

The analysis addressed the joint management of the structure of social participation and task, as well as the joint management of the meanings¹, dimensions of analysis that were adapted to account for the formative situation, studied (Coll, Onrubia & Mauri, 2008; Coll & Engel, 2018). The same categories were used for both participants since, following the principles of accompaniment (consider the contribution of the teacher taking into account their experience, horizontal relationship, transitory nature of attendance, among others). On one hand, it allows identifying the assistance provided by the support teacher and that provided by the assistance teacher himself /herself to the construction of collaboration and shared knowledge. On other hand, it allowed to identify differences in participation that were related to the experience of the teacher in early childhood education, and with him/her previous experience with the support teacher for the improvement of their competencies in inclusive practice.

For the dimensions and categories, a content analysis was performed (Krippendorff, 1990) with the support of Atlas.ti (version 7), identifying and coding the participants' discursive interventions. Of the 43 categories of analysis used in the three dimensions of analysis, a representative sample is presented in table 4 (Méndez & Colomina, 2020).

Table 4. Analysis categories

DIMENSION: JOINT MANAGEMENT OF SOCIAL PARTICIPATION (P)		
Category definition	Code	Example
1. Proposes the rules of participation for himself/herself and/or the other participant.	P_p	ST ² : <i>This Thursday I'm going to make an intervention in the group [...].</i>
2. Accepts the rules of participation proposed or reiterated by the other participant.	P_ap	T: <i>Yes.</i>
3. Expresses doubt or confusion concerning the agreed rules of participation.	P_ed	ST: <i>It'll just be one day, right? Thursday.</i> (The trainer had previously agreed that all of the development and assessment sessions would take place on the same day) T: <i>Learning, the participation of the children, taking notes, and what else?</i> (Previously, the trainer had asked about the three aspects that the teacher should observe)
4. Assesses the other's participation in terms of compliance with the agreed rules.	P_vco	ST: <i>You were kind enough to approach the children, when they're working in pairs, to go to those who are struggling the most [...].</i>
DIMENSION: JOINT MANAGEMENT OF THE TASK (T)		
1. Proposes the objectives, characteristics or requirements of the task.	T_p	ST: <i>We're going to do our assessment of how we got on in this activity.</i> T: <i>Look, I just want to show you the plan.</i>
2. Reiterates the task objectives, characteristics or requirements.	T_r	ST: <i>When you put together the ACP (Adapted Curricular Proposal) you stated that you aimed to develop investigative, reflective and analytical skills in</i>

¹ Categories took from a project funded by the Ministry of Science and Innovation of Spain (EDU2009-08891) and carried out by the Educational Interaction and Influence Research Group (GRINTIE) led by Dr. César Coll of the University of Barcelona (see <https://grintie.psyed.edu.es/>).

² In all future examples the support teacher will be labelled with an "ST" and the teacher with a "T". References to children in the teaching group will be labelled "N".

		<i>the students using a variety of digital information sources.</i> T: [...] <i>I don't know whether you remember, but I did this same planning and development of the activity in January [...].</i>
3. Requests clarification and/or adds requirements to the task objectives, characteristics or requirements.	T_rq	ST: <i>Which field are you working on? What activities? What subjects?</i> T: <i>Do you have the ACP (Adapted Curricular Proposal) folder here?</i>
4. Responds to the other participant's requirements and/or requests clarification as to task objectives, characteristics or requirements.	T_rrq	ST: <i>I'm working in the field of artistic expression and appreciation at the moment, but it's important that priority be given to mathematical thought [...].</i>
DIMENSION: JOINT MANAGEMENT OF SHARED MEANINGS (S)		
1. Explains his/her own meanings or meanings presented as his/her own regarding teaching practice.	S_sp	ST: <i>I observe that the children's records contain the elements needed for an observation, because very specific details are recorded during each of the experiments. You can see the difference when they pay attention, observe and register.</i> T: <i>So, what were Kalep and Alejandro's results? Well, Alejandro didn't pass, but I could see that he recognises the colours. The fact is that his level was very low, but he recognised the colour all by himself [...].</i> Example of a rhetorical S_sp.
2. Refers to meanings shared previously by the participants.	S_rs	T: [...] <i>I don't know whether you remember, but I did this same planning and development of the activity in January. I wanted to do (the activity) again to see how far the children have advanced. The adaptation in January was that I was going to give simple sequences to Kalep and Alejandro.</i>
3. Remembers literally or almost literally the meanings presented previously by the other participant.	S_re	ST: <i>Ask Alán to do the activity.</i> T: <i>Ask Alán to go to the blackboard.</i> N: <i>The child stands up and walks over to the blackboard.</i>
4. Assesses favourably the meanings contributed previously by the other participant.	S_vf	T: <i>As a teacher, I find that part very interesting: how not to give (answers to the children).</i> ST: <i>Sure, yes, very good; so, if it is something that enables you to learn and you see it as a benefit, as it were [...].</i>
5. Requires the other participant to contribute meanings relating to a subject.	S_rq	ST: <i>This activity is about visual attention: which children with which special educational needs would it support us with?</i>
6. Responds to a requirement to contribute meanings relating to a subject.	S_rrq	T: <i>With those with ADHD (Attention Deficit Hyperactivity Disorder).</i>
7. Requests acceptance and/or acknowledgement regarding meanings contributed previously by him/her.	S_pm	ST: <i>Do you have any questions?</i>
8. Expresses or shows doubts, questions, failures to understand or insecurities regarding one or more of the subjects being discussed.	S_ed	T: <i>So, we don't give them the answers, right?</i>

Note: Elaborated by the authors based on Coll, Onrubia and Mauri (2008) and Coll and Engel (2018).

The reliability of the analysis was assessed by parallel coding by two researchers of 30% of the total data analyzed. Once the discrepancies in the coding were identified, a Cohen Kappa coefficient was calculated using SPSS (version 21), which gives a percentage of 0.934. A quantitative analysis was also carried out using the Chi-square test using SPSS to study differences in the results of the three cases according to the "previous experience of teacher training in the practice of inclusive teaching"

3. Results

The results organized in three sections are presented: the assistance for the construction of the collaboration and the construction of the meaning, the assistance in the construction of the collaboration and the meanings in the three types of sessions (planning, development, and assessment of the practice), and assistance in the construction of meaning according to the most frequent types of actions.

3.1. Assistance construction of collaboration and construction of meaning

The results are based on the analysis of the joint collaborative activity and the discursive content on the assistance managed by the participants. The analysis of the collaborative joint activity in the three cases shows that in Case 1, seven training sequences were carried out throughout the academic year, while in Cases 2 and 3, they performed three each. The dimensions on the management of collaboration and the meanings analyzed through the "fragment" unit show that 56% of the assistance provided by the participants refers to the construction of meaning, while 44% corresponds to the construction of the collaboration (table 5).

Table 5. Frequency of assistance construction of collaboration and construction of meaning in three cases in training sequences.

		TOTAL	PERCENTAGE
Assistance construction of collaboration	Joint management of social participation (P)	649	16%
	Joint management of the task (T)	1,096	28%
Assistance construction of meaning	Joint management of shared meaning (S)	2,190	56%

Note: Elaborated by the authors.

The results show that of two types of assistance for the construction of the collaboration. Task management is the most often given, which can be interpreted in terms of the need to agree on the concretion of the inclusive practice that is the object of training while participation management needs less explanation because both participants share teaching experience in early childhood education.

The following example shows how, through task assistance and participation, the collaboration between the support teacher and the teacher is built during a class planning session (Case 1; planning session 4):

ST: So, playing store; Do we start? We will start to play, OK? I can start so you can continue, and I can see how you apply (the activity) (T_p) (P_p).

T: OK, it sounds good to me. Will it be like a project? (P_ap / T_ve) (S_ed / T_ed).

ST: [...] we will plan it. Have you worked on that? (T_p / P_p) (T_rq).

T: Buy (as a project) about 11 or 12 years ago [...] (T_rrq).

ST: [...] When will the activity take place? (P_rq).

T: I will start, we will do it [together] because the project will also be good for other activities, okay? (T_rrq / P_rrq) (T_p / P_p) (T_pa / P_pa).

In the conversation, it is established what action corresponds to each one of them during the lesson planning and the next teaching practice. In addition, it is illustrated how the support teacher investigates, recognizes the experience of the teacher (on project-based instructional activities), and proposes new objectives (“will be good for other activities”) to favour the interest in working on what is selected.

Regarding the joint management of the shared meanings in the three cases, the results show a high percentage of assistance with the management of meanings, which varies between 40% and 70% in the training sequences (figure 2).

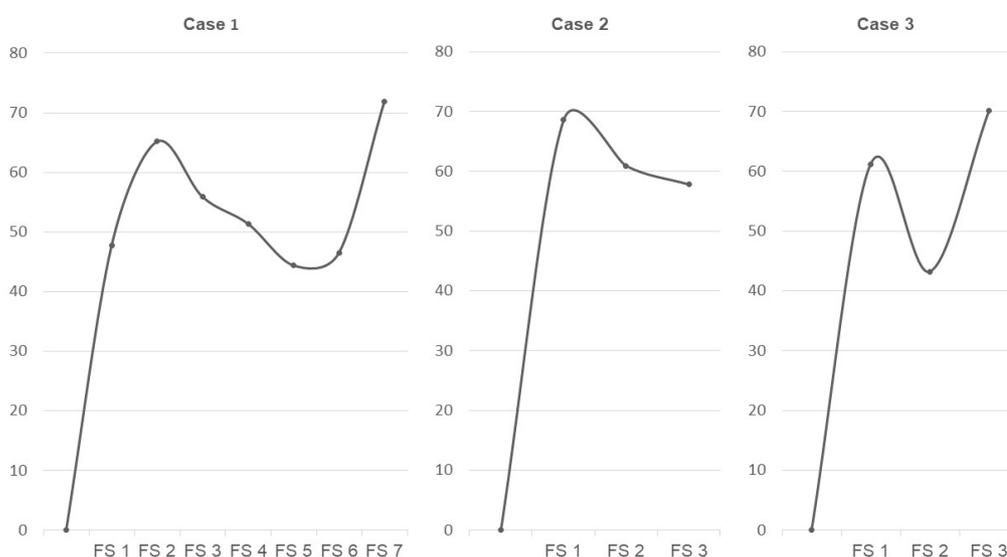


Figure 2. Assistance construction of meaning in each training sequence

Note: Elaborated by the authors.

It can be seen in Figure 2, in all three cases, more than 40% assistance is given to the construction of meaning on inclusion in all Formative Sequences. What underpins the objective is to improve skills in this aspect. In every session, new learning challenges arise for the teacher regarding her inclusive practice (the teaching of mathematics for all children and the child with Intellectual Disability, thinking skills for all children and the child / a with outstanding skills, Autism, among others). On other hand, the similarity between cases 1 and 3 stands out despite the difference in the number of Formative Sequences. At the beginning and the end of the accompaniment, joint dedication to the shared meaning of inclusive practice increases. The support teacher 1 performs a similar pattern of action in modeling the reflection through the joint discussion in the first and last Formative Sequences. The analysis of the contents of the sequences provides information about the first sequence. In this sequence, the support teacher assists the teacher in detecting her training needs regarding inclusive teaching practice. Furthermore, in the last sequence, the support teacher assists the teacher in the

identification of the learning of the set of Formative Sequences carried out during a school year, as the following example shows (Case 3; assessment session 3).

ST: [...] What are your learning regarding inclusive teaching practices that were made? (S_srq)

T: You know, what pleases me is that there must be a follow-up. We had to apply these three moments [of the teaching practice], to know how the children were moving forward. See how their learning processes were in each of them [...]. The activity you did was classified, but not in the way I set it. (S_srrq)

ST: Sure, that is, did you give it to him? (S_vf) (S_srq)

T: A variant! [adequacy]. (S_srrq)

ST: A variant. (S_sp)

T: Because you had already told me that it was essential to give the variant. Here, I could tell you about it right now. From January to this moment, I saw their progress [in children], so it is good to do [activity tracking]. (S_evp / T_ve)

The example shows how the support teacher scaffolds the teacher to identify learning about a particular type of diversity and instructional content.

3.2. Assistance construction of collaboration and meanings in the three types of sessions: Planning, development, and assessment of the practice

Regarding the role of the type of sessions of planning, development, and assessment of the teaching practice, which form the training sequences, Table 6 presents the results of assistance to the management of participation and tasks (collaboration), and the construction of meaning by type of session and by type of participant.

Table 6. Percentage of assistance in each type of training session for each participant (1,2 or 3)

	PLANNING						DEVELOPMENT						ASSESSMENT					
	1		2		3		1		2		3		1		2		3	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
P	56	44	64	36	54	46	67	33	50	50	0	10	49	51	58	42	46	54
T	59	41	61	39	57	43	54	46	50	50	42	58	62	38	64	36	59	41
M	63	37	64	36	67	33	64	36	50	50	47	53	58	42	61	39	58	43

Note: A: Support Teacher. B: Teacher.

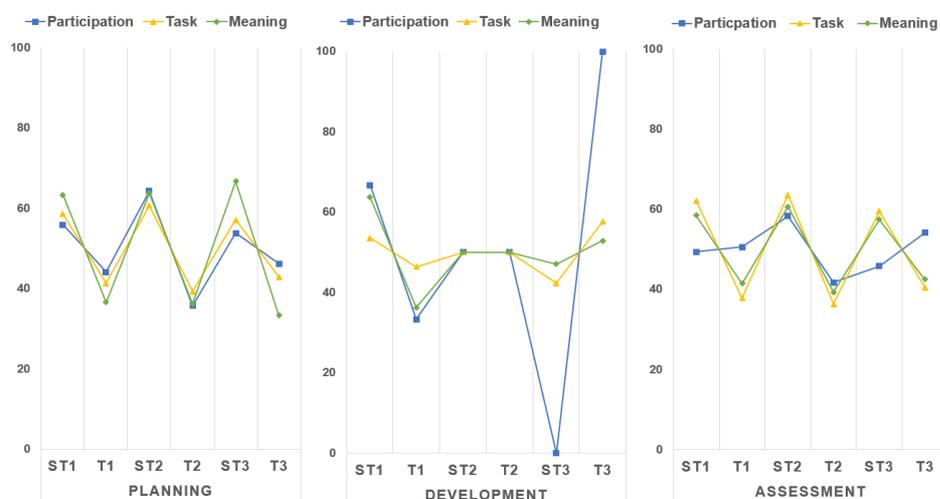


Figure 3. Chi-square. Assistance in each type of training session for each participant

Note: Elaborated by the authors.

The Chi-square test showed significant differences in the comparison between the three cases in relation to the assistance performed by the support teachers and those provided by the teachers: in the planning sessions (Chi-square 203.808 and $p = 0.000$ ($p < 0.01$), development (Chi-square 18.245 and $p = 0.003$ ($p < 0.01$), and assessment (Chi-square 167.810 and $p = 0.000$ ($p < 0.01$).

Figure 3 “visualizes,” the difference between the assistance of the practice development sessions in the classroom by support teachers and teachers and the planning and assessment sessions that have similarities to each other. Development sessions show the evolution in terms of the transfer of control of the assistance provided by the support teachers. In case 1, the support teacher gives more assistance. In case 2, the support teacher and teacher contribute the same degree of assistance frequency, and in case 3, the support teacher gives less assistance (or none in participation). In the same way, the results confirm the increased autonomy of teachers in the action of classroom practice as it progresses its participation in joint work on inclusion. This aspect is evidenced in her teaching performance rather than in her discursive performance in the practice reflection sessions (planning and assessment), where the support teacher maintains a high level of assistance.

3.3. Actions to assist the construction of meaning according to the most frequent types of actions

For a deeper understanding of the joint construction of shared meanings on the practice of inclusive teaching, we will focus on the most frequent actions of assistance in meaning management (see table 7. The highlighted percentages are the most frequent actions of assistance in meaning management.).

Table 7. Frequency of categories of assistance given for management of meaning

	CASE 1		CASE 2		CASE 3	
	ST	T	ST	T	ST	T
1.Explains his/her own meanings or meanings presented as his/her own regarding teaching practice (S_sp).	39.4%	41%	23.2%	24%	22.7%	27%
2.Refers to meanings shared previously by the participants (S_rs).	1.3%	0.1%	10.4%	0%	2.9%	2.7%
3.Remembers literally or almost literally the meanings presented previously by the other participant (S_re).	4.8%	11.2%	0%	5%	0%	9.4%
4.Assesses favourably the meanings contributed previously by the other participant (S_vf).	12.4%	11.2%	8%	11.3%	10.8%	6.7%
5.Requires the other participant to contribute meanings relating to a subject (S_rq).	9.8%	3.7%	20%	0%	27.7%	1.3%
6.Responds to a requirement to contribute meanings relating to a subject (S_rrq).	2.5%	10.4%	0%	31.6%	0.9%	36.4%

Note: Elaborated by the authors.

The following trends are observed: "Explanation of own meanings about practice" (category 1) doubles the frequency in case 1 in relation to the other two. "Reference to shared meanings" (category 2) stands out in case 2. Moreover, "requirements to provide meanings and the responses to these requirements" (categories 5 and 6 respectively) show that support teachers require more teachers to contribute their meanings on inclusive practice as more knowledge is shared between them, and the teachers respond accordingly.

The most frequent types of assistance in Case 1 are: "Explain your meanings" (S_sp), "Remember the meanings previously presented by the other participant" (S_re), and "Favorably evaluate the meanings previously provided by the other participant" (S_vf). The first two stand out concerning the other cases. Probably, in case 1 there is a greater need to explain and remember meanings to build shared knowledge about inclusion since it is the first course in which participants collaborate on the subject (Case 1; planning session 3):

T: Sometimes, when I am creating an adaptation, I feel it should be very complicated. For example, perhaps, an adaptation of a specific activity would be to accompany Valeria, pass by the girl sitting next to her and support her with what she is doing. (T_ve) (S_sp / T_p)

ST: Exactly. (S_vf)

T: Is that an adaptation? (S_pm)

ST: Yes. (S_rpm)

T: Sometimes, you think the adaptations [...] or at least I thought they were very complicated. (S_sp / T_ve)

This example shows how the teacher explains her meanings, and the support teacher evaluates them favourably. However, the teacher requests and receives comments from the support teacher about their meanings. For this example, the interventions of support teachers are straightforward, but sufficient for the teacher to explain and review him/her meanings about what for her is a technical element of the teaching practice (adaptations).

The most frequent types of assistance in Case 2 are: "Explain their meanings or meanings presented as their own concerning teaching practice" (S_sp), "Remember meanings previously shared by the other participant" (S_rs), "Requires that the other participant contributes to the meanings related to a topic" (S_rq), and "Responds to a requirement to provide meanings" (S_rrq). This case allows us to identify that these assists are provided differently: more previously shared meanings are used than in the other case. Participants share this second year of joint activity: It is not so necessary to explain meanings about inclusive teaching practice (more necessary in case 1). However, it is still necessary to remember them, not to take them for granted (which is no longer necessary in case 3). Also, more requirements are used than in case 1 and less than in case 3 for the teacher to be the one who provides him/her meanings about the shared teaching practice (Case 2: assessment session 3).

ST: As part of the assessment, I have another question: Could you develop or apply some of these learning strategies? What would it be? Furthermore, how could you continue? (S_it) (S_srq / T_p)

T: I consider that if I can continue working with this kind of playful strategies. I have already scheduled activity with the children. The activities consist of watching a video with the children, and then I will ask questions for them to reflect. The intention is that they can make comparisons between a real situation and a non-real one [...].

Also, the activity will continue because I plan to work in the next session with my colleague, the teacher of the other group [to whom she provides support in inclusive teaching practice]. (S_srrq / T_p / P_p)

The previous example shows how, based on a requirement, the support teacher assists the teacher in contributing ideas on objectives and planned activities. On the usefulness of what has been learned in the development of this shared experience: she will use these lessons in her practice and also in modeling situations with another teacher from the same educational center to whom she, in turn, is offering accompaniment to improve inclusive practice.

The most frequent types of assistance in Case 3 are: "Explain their meanings concerning teaching practice" (S_sp), "It requires the other participant to contribute to the meanings related to a topic" (S_rq), "Respond to a requirement to provide meanings related to a topic" (S_srrq), and "Evaluate the meanings favourably previously contributed by the other participant" (S_vf). In this case, in which the participants have shared six years of joint activity, the teacher intervenes with greater prominence in response to the requirement of the support teacher (Case 3; assessment session 3).

T: Support teacher has already applied the activity; now we are going on the assessment. (T_vc) (S_it / T_p)

ST: Very good. (S_vf / T_ap)

T: Let's see what were the results that Kalep [student with Autism Spectrum Disorder] and Alejandro [student with support needs in language and communication]. Let me tell you that Alejandro did not pass (to carry out the activity on the board), but I could observe something; he already recognizes colours, the truth is that he came very low, and he recognized the color. What are we going to do? Since there are 20 children, it was difficult to pass them all because they had to follow a sequence, and reflections were made during the process that was taking place. So, I told the children that the children who did not participate today would pass tomorrow. Kalep today did happen. It was a pleasant surprise because I asked him: Kalep, do you want an easy or difficult sequence? Then, I could see that he manages to make sequences, of course, the last colour did not precisely put it, but when I took it to reflection, he managed to put it. (T_p) (S_sp)

In the previous example, we see the prominence and the assumption of the teacher's control to share meanings about the inclusive teaching practice carried out by him/herself (results in children's learning, about him/her performance "I took it to reflection").

Overall, these results seem to point to a relationship between the experience of joint work on inclusive practice and the joint construction of meaning when the specific analysis of specific categories of meaning management is deepened. The lower the experience of shared work between support teacher and teacher, the more need for both to explain their meanings and to ensure understanding of those expressed by the other (case 1), through the need to remember previously shared meanings (case 2). This result shows a more significant dedication to creating an intersubjectivity that allows progress in shared knowledge at the beginning of the collaborative relationship. As progress is made, also, the support teacher increases him/her requirements for the teacher to express him/herself about the shared knowledge constructed (case 3).

4. Discussion and conclusions

Together, the study offers empirical evidence on how to approach the analysis of situations of the accompaniment of the teaching practice in the classroom based on a

model of analysis on educational assistance in the joint activity (Coll et al., 1992). This model has been reinterpreted for the analysis of training situations based on sharing and reflecting on the usual teaching task of teachers: the planning, development, and assessment of the teaching and learning processes of their students in the classroom.

Regarding the first objective, meet the support for collaboration among teachers to share meanings about inclusive practice are developing together in the classroom. First, the results identify differences between the types of assistance to the collaboration and the need to keep them in joint activity throughout training processes to enable learning about practice.

The meaning, in this case on inclusive practice, is constructed at the same time as the joint activity is built, in this case, the collaboration between professionals (Coll Onrubia & Mauri, 2008; Coll et al., 1992). The analysis carried out has linked the dimensions of participation and tasks with the construction of the collaboration. However, creating a collaborative relationship within which the construction of shared meanings can take place is not a rapid or direct process (Ávalos, 2011; Imants, Wubbels, & Vermunt, 2013). The collaboration is not a process that can be considered definitively constructed. Even in the case in which the support teacher and teacher have worked together for six consecutive academic courses, assistance is required to maintain the collaboration process as an essential requirement for the construction of shared meanings from practical action (Paul 2009; Pirard, Camus, & Barbier, 2018).

Secondly, differences in the role of session types in teacher learning opportunities have been identified. The planning and assessment sessions are configured as spaces for negotiation, construction, and reconstruction of shared meanings due to their high concentration of assistance in this dimension. On other hand, the practice development sessions in the classroom, with little discourse that shows assistance, reveal a privileged space to observe the transfer of control in the performance of the teachers. Indeed, by its nature, meaning management is lower for conducting practice sessions and more in planning and assessment of it (although the assessment shows more significant time commitment). It is in these two types of sessions that modeling takes place on how to "reflect on practice."

Regarding the second objective, the results show a relationship between the degree of previous joint work experience on the inclusion of support teacher and teacher, and the construction of collaboration and meaning. Indeed, the convergence of indicators analysed (collaboration and meaning management, types of sessions, types of assistance for meaning management) point to differences in the three cases. Despite being a small number of cases, it is possible to point trends in the cases analysed. In case 1, without previous experience of collaboration, there is a higher number of training sequences to improve inclusion: longer session duration, the higher frequency of assistance in the three types of sessions, higher frequency of assistance linked to the explanation of their meanings, and lower frequency of requirements to explain meanings. In short, the differences in the three cases support the conception of accompaniment as a personalized, interactive, and adjusted support process in quantity and types of assistance for the construction of shared meanings in the joint activity. The assistance provided by the support teacher to respond to the needs of the teacher builds a learning experience located at the same time that favours a perception of competence over inclusion by influencing professional identity (Mayoral & Castelló, 2015; Pirard, Camus, & Barbier, 2018).

As for the analysis performed, one of the limitations of the work of this type of study is the small number of case studies that prevents the possibility of generalizing the results. However, some of the results allow raising issues of interest to further deepen the understanding of the construction of meaning in practice. On one hand, it is possible to study the regularities or patterns of the performance of the trainers. This inquiry is based on the results of one of the support teachers. Although, the support teacher acts differently with the two teachers she accompanies while presenting regularities in meaning management. For example, she assists with more than twice the training sequences in one case than in the other, and she assists with greater the meaning in the first and last formative sequence of the course.

On other hand, it is necessary to complete this study on the management of the process analysed with the study of the specific contents on inclusion involved. Finally, we propose to review and enrich the notion of assistance in accompanying situations. Methodologically we want to underline. The notion of assistance used in the study is concretized with the use of categories. The same categories are used for the support teacher and teacher because they allow collecting similarities and differences in the contribution of the accompanying and the accompanied. The original sense of the concept of assistance used in asymmetric situations (teacher/student; advisor/adviser, among others) requires a reinterpretation to collect the support offered in a more horizontal collaboration situation and completely located in the transformation of the practice into the teacher's classroom. This situation, the voice, skills, priorities, and decisions of the apprentice are recognized in their training process and their classroom. Thus, the teacher contributes in a relevant way to the construction of collaboration and meanings. On the other hand, the accompanying, in addition to being an expert in the challenge facing the teacher, must-have resources to support the conscious use of joint reflection.

To conclude, this study provides empirical evidence of one of the critical principles of accompaniment: the inversion of the theory-practice relationship in training situations. The main focus of the training is "practice," the construction of meaning through contextualized joint reflection processes located in and about the action in the teacher's classroom. This approach is relevant to overcome one of the difficulties expressed by teachers who consider the training received on inclusion through courses is excessively theoretical and far from the reality of the classroom. They define this lack of connection between theoretical and practical training as the main barrier they have to effectively improve their skills on inclusion (González-Gil, Martín-Pastor, & Poy, 2019).

Respond to these challenges; it would be possible to insert joint work into continuous training processes. Processes to be carried out during several consecutive academic courses at the request of the teacher's priorities, and consider that these priorities are changing. To imply maintaining support to build collaboration and above all, to build new meanings on inclusive practice. In light of the cases studied when the collaboration relationship is projected over time, evidence of professional development appears. Reasonable proof of this is that the autonomy achieved in some aspects allows the teacher to execute a new role as a support teacher for her classmates. It is the objective of inclusive training capable of transforming the practice and providing resources that generate autonomy in the teaching staff to improve equity in schools.

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