

THE NARRATIVE OF A TEACHER AT THE NORMAL SCHOOL

A NARRATIVA DE UMA PROFESSORA NA ESCOLA NORMAL

LA NARRATIVA DE UN DOCENTE EN LA ESCUELA NORMAL

 <https://doi.org/10.56238/sevened2025.038-030>

Luis Antonio Rabadán Miranda¹

ABSTRACT

Teaching represents a complex ethical, emotional, and intellectual endeavor, in which the teacher not only transmits knowledge but also shapes individuals capable of transforming their environment. The teacher is an essential agent in the motivation, self-esteem, and holistic development of students; their role becomes crucial when recognizing individual differences and promoting inclusive education. In this sense, the narrative of initial teacher training constitutes a process of personal and professional development that is enriched by experiences, reflections, and values acquired year after year of teaching practice. This work reflects on the trajectory of a special education teacher, Luis Antonio Rabadán Miranda, whose vocation was forged between initial doubt and the subsequent certainty of having chosen the right path. Through his experience at the Regional Center for Teacher Training in the State of Guerrero and his practice at a Support Unit for Regular Education (USAER) as his first workplace, the challenges and lessons learned from supporting students with disabilities and students facing Barriers to Learning and Participation (BLP) are highlighted. Teaching, in this context, is understood not only as instruction, but as accompaniment, inspiration and transformation, reaffirming that true teaching is built in daily practice and in the permanent commitment to diversity and educational justice.

Keywords: Education. Training. Special. Teaching. Profession.

RESUMO

O ensino representa um empreendimento complexo, ético, emocional e intelectual, no qual o professor não apenas transmite conhecimento, mas também molda indivíduos capazes de transformar seu ambiente. O professor é um agente essencial na motivação, autoestima e desenvolvimento integral dos alunos; seu papel torna-se crucial no reconhecimento das diferenças individuais e na promoção da educação inclusiva. Nesse sentido, a narrativa da formação inicial de professores constitui um processo de desenvolvimento pessoal e profissional enriquecido por experiências, reflexões e valores adquiridos ano após ano de prática docente. Este trabalho reflete sobre a trajetória de um professor de educação especial, Luis Antonio Rabadán Miranda, cuja vocação foi forjada entre a dúvida inicial e a certeza subsequente de ter escolhido o caminho certo. Por meio de sua experiência no Centro Regional de Formação de Professores do Estado de Guerrero e de sua atuação em uma Unidade de Apoio à Educação Regular (USAER), seu primeiro local de trabalho, são destacados os desafios e as lições aprendidas no apoio a alunos com deficiência e alunos que enfrentam barreiras à aprendizagem e à participação (BLP). Neste contexto, o ensino é entendido não apenas como instrução, mas como acompanhamento, inspiração e

¹ Dr. Centro Regional de Educación Normal. Mexico. E-mail: gro08.lrabadanm@normales.mx
Orcid: 0000-0002-4832-777X

transformação, reafirmando que o verdadeiro ensino se constrói na prática diária e no compromisso permanente com a diversidade e a justiça educacional.

Palavras-chave: Educação. Formação. Especialização. Ensino. Profissão.

RESUMEN

La docencia representa una labor ética, emocional e intelectualmente compleja, en la que el maestro no solo transmite conocimientos, sino que forma personas capaces de transformar su entorno. El docente es un agente esencial en la motivación, la autoestima y el desarrollo integral de los estudiantes; su figura adquiere relevancia al reconocer las diferencias individuales y promover una educación inclusiva. En este sentido, la narrativa de la formación inicial docente constituye un proceso de construcción personal y profesional que se alimenta de experiencias, reflexiones y valores año con año de práctica docente. El presente trabajo reflexiona sobre la trayectoria de un docente “Luis Antonio Rabadán Miranda” de educación especial cuya vocación se forja entre la duda inicial y la certeza posterior de haber elegido el camino correcto. A través de su experiencia en el Centro Regional de Educación Normal del Estado de Guerrero y su práctica en una Unidad de Servicio de Apoyo a la Educación Regular (USAER) como primer centro de trabajo, se destacan los desafíos y aprendizajes derivados del acompañamiento a estudiantes con discapacidad y alumnos que enfrentan Barreras para el Aprendizaje y Participación BAP. La enseñanza, en este contexto, se entiende no solo como instrucción, sino como acompañamiento, inspiración y transformación, reafirmando que la verdadera docencia se construye en la práctica cotidiana y en el compromiso permanente con la diversidad y la justicia educativa.

Palabras clave: Educación. Formación. Especial. Docencia. Profesión.

1 INTRODUCTION

A teacher shares their knowledge, their experiences, their way of being, transmits values and has a great responsibility to provide an education of a high level of quality. One of the teaching functions is to facilitate the achievement of learning with their students. In this sense, the teacher must give a lot of himself in the classroom and recognize the value of his figure in the context where he develops, since he becomes a figure of respect. Teachers play an extremely important role in the motivation and self-esteem of students, therefore, they have the ability to lead their students to the achievement of learning, develop competencies through techniques and strategies so that they access the curriculum.

Teaching is an emotionally exciting, deeply ethical and intellectually demanding profession, whose complexity is only experienced by those of us who usually put our body and soul into the classroom (Fullan, 2016). The teaching profession could be understood as the action of educating others, but nevertheless it goes beyond transmitting knowledge and skills, the true teacher not only educates, his main task is to train the men and women of tomorrow.

In this way, education requires changes in the approach to the diverse characteristics of students and in educational practices, but above all in rethinking fundamental attitudes about education and the education of those students who have been excluded or marginalized for various reasons is to make the inclusion in education of all those students who for various reasons are excluded from the group to which they belong a reality.

A teacher is trained during his or her life path, according to his or her experiences and motivations, he or she manages to enter the world of education and if he or she has all the necessary characteristics to teach, it is when it could be said that this is his or her true vocation. To be a teacher everyone has a beginning and mine was when he decided to study the Bachelor's Degree in Special Education, it was not easy at the end of the studies at the high school level, it is very common as a student to have to consider selecting the career that has to be taken as a future profession, and that is where it was considered as a second option to be a teacher.

After having the results of approval of the careers I took and accrediting in the two institutions of higher education, I had to decide which one to enroll in since it was to be a Bachelor of Accounting or a Bachelor of Special Education. It is indisputable that the selection of the career was mainly based on recommendations and suggestions from my sisters and

my mother. At first I was not so sure and determined, since being a teacher was not a profession that motivated me to study.

In this sense, venturing into teaching was not an easy task at the time, studying at the Regional Center for Normal Education in the State of Guerrero was the beginning of a whole journey of training as a new teacher, where I had the opportunity to know, learn and have the experiences of what it would be like to be a teacher and even more so to be a special education teacher that requires greater commitment. ethics and great responsibility, this noble work that is teaching. In my initial training process in teaching, I shared the understanding and the way of being, of transmitting values and of inspiring to be a better teacher day by day. In addition to beginning to be responsible for facilitating learning and developing teaching skills. To be a teacher is to give a lot of oneself in the classroom and to recognize the value of the figure that one is going to represent to the society where we are.

Each teacher plays an extremely important role in the motivation and self-esteem of their students, therefore, they have the ability to make students feel competent through constructive messages and ways for them to learn the contents established in the educational programs. Being a teacher goes beyond just the duty to teach, it is not only about educating, nor about being the person who provides knowledge to the new generations. To be a teacher is to see education with good eyes and to know that you don't just teach for the sake of teaching, you don't just educate, but rather you guide, orient, prepare, listen, inspire, motivate and learn to be better every day.

In this sense, being a teacher today in Mexico is to know and recognize students as our main objective, as well as to identify the learning needs that each student presents and help eliminate each one of the barriers they may be facing, it is to accompany them in their learning process, and to seek the appropriate teaching strategies for each of the students.

I chose to be a teacher after the need to follow a dream, to be a professional, to have a degree and to give satisfaction to my family (mainly my mother), it is the dream of many young people and that was also mine and I achieved it. A dream that at first began as something insecure, and that when I started my professional training there was a lot of uncertainty, to know if the path I had chosen was the right one, today that decision was the most correct and that gave a great turn in my path that continues and continues to expand horizons in this great profession.

Teaching already in the educational work I faced with an enthusiasm like all graduates of a normal school, which most of them must have when they go to work and arrive at their

first educational center, leave your home and go to a new city and face new challenges in your daily life. but always considering the opportunity to bring teaching to those who required it, that is how I arrived in the city of La Unión, Guerrero, where I had the opportunity to start my work as a support teacher in the newly created USAER, corresponding to zone 03 of special education in the Costa Grande region. This new stage and beginning of my teaching work strengthens the mission of special education, which is to promote access and permanence and graduation in the educational system of children and young people who face barriers to learning and participation, giving priority to those with disabilities, providing the essential support within a framework of equity, relevance and quality, which allows them to develop their capacities to the maximum and integrate educationally, socially and professionally.

My journey as a support teacher was emotional and of many learnings, knowing in depth the educational situations of my first students that I attended and looking for the pertinent strategies for them to learn was and will be one of the most significant experiences of my work as a teacher, I still remember a student "J" who every day entered the classroom happy and motivated to learn, but with the instruments of observation and analysis of his case, which was a child who was repeating the first grade for the third time, I took on the task of carrying out a psychopedagogical evaluation where a probable intellectual disability was determined and this was one of my first experiences I had in the care of students, where the child was more motivated to learn, for all his participations, because he liked to participate but they were all wrong, but even so he did not stop trying again and again, and it is there where you realize the great importance of making the relevant curricular adjustments so that students can access learning and evaluate students according to their conditions and these can be accredited through its Intervention Plan (formerly Adapted Curricular Proposal), is where it gives meaning to the work that one must do for the benefit of the students who require it.

Therefore, keeping in mind the professional paths that I have experienced are what motivate me to move forward in this profession, one more that I had the opportunity to have was that I was only working as a support teacher for one year, since I was commissioned as a Pedagogical Technical Advisor where I had the opportunity to support the teachers of zone 03 of special education directed by Mr. Amando Dámaso N. who It gave me the opportunity to benefit the students from the support that the teachers received in their schools, with training and advice where it was required, an experience that I can mention that most of the

teachers were reluctant to receive support and even more from a teacher younger than them and that young man was me, since at twenty-three years old I had the responsibility of providing advice and some colleagues had many years of service and were reluctant to receive from someone younger, but with dedication and responsibility I was earning the respect and need of some in support, an experience that I had at the beginning of the rejection as an advisor was when a teacher resisted and in the statistics I reported a student with a disability in the Autism Spectrum Disorder and I told him that it was not like that, and he began to discuss and to the extent of reporting to the Supervisor and I trying to explain to him and he commented that it was and that if not it was already going to be and of course what he told me was not justified, since this disorder cannot be considered a disability, but it was one more experience that was recorded in my work career.

The educational policy in the care of a specific population group with respect to which the relationship of education systems has been modified is, without a doubt, that of the care of people with disabilities. The issue of exclusion is nothing new, students with disabilities had limited access to the educational system, on the way to a model of educational inclusion, different educational policies have been established in favor of the attention of this vulnerable population. Article 41 of the General Education Law states that special education must incorporate "the approaches of inclusion and substantive equality", adding that "This education shall include training and guidance for parents or guardians; as well as teachers and staff of regular basic and upper secondary schools that serve students with disabilities, with severe learning, behavioral, or communication difficulties, or with outstanding abilities" (LGE, 2018). In this sense, as teachers we cannot be oblivious to the new educational policies in terms of inclusion and as support teachers we have the responsibility to carry out inclusive practices and inclusive policies.

2 DEVELOPMENT

2.1 REFLECTION ON THE TEACHING PROFESSION

The central purpose of the 2004 Curriculum of the Bachelor's Degree in Special Education is for the student to acquire the desirable features of the graduate profile of the special education teacher. That is, to obtain a set of knowledge, competencies, skills, attitudes and values that allow them to exercise the teaching profession with quality and with a high level of commitment, in order to provide an adequate educational response to the specific needs expressed by students with disabilities, as well as those of those who have

specific educational needs derived from other factors. In this sense, as a student, I developed the disposition and capacity for lifelong learning, based on my own experience of the internships and the systematic study of the courses I took in my training. Therefore, he considered that I managed to achieve the desirable traits of the special education teacher that were grouped into five major fields: specific intellectual skills; knowledge of the purposes, approaches and contents of basic education; didactic skills; professional and ethical identity; and ability to perceive and respond to the social conditions of their students and the school environment.

My initial training as a Bachelor of Space Education was mainly to work in the comprehensive education of children and adolescents in basic education, but due to the need to continue preparing and providing a better service in the educational system, I began with the updating and preparation that every teacher must or should carry out. To study a master's degree and a doctorate strengthening my existing experiences, to expand a new set of knowledge, skills and values that would give attention to all children and adolescents who must acquire and develop, regardless of the entity, region, social condition, religion, gender, ethnic group to which they belong, or capacities they have, the achievement of learning.

When I began my teaching work at the Normal School, specifically at the Regional Center for Normal Education, in Iguala de la Independencia Guerrero, Mexico, I felt competent and with the necessary skills to be able to face this new professional stage, to work in the institution where I learned to teach and in which I graduated, I had many mixed feelings and a great satisfaction of now being a teacher who was going to have the great responsibility of being part of it. in the training of new teachers with principles of ethics and values that I had and continue to promote.

I began my work as a teacher in the normal school, putting my knowledge into practice and always looking for the necessary strategies to achieve learning in the normal schools, at the age of twenty-six I joined my teaching role in the normal school, where I met a profile to perform, with a Bachelor's Degree in Special Education, a Master's Degree in Professional Competencies for Teaching, and I was studying for a Doctorate in Educational Inclusion, in addition to always taking courses, workshops and diplomas that were useful for me to face my teaching work, not because I was more or felt superior, always with the conviction of learning something new and that would be useful to me in teaching practice.

Currently I can reflect that after thirteen years in which I have been in the normal school, I feel satisfied with what I have achieved in myself as a professional and in the training of generations of new teachers that I have been part of in its process, until this moment my professional profile does not make a difference but I have managed to achieve some goals that I set for myself to be an agent of change in education and what better way for this change to be reflected in the training of teachers who are more prepared and more committed to the principles of ethics and the values that teaching requires.

In this sense, I can mention that at thirty-nine years of age I have achieved a Bachelor's Degree in Special Education, two master's degrees; a Master's Degree in Professional Competencies for Teaching and a Master's Degree in Education, two Doctorates; a Doctorate in Educational Inclusion and a Doctorate in Higher Education, a Specialization in Projects in young people and adults for Social Development, and being the first teacher of the Regional Center of Normal Education to obtain the PRODEP Desirable Profile so far. All this does not make me better than other people and teachers, but without a doubt it has been an achievement that has helped me to generate movements of knowledge that have allowed me to be an agent of change in society by training better teachers to provide a quality education.

2.2 PEDAGOGY AND TEACHING METHODOLOGY

The concept of inclusion tries to address the different situations that lead to the social and educational exclusion of many students. This means that schools must be prepared to receive and educate all students and only those considered teachable. As Arnaiz (1996) mentions, inclusion must be defined from the same perspective as the meaning of the concept of inclusive education. The word include means to be part of something, to be part of the whole. In this way, Arnaiz points out that inclusive education is an attitude, a system of values and beliefs.

I consider that the cognitive theory based mainly on the processes through which man acquires knowledge is one that is related to the work of the normal school, since it is concerned with the study of processes such as language, perception, memory, reasoning and problem solving, something that is related to the development of the competencies that future teachers must achieve.

In this sense, cognitivists maintain that "meaningful learning occurs in a series of phases, which account for a progressive complexity and depth" (Díaz Barriga & Hernández, 2002), it is important to reflect on how normalistas should begin with the organization and

incorporation of the new information that teaching practice demands, and the reasons to give it meaning and be useful in educational practice. this will allow the acquisition of content for the achievement of significant learning.

All students act in relation to their level of development and knowledge they have. Jean Piaget's theory of cognitive development is one of the most important and we cannot ignore it in the process of teacher training, it divides cognitive development into stages already characterized in the knowledge of different branches of knowledge, which account for certain capacities and impose certain restrictions on children. This theory is of utmost importance that the normalistas know it and know how to identify in the students who are attended by special education what stage they are in order to know the advantage that the children can achieve or simply realize the gap that they may have at their chronological age with their thinking and knowledge.

I believe that as a teacher of the normal school we cannot limit ourselves to handling or considering a single theory and even more so we are the ones who have to work on them and that our students also recognize them as a learning process, meet different theorists and their contributions such as Jean Piaget with Intellectual Development by stages, Jerome Bruner with the management of Learning by Discovery, David Ausubel with his theory of Significant Learning, Robert Gagné through his Learning Levels, as well as Howard Gardner with his work on Multiple Intelligences, Lev Vigotsky with the theory we are commenting on that of cognitive development that takes place through social interaction and to mention others such as Erick Erickson in his work Society shapes the development of the human being. Each of the theories are represented by the different authors who have ventured and carried out their studies to generate knowledge and today they are a reference that all of us who are immersed in education should take.

All these theories that are discussed in previous lines are the main reference that support learning, and these same are reflected at the time we began our designs in the elaboration of our Work Plans of courses now with the name of Strategic Classroom Plan, where we design and consider the development of the activities and these are attached to the knowledge and reflection of each of the theories that We know and implement it by applying theoretical knowledge in practice. I can mention that in my short professional career I have obtained satisfactory experiences in the design of my plans to address the topics of the courses with which I work in my normal school students, which has allowed me to visualize and achieve the purposes that are presented.

All these experiences are reflected through the design of strategies that allow me to have control of the group and also motivate the development of learning in the normalistas, according to the course I teach, I design and program my teaching strategies so that the normalistas access learning, as in the course of Intervention Strategies in the Classroom for Students with Outstanding Aptitudes (AS). where I have implemented the strategy of a contest for the elaboration of didactic material, where in teams the students have to design a specific material to work with a student with AS and they have to imagine, design and innovate the material that can be used with the students who have this condition, immersed in this activity the students elaborate the material and are considering all the necessary knowledge, such as what type of material I need to elaborate, what type of aptitude they have to respond to, what expected learning I can work with and achieve, what are the characteristics of the students with whom they are going to work and all these considerations are mainly based on the theories that the student has already consolidated and knows.

All the strategies that a teacher must be aimed at motivating the student to generate knowledge and these can be active and participatory, as long as they have a productive purpose and strengthen learning. For example, when working with my students on the use of Mexican Sign Language, the student cannot be receiving information orally, in this course active teaching strategies have to be implemented where the student is involved in the development of learning and can access the management of the signs since it will be the main need of a student to establish communication and means to do it will be through the Language of Mexican Signs, in this sense the normalista must attend and respond to the strategies that are implemented of participation where they have to be involved and make the signs for their coding and knowledge.

Currently to work on the courses in the normal school I have implemented some innovative educational resources that have facilitated me as a teacher and that I have applied and I consider that they have been useful to me, among them are the use of memoramas of concepts with the topics that have to be addressed, where it is a resource that facilitates learning and makes the achievement of knowledge more enjoyable, as well as using the Classroom platform as a resource where it is carried out on a par with the activities in class but is fed back with activities at home or consider as a portfolio of evidence since students have to upload the products that are developed in the course and these are saved in the application.

In this sense, some work methodologies that I consider I have worked on in the development of the courses and are useful as resources is the Learning based on teaching cases where a real-life case is centered, it raises questions that lead to a problematization and analysis of its attributes that show its complexity and multidimensionality, where different views and knowledge present in the normalista group converge. This is precisely the case of those who teach students by demanding, on the one hand, other theoretical references that allow them to understand it and, on the other hand, making it possible to share collective construction processes, transform thought and build from situated criticism and reflection.

Detection and analysis of critical incidents, the critical incident (CI) is defined as a spatially and temporally determined event or occurrence that significantly affects the emotional state of the group (teachers and students) of the school, community or the world. Its consequence: it destabilizes pedagogical, social or emotional action and, in addition, generates insecurity and can cause disruptive behaviors.

Collaborative learning, as a learning strategy, whose main characteristic is the recognition of heterogeneity as a source of new learning, construction of new projects, among others. In it, students develop critical, reflective and analytical thinking in small teams. Collaborative work is characterized by a positive interdependence where interaction and intersubjective reciprocity are the facilitators of a co-construction of learning. Teachers teach learning within the framework of collective experiences through learning communities, as spaces that promote reflective practice through the negotiation of meanings and the solution of complex problems.

3 LEARNING ASSESSMENT

Taking into account what González (1999) mentions about learning assessment that "it is the activity whose objective is to assess the process and results of student learning, in order to guide and regulate teaching for the achievement of the training purposes" (p. 36). Therefore, we must understand that the validation of the achievement of learning, in the understanding, is to have evidence of the achievements and needs of the students of their teaching-learning process, which is one of the formative purposes that correspond to the purposes of education.

The role of the teacher in the normal school in the face of evaluation is one of the tasks that cannot be left out, since training teachers is to validate the process of results of the achievement of the competencies that students are achieving. We have to consider that,

"pedagogical success in this sense will depend, to a large extent, on the fact that the motives we achieve are associated with the object of the activity, that is, with the assimilation of knowledge that responds to their needs... Efficient learning of science requires a system of internal motivations" (Zilberstein, 2002).

The evaluation that should and should be carried out in the training process is formative evaluation, which is the continuous process that occurs during teaching and learning, seeking the interpretation of the evidence and achievements of the students must achieve in their training process. Formative assessment allows teachers to identify the weaknesses and learning that must be achieved, it is very important that as a teacher all the difficulties that can be faced in the teaching-learning process are identified and to be able to determine the appropriate methodology to address the topics of each course that the teacher teaches.

In this sense, we have to see formative assessment as a systematic process that collects all the evidence to be able to validate the achievement and advancement of the competencies that are worked on with the normalistas, it is necessary to determine the areas of opportunity and provide feedback to the students, in order to improve learning and these are useful to achieve professional competencies. Formative assessment opens a breath of reflection where the teacher can reflect on his teaching practice (what he does well, what he does badly or what he can improve), and thus he can adjust the didactic strategies and activities to implement them in his strategic classroom planning.

It is very common for some teachers to only perform summative evaluation, losing sight of the entire process involved in the process of training future teachers. Summative assessment allows us to evaluate considering quantitative parameters, where the student's performance is measured by the amount of work done. It is very common to only perform the summative evaluation at the end of the training process within the course, giving the numerical value that gives certainty of accreditation or failure by measuring the degree of knowledge acquired in its passage through a period. Both formative and summative assessment, applying it correctly, can be useful as a tool to measure learning.

My experiences in the design of evaluation instruments are significant, in most of the activities I carry out with my students I consider the use of different instruments to validate the work carried out by the students, this allowing to give an evaluation according to what is requested and that they have the characteristics that are requested.

The teacher in the normal school must set the example and comply with the design, the evaluation instruments are the means in which we can validate and record the necessary information to verify the achievements. In my teaching practice I develop my own evaluation instruments, likewise from the request for some specific works I present the instrument to validate the work such as a rubric, a checklist and others that are in tune with rescuing the knowledge of the subject.

Therefore, the evaluation of the learning of future teachers is one of the tasks that every teacher in a normal school must take as a task and that demands greater complexity in its performance since we are giving an example to future teachers, as well as the process that involves issuing the validation of the learning achievements of the students who will be seen reflected in their professional skills.

Evaluation in normal schools is a process that is carried out by teachers who validate learning and need to obtain evidence to know the achievements of the competencies or domains that govern the training of the future teacher, in this sense each teacher must define the evaluation strategy and select the instruments to consider the different elements that will be congruent with their learning that is scheduled.

or some authors, assessment strategies are the "set of methods, techniques and resources used by the teacher to assess the student's learning" (Díaz Barriga & Hernández, 2006). Methods are the processes that guide the design and application of strategies, techniques are the specific activities that students carry out when they learn, and resources are the instruments or tools that allow both teachers and students to have specific information about the teaching and learning process.

In a situation that I had as an experience in evaluation and that unfortunately on some occasions the effort and dedication that one makes as a teacher in the normal school and that one always seeks to give one's best, one occasion I had the unpleasant experience when I was teaching the course of Observation and Teaching Practice II, where I was able to verify that it is useless on some occasions to carry out a whole procedure (planning, carrying out the activities, scheduling practice days, evaluating, among others) since I still remember and will remember it all my working life, where a student failed the course, because he did not comply with the delivery of the work in class and did not comply with the practice day, Resuming the formative and summative evaluation in any way the student did not accredit, it was very interesting to have the knowledge that the student was accredited directly by the authorities, changing the grade not only of my course that I taught, because later I had the

knowledge that there were three courses that I had failed and the three teachers were never notified that they placed an accredited grade on the student, It was something frustrating, the whole process of teaching that one carries out is useless, and knowing that everything can be done when the authorities of the institution seek their convenience.

3.1 CLASSROOM MANAGEMENT AND DISCIPLINE MANAGEMENT.

Nowadays, society demands, in the areas of generating new experiences and the ability to adapt, build and reconstruct learning. The training processes in the normal school must respond to reality from the demands that are placed in the training of new graduates in education, in which the commitment to train with discipline must be assumed. "The issue, beyond bringing together knowledge in compact packages, requires that the most suitable mediating mechanisms be generated to access knowledge and achieve learning" (Vega & Bravo, 2016).

The management that must be carried out in the classroom is through the management of the groups with discipline, the normal school allows the procedures to be carried out to favor learning environments, where collaboration and respect for the entire community are allowed. Building accessible learning environments in my teaching practice has implied recognizing that the use of technological tools establishes new complex realities, the use of support materials, allows us to create environments that stimulate students, therefore, socio-affective processes must be linked for better management, to generate learning environments appropriate to the needs of students.

Learning environments must be created based on the teacher training processes, for this it is required that each teacher be inclusive, reflective and participatory. Therefore, it is suggested to take into account tools that allow access to the entire student population, establish mechanisms for access for all students regardless of their resources, suitable means that allow meeting educational needs in training, technological strategies, collaborative work and autonomous learning, »Products derived from the interdisciplinary work of different professionals, where the student has the possibility of strengthening their competencies with each of those who are part of a learning environment.

In the development of the courses that I take in my practice, I always consider promoting participation in students, at the beginning of each course I inform them of the importance of participation for the construction of knowledge and I specify that participation has a percentage in the evaluation, I also present a checklist to define the validation of

participation and that this is not only to raise your hand or talking for the sake of talking, trying to make participation active. Some criteria for assessing participation are that it is **Constant**, analytical, critical and propositional, **Constant**, generally enriching but not propositional, **Irregular** (sometimes very high, on other occasions it did not occur), not always enriching and not always propositional, **Scarce**, when it occurred it was disruptive or not enriching, it rarely led to the enrichment of the discussion or analysis, **Almost non-existent**, a certain apathy, disinterest, the assistant worked with the minimum necessary effort and **Nil**, disinterest and total apathy.

One of the most significant experiences in implementing strategies for inclusion in my students is when I had the opportunity to work with a student with motor disabilities who was enrolled in the Bachelor's Degree in Educational Inclusion, it began with the first generation of that degree and the normal school did not have the necessary conditions to be an inclusive school. there were not and are not still the spaces for a correct displacement for this disability, such as bathrooms, access ramps, among others, but that did not justify carrying out the relevant strategies to work, I had the opportunity to carry out a study trip project and strategies were sought for the student to attend and it was one of the most enriching experiences I have had, because the student gave us the example that when you want you can do it, I also had the opportunity to be her advisor and there was no barrier that limited her participation and achievement of obtaining her degree.

3.2 CURRICULUM DESIGN AND EDUCATIONAL PLANNING.

Curriculum design in the normal school is of utmost importance, in my teaching practice I have carried it out with a lot of responsibility, I have currently had the opportunity to be part of the national and state co-design teams, managing to contribute a little in the development of courses of the degree in Educational Inclusion, this has allowed me to have new experiences, Meeting fellow teachers from other normal schools in the Mexican Republic that has allowed me to get along and discuss the elaboration of the purposes, the units, topics that all students in training will access, being part of that curriculum design process.

The elaboration of curricular designs in previous programs, they were only presented and attended to in applying them, where many of us complained that some topics were not in accordance with reality or updated, today with the implementation of the new programs, both analytical and synthetic, the teacher of the normal school is part of the curricular design

that is applied in the work with students, There are no excuses for not making the necessary curricular adjustments considering the conditions of the normal school, the context and the needs of the students, which allows for flexibility in the application of teaching methodologies.

At the beginning of each school year or semester, you have the responsibility of developing the strategic classroom plans, where as a teacher you plan how to approach the learning units with the students, for me it is always essential that from the design of this planning the competencies to be developed in the course are specified, as well as specifying the activities and instruments that will be used to address the topics, since this has always allowed me to have a good organization in my sessions and the students from the beginning have knowledge of how we will approach the work. Therefore, in my experience of practice, having the planning and knowledge of the subject has allowed me to develop my activities with a good willingness to participate students.

The courses of the curricular Maya are in one way or another coherent, and the experience I have had is that we must make students see that the approaches of each course are related to others, making a transversality of theory with practice. In this sense, planning is designing a plan to develop or solve an activity, we have to keep in mind that educational planning will be the pillar to reach the purposes that are established.

3.3 EDUCATIONAL TECHNOLOGY AND DIGITAL TOOLS

Education in Mexico is limited and this is because it is not given with a high level of quality that is demanded today, the problem has been investigated by culprits, but it is not and will not be the way to solve the problem, it is necessary that all teacher trainers get involved and establish a route to achieve the graduation profile of the normalistas and this is of a comprehensive nature. One of my proposals in educational practice has been and is to consolidate virtual platforms in each of the Normal Schools, to offer a comprehensive approach, attached to the articulation of the basic education reform, promoting quality education and flexible academic programs, but mainly that each teacher training institution has at least one career that offers online, because there is a population that for different circumstances cannot access a bachelor's degree in person. If greater efficiency is achieved in the training of future teachers through flexible academic programs, quality teachers will be obtained who will do well in their profession.

The future teacher must be aware and critical, it is difficult for normal schools to deliver efficient and effective teachers to society. If we do not consider a comprehensive approach

and this has a philosophical, sociological, anthropological and pedagogical character, the graduate of the normal schools will not have the possibility of fully understanding the educational fact and it cannot only be limited to the educational offer today from an educational center, we have to evolve and capture citizens who have that conviction to train as teachers.

We have to achieve an articulation in the training of future teachers and teachers based on what they are inside the classrooms, we cannot be preparing future teachers based on policies that do not coincide in the educational practice of their training, in this sense the implementation of digital tools will not only benefit to attract future teachers, The population of the normal schools must continue to be strengthened with courses, workshops, diplomas and postgraduate courses that they can access online either in the process of their training or as graduates of the same.

Virtual teaching in teacher training is a great optimism for the normal school population, since, by training new generations of Bachelors in Education, we would be adding more professionals in the use of communication technologies. It is necessary to identify the barriers that limit the design and innovation of face-to-face and virtual learning in normal schools, promoting the implementation of the use of technologies to develop comprehensive learning.

Face-to-face Education has made significant contributions to Higher Education in the world. However, the paradigm of virtual education is at a key moment, since the rapid evolution of information and communication technologies allows adjustments to be made to the ICT-based Distance Education model with a view to strengthening the student's competencies. The use of digital tools in normal schools is a real and valid alternative that I have implemented in my teaching practice with students, in the face of the new normality that occurred in the last COVID-19 pandemic where we had to migrate courses from face-to-face to virtual.

The introduction and development of information and communication technologies (ICTs) pose new challenges of crucial relevance to the educational world of normal schools that force them to assume and decide on various responses and teaching-learning alternatives. In the twentieth century, Silvio (1999) pointed out that universities in developing countries face the challenge of serving a growing student population, more socially and culturally diversified, in a new, more dynamic and turbulent social environment.

The new interpretations and ways of seeing the work of the teacher demand the use and management of digital tools, introducing educational praxis to the pedagogical consciousness. Currently the teaching of technology management has become a need that has been faced all over the world and Mexico was not left out, in the normal schools different strategies have had to be implemented to migrate the courses of the different degrees that are 100% face-to-face modality and that in the face of the closure of the institutions due to the pandemic that occurred, education could not be offered in person.

The challenges of the normal school is to contribute today to achieving educational inclusion, and this can be achieved through the training of Graduates in Educational Inclusion with a high level of commitment. We often assume that students who graduate from the normal schools have the competencies to face the practice, but unfortunately this is not everything, because within the normal schools themselves there are barriers that limit the achievement of the graduation profile in its entirety, in this sense they must be prepared to be able to learn through virtual teaching and the use and management of digital tools. in this process of their training, but they would also have to be prepared so that in their professional performance they can also respond since as teachers in service, this means that this a modality of learning virtually is subject to the use of the technologies that are required in it, it is not only subject to be able to accredit the courses of the curriculum that they take to obtain the degree of Bachelor in Educational inclusion, this experience that all teachers face invited us and demanded us to handle technologies in order to direct the achievement of knowledge to access learning.

It is important to keep in mind that the state of Guerrero is going through a deficient educational gap. According to the studies on the Habits of Internet Users in Guerrero, version 2016. This study details the reasons why Mexicans do not use or access the Internet. In the first place, 47 percent of the population is the lack of connectivity in certain areas of the state, in addition to the low speed of Internet services. According to INEGI, in poor states of the country, such as Chiapas and Guerrero, only 20 percent of the population has access to the Internet at home; a sharp contrast with the 60 percent of households in Mexico City or Nuevo León that do have this service.

From my perspective, the use of Information and Communication Technologies (ICT) has allowed me to obtain a new competence in the implementation of activities of the courses I teach. This is possible thanks to the technological advance that has allowed me to explore and manipulate new applications that have helped me to nourish myself as a teacher and to

be able to apply it in different places, among which the normal school stands out. It was not easy to gain access to knowledge in the use and management of technologies, I had to participate in different courses and workshops to learn and not wait almost a year when the Secretary of Education of the state of Guerrero gave us a course where the presentation and teaching were experiences of other teachers. I managed those applications and programs and I had that experience as well.

On the other hand, the incorporation of ICT into education goes beyond the integration of electronic devices and technological resources into the classroom. Obviously, it requires the transformation of teaching practices and methodologies, having as a starting point a change in beliefs regarding the different environments where learning can be achieved (Hernández, 2017). "This shows that the use of Information and Communication Technologies can be used within the different learning environments, allowing new knowledge to be acquired for the benefit of the student community, in the face of teaching practices and methodologies and respecting the stipulated beliefs."

3.4 PROFESSIONAL DEVELOPMENT AND TEACHER LEADERSHIP

The professional development of teachers is a key point to increase effectiveness in normal schools. For this, the teacher needs knowledge, develop competencies and reconstruct what has been learned in the social context where he or she interacts for the process of new learning. The teacher's teaching is represented by the teacher's various interpretations of the context that surrounds him, in the same way it influences human development and the implications it has on learning. The most accurate and universal aspect of human experimentation is the phenomenon of him and knowing that education is essential for the formation and development of the consciousness that gives as a necessary condition the recognition of the other (Bruner, 2004).

The teacher, when interacting with others, develops individually and collectively, these social interactions allow him to develop intrinsic skills, which contrast with his experience and knowledge, since change in institutions is generated with assertive activities for school improvement and where within universal considerations the person is present, its status, its context and the way it develops. Although it is true that the individual is indivisible and unique and that a homogeneous treatment cannot be given to this diversity (Musaio, 2004).

From individual constructions and interpretative acts, the teacher enables reflection and it is from these processes that internal factors such as motivation, work responsibility, work awareness, moral values, the degree of satisfaction, attitude towards teaching and experience, among others, become present in the teacher's life.

Education should not contribute to the improvement of quality, and then intervene professionally, for this reason; the intrinsic interpretations that the teacher makes have an impact on his teaching work, and it is necessary that he has tools so that he can create with his student an environment of trust and cordiality that allows the latter to develop physically and intellectually with confidence and security (Dadzie, 2004).

Personal development, the meaning and interpretation of things for the individual, reflects the knowledge of a contextualized process, this being the background of development; The activity, the response of this context and of the inner impact on the individual is properly operationalized. But what characterizes human identity is the construction of a contextual system that is organized in an autobiographical memory that comes to be extrapolated with the past of the lived experience and its application to the future, internalizing itself within an affective value.

So the mistake is to give importance to preparation for future need, but the main stimulus is present effort. Because preparing for a life of continuous development is great and necessary, it generates energy for dedication and the richest and most meaningful present experience possible (Dewey, 2004).

The experience that is being built day by day in teacher training is through the application of strategies, it can be understood that since the teacher is being trained in a normal school, the student does not need to be updated, because everything that is supposed to be seen in the courses is updated, and that is not a truth, although co-designs are currently being carried out in the updating of the programs of the different degrees, it cannot be said that everything that is being worked on is with the most up-to-date documents, but what has happened with the past generations that work on the 2004 Curriculum of the Bachelor's Degree in Special Education, that fourteen years had to pass for the programs to be updated, it was at the time to apply different strategies for updating contents, topics, readings that would open up to the updating of the new educational policies referring to the work of special education.

In this sense, we should not take for granted that the normalistas do not need to update themselves when they are in their training process, likewise different course-workshops have

been implemented with new and updated topics that invite the normalista not to stay only with the learning that is acquired in the programs of the courses of the curricular mesh, These courses are designed according to the needs that are encountered in the development of the teaching practice. Some workshops that I have implemented are specific strategies for students with disabilities,

3.5 INCLUSIVE EDUCATION AND DIVERSITY IN THE CLASSROOM

The challenges currently faced in teacher training are mainly all the demands that are aimed at the new policies of inclusive education, currently different strategies are implemented to meet these demands of providing quality care to the entire population that is vulnerable to exclusion, but, as surprising as it may seem, This issue has not yet received the attention it deserves. At the 48th International Conference on Education, focused on working on inclusive education: the way to the future (UNESCO, 2008), teacher training is identified as a key area to lay the foundations for future development. In its call to the international community to embrace inclusive education as a pathway to achieving the goals of Education for All, the Conference recommended six specific actions for teacher training and professional development:

1. Strengthen the role of teachers and work to improve their position and working conditions, develop mechanisms to recruit suitable candidates and retain qualified teachers who are sensitive to different learning demands.
2. Train teachers by equipping them with the appropriate skills and materials to teach diverse student populations and meet the different learning needs of different categories of learners through methods such as school-level career development, initial inclusion training, and developmentally sensitive and developmentally sensitive teaching of the learner.
3. Sustain the strategic role of tertiary education with initial and professional training of teachers on inclusive education practices through the provision of adequate resources.
4. Promote innovative research on teaching and learning processes related to inclusive education.
5. Train school administrators to respond to the diverse needs of all learners and promote inclusive education in their schools.
6. Take into account the protection of learners, teachers and schools in times of conflict.

According to Booth (1996), inclusion is the process of identifying and responding to the diversity of needs of all students by increasing their participation in learning, culture, and community, and reducing their exclusion from and by education. Inclusive education refers to identifying and overcoming all barriers to effective, continuous and quality participation in education, particularly during the primary education cycle, where the human right to free participation is widely accepted and documented (UNESCO, 2003).

Inclusive education refers to all children and young people studying in the same schools; that no one is excluded, that everyone has a place and achieves the learning proposed. In this sense, children with different languages, cultures or characteristics study and learn together. Therefore, students with disabilities are considered when talking about inclusive education, but the latter is not limited only to the attention of these students, but also to the achievement of the educational purposes relevant to them.

According to UNESCO's Incheon Declaration, inclusive education ensures access, permanence, participation, and learning for all students, with special emphasis on those who are excluded, marginalized, or at risk of being excluded. This is done by implementing a set of actions aimed at eliminating or minimizing barriers that limit learning and participation. Such obstacles can arise from the interaction between students and their contexts: people, policies, institutions, cultures, and practices. In addition, inclusive education supports and favors the formation of equity, justice, equality and interdependence, which ensures a better quality of life for all, without discrimination of any kind, and a society that recognizes and accepts diversity as a foundation for social coexistence, which guarantees the dignity of the individual, his or her rights, self-determination, contribution to community life and full access to social goods.

In this sense, the concept of inclusive education does not refer exclusively to the type of education that should be received by persons with disabilities, with outstanding abilities, the indigenous population or those who belong to any other group vulnerable by the context; but also points out the need to foster educational communities where diversity is valued and appreciated as the prevailing condition. It also recognizes that all children and adolescents have the same rights, without any discrimination, and therefore seeks to generate equal opportunities for all by eliminating architectural, social, normative or cultural barriers that limit their participation or learning in the education system.

Inclusive education is directly related to quality education with equity, which respects the conditions, characteristics, needs, abilities, rhythms and learning styles of each person. Talking about equity in education implies ensuring that "all people have the same opportunities to exercise their rights and achieve the goals of education in conditions of equality," according to UNESCO's Regional Bureau for Education in Latin America and the Caribbean.

According to the Strategy for Equity and Inclusion in Basic Education: for Students with Disabilities, Outstanding Abilities and Severe Learning, Behavioural or Communication Difficulties (SEP 2018), inclusive education is based on the following principles:

1. Exclusion is not a problem of students but of schools; consequently, it is these that must be adapted to the students and their various needs.
2. Students must be attended in inclusive environments so that they participate and interact on equal terms with the rest of the school population. By promoting this form of coexistence, from an appreciation for diversity, students and the entire school community are offered opportunities to learn to relate to each other with respect for difference and to value everyone equally. This leads to the elimination of discriminatory practices such as stereotypes, prejudices, segregation or exclusion and thus contributes to the formation of supportive and tolerant citizens.
3. Differences in students' abilities should not represent a barrier, but a source of learning, since barriers to learning and participation (BAP) do not refer to characteristics inherent to the student, but rather to organizational, normative, administrative, pedagogical, physical, and attitudinal conditions.

Working on equity and inclusion in my teaching practice at the normal school has required important transformations, assuming that each one has a different starting point so the challenges may be common or each center will have to carry out different actions under the paradigm of educational inclusion that requires new policies. strengthen inclusive cultures and improve pedagogical practice by recognizing diversity. In the Regional Center for Normal Education we have had the experience of working in the Bachelor's Degree in Special Education with a student with visual impairment (Low Vision) where different strategies were implemented so that the student could solve their specific needs, likewise in the Bachelor's Degree in Educational Inclusion we worked with a student with Motor Disability. where we had the experience and the certainty that when a student wants and

has set his purposes, he can achieve them if we do not place the barriers that limit his participation ourselves.

Each teacher training school must promote environments in which future teachers permanently learn from diversity in order to effectively facilitate student learning: to have clarity of the goals; setting realistic objectives; provide the necessary support with existing resources and carry out the evaluation of their practices, policies and cultures in favour of inclusion.

The future teacher for inclusive education will allow the growth of the construction of inclusive cultures, given the need to have safe and collaborative school communities in promoting learning environments in which the diversity of the context they belong to is accepted, as well as carry out practices that ensure that children and adolescents learn and participate. considering their knowledge and their specific needs to make the necessary modifications and adaptations when required to guarantee a level playing field.

Therefore, the teacher must be inclusive, he must ensure the right to education of all children and adolescents, to guarantee equity and justice to receive education regardless of the conditions, with this he would be ensuring that no one is excluded from education and that learning is achieved regardless of the diversity that may exist in any context. For this reason, the normal schools are a pillar in these actions towards inclusion and the normal schools must reinforce the autonomy of the normalistas, promote the recognition of diversity to advance in the path of inclusive education.

In this sense, it is necessary to emphasize that the adoption of educational inclusion is gradual, so it is important to recognize and value each achievement of the actions undertaken by educational authorities, directors, teachers, families and students, without forgetting the challenges to achieve the inclusion of students who are still excluded. Therefore, the future teacher must not be oblivious to inclusion, he or she must generate the best possible conditions for children, adolescents and young people to exercise their right to education and to be able to be, learn and participate in school, in conditions of equity, without undermining the excellence of learning and seeking their integral human development as suggested by the national strategy for inclusive education.

4 PROBLEMATIZATION

Currently the teaching practice that I exercise in the Regional Center of Normal Education is a bit soporific, because they limit the development of activities and projects to

be developed with students, because the current authorities do not allow certain teachers in particular to exercise activities that promote the generation of knowledge, an example that colleagues design, they elaborate and present academic projects and these are not authorized by the academic sub-directorate of the institution, only teachers with common purposes are authorized to carry out the projects, this is one of the causes that limit the enthusiasm and interest in proposing new actions that benefit the normalistas.

Particularly, in my case being a teacher with an academic profile to develop or teach certain courses, I was limited, previously, I taught in two bachelor's degrees, in my interpretation being selected by students to be an advisor I was withdrawn from the degree and limited to being an advisor, where students were threatened to select or consider me to serve as a degree advisor, this is due to benefiting certain teachers or simply being affected as a teacher in the institution.

In this sense, the context of my practice in teaching was affected at a time when I withdrew certain courses, such as those of educational practice to consider other teachers, perceiving that this affected me to promote myself as a key or to insist on participating in processes of performance stimulation, which six-hour courses are better valued in score. New curricula were launched, such as the 2018 Plan of the Bachelor's Degree in Educational Inclusion, where I requested verbally and in writing to be considered to teach the Service Learning course for the seventh and eighth semester, justifying that I developed a project to carry out with the students, and taking into account that I had the profile to carry out the course with the normalistas, also considering that I am the only teacher with a PRODEP profile, but unfortunately I have been waiting for a favorable response for two years.

Therefore, teaching in the institution has been a little discouraging, demotivating at some point, because I suffer a direct chance in my person and because the work that one does is not recognized, unfortunately obtaining the desirable PRODEP profile in my normal has not been favorable at all, and at no time has I been supported or provided with any minimal benefit in obtaining it, on the contrary, I have been limited in my participation in events, limited in the delivery of certificates in a timely manner and denied any resource for the production of any work.

Every educational duty requires effort, dedication and perseverance, regardless of the conditions of each normal, teachers must carry out their educational work with students so that they can achieve the desirable profile as future teachers, regardless of cultures, contexts, pedagogical, political, ideologies and even the economy that one may have in their

particularity as a person. Teaching must be carried out and must be carried out with care and dedication to provide quality education, and to participate in the training of teachers with a high level of commitment to the learning demands of children and young people in Mexico.

One of the needs of the normal schools is to ensure that the normalistas are prepared, consolidate their competencies, so that they can enter the professional teaching service, they are two important situations that we cannot leave aside in our work as a teacher normalista, one is mainly that the student graduates and another situation that these same students can belong to the educational system and this is through the process of opposition where students they have to participate and be candidates for admission to the teaching service, this fact would be the satisfaction of all the personnel who in one way or another participated in teacher training and where the work done in the institution can be visualized.

Therefore, having knowledge that our graduates are already carrying out their pedagogical activities as active teachers in the educational system, should and makes us feel great satisfaction, not only because they represent a normal school where they were trained, but rather we were part of their process and the learning acquired in class, In the design of their plans, in the elaboration of their materials, in their work reports and many activities carried out in the Normal School, now you can see the results, where generations of new teachers who will be part of the transformation of education are delivered every year.

The ideology of believing that studying to be a teacher is the easiest, least valued and least paid, is one that has been introduced to many young people and even we ourselves have believed in it, but we must understand that if it is something that we like and are passionate about, we should not see it from that perspective. if not consider that studying for teachers can change the lives of many people, generate knowledge, preserve cultures and of course a person with studies will have a better economy than a person who does not have them, it is thus that teachers can be agents of change, of ideologies and detonate the economy of many families in society.

I am a teacher who in a short career of my teacher training process has had the responsibility of carrying out my teaching practice with responsibility and discipline, always complying in time and form in working on the contents, of inquiring to update issues related to education and specifically in educational inclusion. I feel happy, because knowing that I have performed in recent years with that commitment, I can say that I consider myself a good teacher, but it is not enough to feel it, it is better to hear it from other people, and the

satisfaction of some young people who dare to comment or express it is when you feel even more that satisfaction and it remains in a new commitment to be better every day.

5 CONCLUSIONS

Teaching is an emotionally exciting, deeply ethical and intellectually demanding profession, whose complexity is only experienced by those of us who usually put our body and soul into the classroom (Fullan, 2016). The teaching profession was carried out with the action of educating, transmitting my knowledge and skills, in order to train the best teachers of tomorrow.

Entering teaching was not an easy task at the time, studying at the Regional Center for Normal Education in the State of Guerrero was the beginning of a whole journey of training as a teacher, where I had the opportunity to know, learn and have the experiences of what it would be like to be a teacher and even more so to be a special education teacher that required greater commitment, ethics and great responsibility.

My journey as a support teacher was emotional and full of learning, knowing in depth the educational situations of my first students that I attended and looking for the relevant strategies for them to learn was and will be one of the most significant experiences of my work as a teacher.

Being a teacher today in Mexico is to know and recognize students as our main objective, as well as to identify the learning needs that each student presents and help eliminate each one of the barriers they may be facing, it is to accompany them in their learning process, and to seek appropriate teaching strategies to favor the achievement of learning.

The concept of inclusion tries to address the different situations that lead to the social and educational exclusion of many students. This means that schools must be prepared to receive and educate all students and only those considered teachable. As Arnaiz (1996) mentions, inclusion must be defined from the same perspective as the meaning of the concept of inclusive education. It is very important that normal schools also become inclusive normal schools and preach with inclusive practices.

All the strategies that a teacher must be aimed at motivating the student to generate knowledge and these can be active and participatory, as long as they have a productive purpose and strengthen learning.

The future teacher must be aware and critical, it is difficult for normal schools to deliver efficient and effective teachers to society. If we do not consider a comprehensive approach

and this has a philosophical, sociological, anthropological and pedagogical character, the graduate of the normal schools will not have the possibility of fully understanding the educational fact and it cannot only be limited to the educational offer today from an educational center, we have to evolve and capture citizens who have that conviction to train as teachers.

The challenges currently faced in teacher training are mainly all the demands that are aimed at the new policies of inclusive education, currently different strategies are implemented to meet these demands of providing quality care to the entire population that is vulnerable to exclusion.

This narrative has made me reflect on the educational practice that I have been carrying out in recent years, recognizing the relevant and most impactful processes that have benefited teacher training, as well as identifying the weaknesses and situations that limit participation and difficulties in continuing the path of excellence in academic work. We must understand that in the course of our career in the normal school we must commit ourselves to give our best professionally, since we are a key piece for the transformation of the society we want for tomorrow.

Working on equity and inclusion in my teaching practice at the normal school has required important transformations, assuming that each one has a different starting point so the challenges may be common or each center will have to carry out different actions under the paradigm of educational inclusion that requires new policies. strengthen inclusive cultures and improve pedagogical practice by recognizing diversity.

The future teacher for inclusive education will allow the growth of the construction of inclusive cultures, given the need to have safe and collaborative school communities in promoting learning environments in which the diversity of the context they belong to is accepted. Currently my teaching practice that I exercise at the Regional Center of Normal Education is a little unfavorable, because they limit the development of activities and projects to be developed with students, because the current authorities do not allow certain teachers in particular to exercise activities that promote the generation of knowledge.

The use of Information and Communication Technologies (ICT) in the normal school has allowed me to obtain a new competence in the implementation of activities of the courses I teach. This is possible thanks to the technological advance in exploring and manipulating new applications that have helped me to nourish myself as a teacher and to be able to apply it in different places, among which the classroom stands out.

Each generation of students is different in the sense of their ways of learning, of committing to work and of the expectations they have in their training as teachers, each year is a new experience in the development of activities and in the application of strategies that allow consolidating the competencies of future teachers. Each course I teach is an opportunity to contribute to the transformation of education, each class session is a new opportunity to learn as well, since not only students learn, but also as a teacher they will learn new ways of teaching, new ways of carrying out teaching practice.

It will always be necessary to learn and this requires that the teacher of the normal school is constantly updated, be able to identify their needs or problems that they present in practice and be competent in recognizing and attending to them, in order to solve them and to be able to give a better performance in practice, as we seek excellence in the performance of the practice, We will be benefiting the attention that is provided in the normal school, we must not lose our vision and mission that the normal school has, since we are responsible for achieving it.

I consider that my greatest need so far is to know the new policies of basic education (The New Mexican School) since the normal schools should not be oblivious to the work that is carried out with the schools where the normalistas will have to go to carry out educational practices, as well as where they will have to enter the teaching service at the end of their training. it is where we must meet that need, since as normal, we are not informed or trained by the authorities of the entity to take into account that we must be aware of the new programs that are in force, it is true that a teacher is not limited to researching and appropriating that information, but it should be on the part of the authority to train so as not to enter into the interpretations of each teacher to take them into account in teaching practice.

In my personal practice I get involved and try to be updated, and not be dependent on the authorities to provide us with training or information, it is one of the strengths that I consider that I have in my teaching practice in the normal school, always try to be informed and include new strategies that allow us to develop the activities, but even more so that they benefit learning in future teachers.

Many teachers do not carry out the reflection on the teaching practice that we carry out in the normal school and we submit to comply with a schedule, comply with the elaboration of strategic classroom plans, comply with the classes in front of the group, comply with addressing the contents of the courses that we are responsible for, comply with evaluating the students and this if we are one of the teachers who fulfill the functions (there are also

teachers that they do not fulfill in everything), but we must not only fulfill those functions, we can include and dare to make changes in educational practice and it is one of the actions that I consider myself to have carried out and it is a great personal satisfaction to know that with this narrative I can recognize that I am a teacher who does propose and dares to make changes in educational practice.

REFERENCES

- Arnaiz, P. (1996). The challenge of educating in a multicultural and unequal society. In Sánchez palomino et al. (coord.). The challenges of special education on the threshold of the twenty-first century. Almería: Servicio de publicación de la universidad, p. 61 – 90. University of Murcia, Spain.
- Booth, T. (1996). A perspective on inclusion from England. Cambridge Journal of Education.
- Díaz, F. and G. Hernández (2006), Situated Teaching: Link between School and Life, Mexico, McGraw-Hill.
- González, M. (1999): The evaluation of learning in university teaching. Cepes. University of Havana.
- Hernández, M. (2017). Impact of ICT on education. Challenges and Perspectives
- INEGI (2020). Guerrero: They highlight the role of technology in education. El Universal. <https://www.eluniversal.com.mx/estados/guerrero-destacan-papel-de-la-tecnologia-en-la-educacion?amp>
- SEP (2018). Equity and inclusion strategy in basic education: for students with disabilities, outstanding abilities and severe learning, behavioural or communication difficulties. Mexico.
- SEP (2019). National Strategy for Inclusive Education. National Education Agreement. Mexico.
- UNESCO (1994). Declaration of Salamanca. World Conference on Special Needs Education: Access and Quality. UNESCO. Salamanca, Spain.
- Vega, M. & Bravo, C. (2016). Methodological innovation in university teaching through virtual teaching-learning environments. REXE- Journal of Studies and Experiences in Education, 12(23), 35-46.
- Zilberstein, J. (2002): A Developing Conception of Science Motivation and Learning. IPLAC, Havana.