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Teaching at the Right Level: Teaching Experiences in a Rural School

Enseñar en el nivel adecuado: experiencias docentes en una escuela rural de México

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Abstract

In a rural primary school in the state of Chiapas, a problem was identified: students were struggling to achieve the expected learning outcomes after returning to in-person classes, due to the delays caused by the COVID-19 pandemic. In response to this situation, the objective of this research was to document teachers' experiences in implementing the methodology of teaching at the appropriate level, which consists of grouping students according to their learning level. An action research approach was used, and open interviews were conducted with participating teachers in order to recover learning and improve student participation. Among the main results, it was evident that organizing students by proficiency levels encouraged their active participation, collaborative work, and greater confidence in completing activities. Teachers also highlighted the importance of adjusting teaching strategies to the real needs of students. The main conclusion is that this methodology is relevant and effective for rural contexts with high academic inequality, as it allows for differentiated attention to learning rhythms, promoting inclusive and participatory environments that enhance the educational progress of all students.

Keywords: learning, rural school, experiences.

Resumen

En una escuela primaria rural del estado de Chiapas se identificó, como problema, la dificultad de los estudiantes para alcanzar los aprendizajes esperados tras el retorno a las clases presenciales, producto de los rezagos generados por la pandemia de COVID-19. Frente a esta situación, el objetivo de la presente investigación fue documentar las experiencias docentes al implementar la metodología de enseñar en el nivel adecuado, que consiste en agrupar a los estudiantes según su nivel de aprendizaje. Se empleó un enfoque de investigación-acción y se realizaron entrevistas abiertas a los docentes participantes, con el fin de recuperar aprendizajes y mejorar la participación estudiantil. Entre los principales resultados, se evidenció que, al organizar a los estudiantes por niveles de dominio, se favoreció su participación activa, el trabajo colaborativo y una mayor confianza al resolver actividades. Los docentes destacaron, además, la importancia de ajustar las estrategias didácticas según las necesidades reales de los alumnos. Como conclusión central, se establece que esta metodología resulta pertinente y eficaz para contextos rurales con alta desigualdad académica, ya que permite atender de manera diferenciada los ritmos de aprendizaje, promoviendo ambientes inclusivos y participativos que potencian el progreso educativo de todos los estudiantes.

Palabras clave: aprendizaje, escuela rural, experiencias.

Introduction

In Mexico, educational disparities have been a persistent issue, especially in rural communities where socioeconomic conditions and lack of resources hinder the achievement of basic learning outcomes. This situation

worsened during the COVID-19 pandemic, which led to prolonged school closures and a significant regression in students' reading, writing, and mathematics skills in primary education. In this context, the implementation of differentiated pedagogical strategies is necessary to address the varying levels of learning within the same group, thereby facilitating active student participation and promoting the recovery of essential learning in rural areas with high rates of educational lag.

The central issue lies in the significant lag in basic learning exhibited by students in rural schools, a situation exacerbated by the COVID-19 pandemic due to the extended interruption of in-person classes. This condition generates considerable heterogeneity in academic proficiency levels within groups, complicating the adequate attention to individual needs and negatively impacting participation and academic performance. Furthermore, the lack of pedagogical strategies tailored to this diversity limits the effective recovery of knowledge and jeopardizes educational equity in vulnerable contexts.

The purpose of this research is to analyze teachers' experiences in implementing the "teaching at the appropriate level" methodology in a rural primary school in Chiapas. The goal is to assess its effectiveness in organizing students by learning levels and recovering basic competencies following the pandemic. This study is relevant as it provides evidence on a didactic strategy that can help reduce educational lag in vulnerable contexts. Identifying teachers' perceptions and outcomes will support the development of contextualized pedagogical proposals that promote educational equity and enhance learning in rural communities with unequal academic conditions.

What experiences and results did the teachers obtain when applying the "teaching at the appropriate level" methodology to address learning delays in a rural primary school in Chiapas following the COVID-19 pandemic?

One of the primary challenges currently facing the educational system in Mexico is the delay in fundamental learning. This situation worsened with the onset of the pandemic caused by the SARS-CoV-2 virus (COVID-19), resulting in a substantial regression in students' academic achievements. According to the Regional Comparative and Explanatory Study (ERCE, 2019), in Latin America and the Caribbean, approximately one in two third-grade students and three out of four sixth-grade students fail to reach the minimum expected competency level.

Based on these figures, in Mexico, 37.4% of third-grade students do not achieve basic reading competencies, and this situation deteriorates in sixth grade, where 58.4% remain below the minimum level. In mathematics, 34.7% of third-grade students perform below the expected level, increasing to 62% in sixth grade, highlighting a growing problem in both areas as students progress through school.

The Banco Mundial (2019) uses the term "learning poverty" to describe academic lag, specifically referring to children who, by age 10, cannot read and comprehend a simple sentence. In Mexico, it is reported that 43% of students struggle with reading, and by the end of primary education, 42% do not achieve the established minimum competencies.

In Chiapas, according to the CONEVAL report (2020), the educational lag rate was 29.2%, 12.3 percentage points above the national average, placing it first among the 32 states with the highest deficiency in this service. Among the main factors are socioeconomic conditions that hinder access to quality educational services.

The following presents the results of applying the "teaching at the appropriate level" methodology and the experiences of teachers who participated in the project. This methodology is based on the MIA Camps program, developed by the Center for Research and Higher Studies in Social Anthropology (CIESAS) and the Universidad Veracruzana, where the focus is on students' actual learning rather than the grade level they are in.

In Mexico, the student population is organized by grade levels, grouping children according to age rather than the learning they have achieved. This results in many students lacking the necessary knowledge to tackle the content of their grade, creating significant disparities among them, as "what is taught in class is too difficult for them" (Banerjee et al., 2007).

How can this situation be mitigated? How can the observed disparity among students of the same grade, even if they are the same age, be avoided? An appropriate strategy involves working according to students' actual learning levels. This means that "children are organized into groups by ability levels and are taught using instruction, learning activities, and materials suited to their level" (Banerjee et al., 2016).

This methodology posits that "activities are designed according to the learning level rather than the curricular levels prescribed by age and grade" (Hevia et al., 2020). This allows teaching-learning strategies to be more effective, as they adapt to the actual characteristics and needs of each student.

Education, according to Delors (1996), "has the mission of enabling everyone, without exception, to cultivate all their talents and all their capacities for creation, which implies that each individual can take responsibility for themselves and realize their personal project" (p. 12). Education, therefore, carries a significant

responsibility in the formation of new citizens, as it is not just about providing a curriculum, but ensuring quality training.

Moreover, this process must be dynamic, responding to new social demands and addressing changes that influence students' needs and conditions. As Rivera (2022) notes, it is necessary "to review curricular contents and learn to choose those that truly offer meaningful learning to our concrete, unique students."

What are the basic learnings that every primary student should possess? They are understood as the knowledge necessary at the end of basic education to solve everyday problems. Failure to achieve these can negatively affect personal and social development, compromise life projects, and increase the risk of social exclusion (Coll & Martín et al., 2006).

Basic learnings focus on reading, writing, and calculation, "traditionally considered key to learning and common subjects in all educational systems" (Cuevas et al., 2005). They can also be defined as "the set of fundamental skills and knowledge in reading and arithmetic that serve to carry out and solve everyday problems. These skills combine with new knowledge and lead to new learnings" (Vergara et al., 2018).

In Mexico, various curricular changes have been implemented in primary education, modifying curricula and learning content. However, a focus on reading and mathematics as fundamental tools has been maintained, as these are essential skills for daily life and effective global communication.

Reading "is essential for moving autonomously in literate societies and creates a profound disadvantage for individuals who did not achieve this learning" (Solé et al., 2011). Besides being instrumental for other learning, it is the primary medium for social communication, with a direct impact on academic performance and life.

In mathematics, it is essential for students to learn to solve everyday problems using numbers. As Bárcena et al. (2019) point out, this skill is crucial for facing real situations and responding to the social changes of the 21st century. In this sense, mathematical literacy is understood as "the ability of individuals to reason mathematically and solve problems in a wide variety of 21st-century contexts [...] to use tools, data, procedures, and mathematical concepts to describe, explain, and predict phenomena" (OCDE-ICFES, 2019).

The MIA project emerged as a program from CIESAS-Golfo and the Institute for Educational Research at the Universidad Veracruzana (IIE-UV). It focuses on developing reading and mathematics skills to improve reading comprehension and logical-mathematical reasoning (Medición Independiente de Aprendizajes, 2022).

This program begins with a diagnosis of students' skills and categorizes them into three levels: beginner, elementary, and basic, with specific content and materials for each level. The MIA camp targets students from third to sixth grade, consisting of 20 sessions focused on recovering learning through a constructivist approach. The organization by actual learning levels and a continuous evaluation process allow for the tracking and strengthening of students' progress.

Methodology

This research was conducted using an action-research methodology, addressing the training needs of students from third to sixth grade in a rural primary school. Data collection took place in two phases. In the first stage, an initial diagnostic assessment was administered to 120 students, utilizing instruments developed by the MIA program. In the second phase, open interviews were conducted with four primary school teachers to gather their perceptions and experiences regarding the implemented workshop.

The MIA Program (Academic Intervention Model) is an educational strategy designed to strengthen teaching and learning processes in educational institutions by timely diagnosing academic difficulties and implementing personalized support actions. This model aims to assist students at risk of lagging, dropping out, or underperforming academically, offering tutoring, specialized guidance, and digital resources tailored to each student's specific needs. By promoting constant academic support, the MIA Program contributes to improving performance levels, reducing dropout rates, and fostering a more equitable and inclusive education, even in basic educational contexts.

The reliability of the MIA Program lies in its comprehensive approach and the use of validated diagnostic instruments, which accurately identify students' academic areas of opportunity. Various institutions that have implemented this program report sustained improvements in student performance, as well as a significant reduction in failure and dropout rates. Additionally, its flexible methodology, adaptable to different institutional contexts and student profiles, enhances its relevance and effectiveness, solidifying it as a reliable tool for supporting academic persistence and success.

In the interviews conducted with the four teachers involved in applying the "teaching at the appropriate level" methodology in a rural primary school, a consensus was reached regarding the heterogeneity in learning levels exhibited by the students following the pandemic. The teachers agreed that the strategy allowed for organizing students according to their actual performance levels, fostering more active participation and better

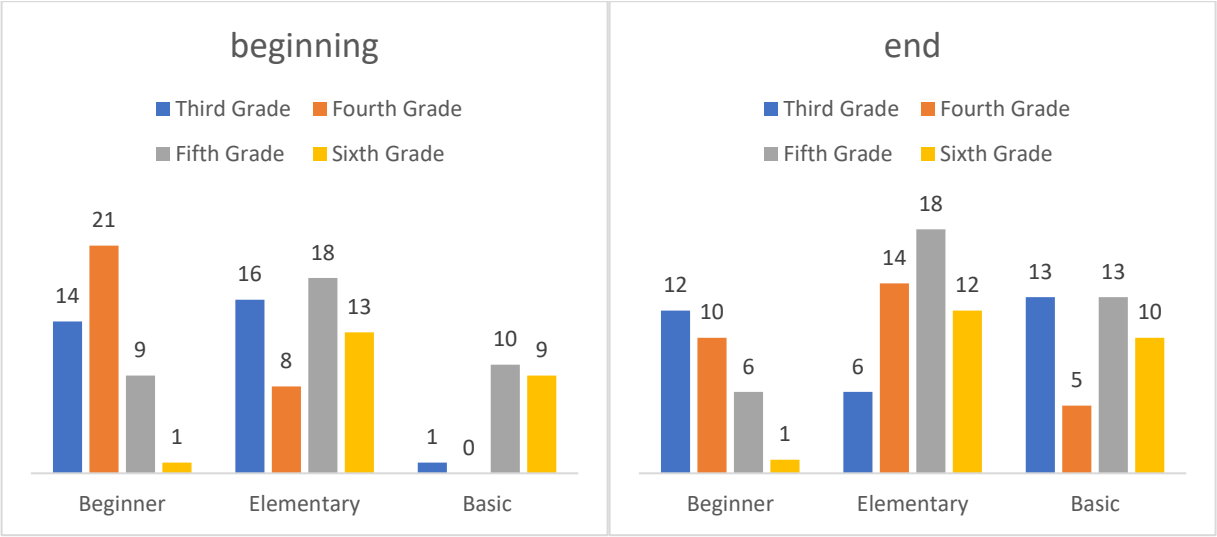
understanding of the curricular content. They also highlighted that collaborative work among peers with similar levels reduced frustration and boosted students' academic confidence. As a common conclusion, all four teachers stated that the methodology proved effective, achieving significant progress in recovering learning and creating a more equitable classroom environment.

In total, 120 students from third to sixth grade were involved, distributed as follows: 31 in third grade, 29 in fourth, 37 in fifth, and 23 in sixth grade. For the development of the MIA workshops, students were organized into four groups according to their diagnosed learning levels. Based on the obtained results, two groups were formed at the beginner level and two groups at the elementary level, for both reading and mathematics.

Results

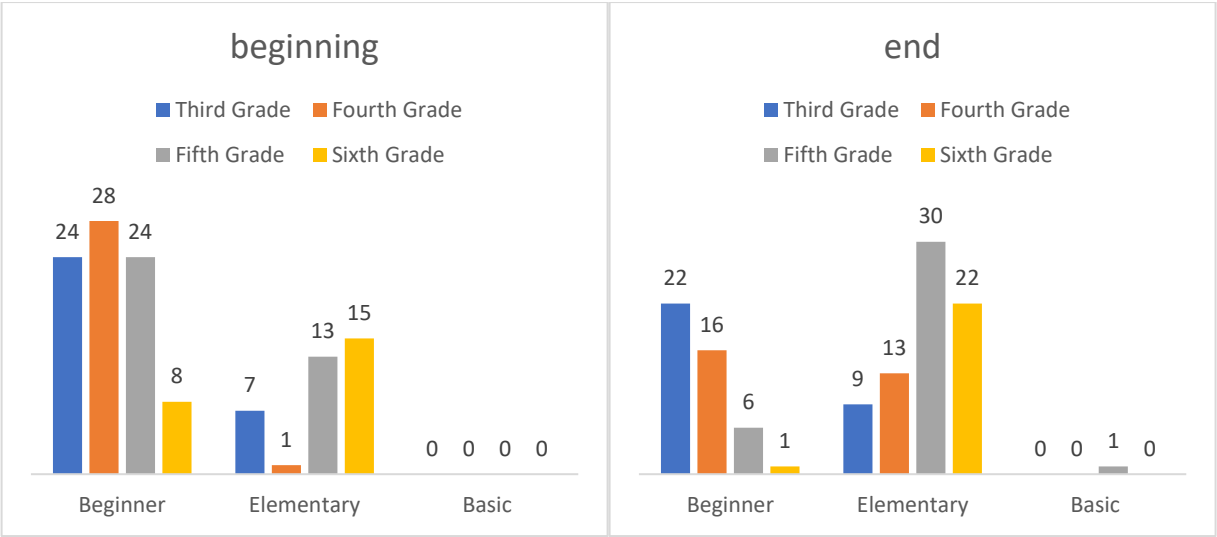
The MIA program is based on three learning levels: beginner, elementary, and basic. The evaluation was conducted using the instruments provided by the program at two points in time: at the beginning and at the end of the workshop. According to the collected data, the following results were obtained:

6.1 Student learning outcomes in reading



Significant progress was observed in the area of reading. At the beginning of the workshop, only 20 students were at the basic level; by the end, this number increased to 41, representing an increase of over 100%, indicating substantial improvement in reading skills. At the beginner level, of the initial 45 students, only 29 remained at this level, reflecting considerable advancement. For the elementary level, of the 55 students who started, 40 were recorded at the end of the workshop, demonstrating that several students progressed from the beginner level and others advanced to the basic level.

By grade, third grade showed the greatest advancements: from just one student at the basic level at the beginning, 13 students reached this level by the end. In fourth grade, no students were initially at the basic level; however, by the conclusion, five students achieved this level.



In the area of mathematics, the greatest lag was identified at the start of the workshop: of the 120 participating students, 84 were at the beginner level. By the end of the program, the number of students at that level was reduced, although no significant advancement to the basic level was observed. Regarding the teachers' experiences, four teachers responsible for implementing the workshop were interviewed. The information was organized into six categories: meanings of teaching at the appropriate level, collaborative work, learning, the rural school context, advantages, and disadvantages. Each teacher was assigned an identification code (D1, D2, D3, and D4) to systematize the information and preserve anonymity.

The teachers agreed that teaching at the appropriate level involves setting aside age-related barriers and focusing on what students can achieve with teacher support. This methodology requires a reconfiguration of pedagogical practice, adapting processes to the actual capabilities of the group. *"It facilitates working with the children, as they all have the same level [...] I had the elementary group, and it was easy because the children already understand" (D1, personal communication, October 2, 2023). "It's something innovative, more dynamic, playful" (D4, personal communication, November 26, 2023*).

The teachers also emphasized that this methodology allows students to develop learning strategies based on their own competencies, with a playful and participatory approach: "*I feel they learned through fun and didn't see it as a class; they viewed it as a game" (D2, personal communication, October 10, 2023). "Children aged 11 interacted with those aged 7, and instead of seeing it as 'this is not my grade,' they learned from each other. It wasn't perceived as 'they are older than me,' but rather they learned from the older ones" (D3, personal communication, November 10, 2023*).

Collaborative work was another key aspect. The teachers highlighted that this experience strengthened communication among colleagues and facilitated the exchange of materials and strategies: *"It's important to work with others because we support each other; we created teaching materials. I would read it and send a message asking, 'What did you think?' and we shared" (D1, personal communication, October 2, 2023). "We exchanged materials, ideas, expressions" (D2, personal communication, October 10, 2023*).

Learning among teachers transcended simple teamwork, promoting horizontal learning: *"If you share materials with your colleague, it's easier. If you don't understand something, they explain it to you, and if you understand, you explain it to them" (D3, personal communication, November 10, 2023*).

The teachers reported progress among the students, especially those with consistent attendance. The evaluation tools allowed for comparing achievements between the two phases of the workshop: *"There's significant progress, especially with those who don't miss classes. In the second evaluation, I noticed a big difference" (D1, personal communication, October 2, 2023). "About 80% made significant progress; in mathematics, there were more challenges, but they did advance" (D2, personal communication, October 10, 2023*).

Interdisciplinary benefits were also observed, as aspects of socio-emotional learning and coexistence were addressed: *"They learn not only reading or mathematics but also many values. They become aware of their parents. At the end, they tell me, 'Teacher, I really like you,' so the purpose of reading is fulfilled" (D3, personal communication, November 10, 2023*).

The conditions of the rural context influence the program's implementation. The teachers noted that family beliefs can interfere with certain activities: *"Parental beliefs interfere, especially in this community. Some activities cannot be conducted" (D1, personal communication, October 2, 2023*).

However, they also recognized the potential of the context to connect learning with elements of everyday life: *"Grounding the content according to the community, to the field. For example, corn. It's local, and we can work with that" (D2, personal communication, October 10, 2023). "The rural environment influences understanding. A city child interprets things differently. Rural children pay more attention" (D4, personal communication, November 26, 2023*).

Despite the achievements, some limitations of the program were identified, such as the monotony of certain activities or the need for more teacher training: *"The activities become monotonous for the children. I was looking for another activity because I would say, 'Let's work with counting sticks' and it was counting sticks again" (D1, personal communication, October 2, 2023). "As a teacher, greater training is required" (D2, personal communication, October 10, 2023). "The sequence [of content] is a problem if there are absences. In my group, only about 8 never missed" (D4, personal communication, November 26, 2023*).

Finally, the primary advantage highlighted was the equity generated by grouping students by levels, enhancing participation, confidence, and community building: *"The integration of children regardless of their grade. In some activities, everyone wanted to participate" (D1, personal communication, October 2, 2023). "Children participate more; they expressed everything, and they no longer felt shy" (D2, personal communication, October 10, 2023). "They have the opportunity to make friends and not be confined to a single group. It's about socializing" (D4, personal communication, November 26, 2023*).

The results suggest that working based on students' actual learning levels is an effective strategy for educational recovery in rural contexts. However, ongoing teacher training and curricular adaptation are required to respond to the specific conditions of the environment.

Discussion

There is no doubt that the COVID-19 pandemic significantly exacerbated educational lag in Mexico, particularly among younger students in lower socioeconomic populations (Banco Mundial, 2022). This situation has hindered academic performance and will undoubtedly have a prolonged impact on both current school trajectories and the future development of students.

The Banco Mundial (2019) already warned about learning poverty, a condition affecting millions of children and youth who, despite being enrolled in school, fail to acquire fundamental skills such as understanding simple texts or solving basic problems. In the case of middle-income countries like Mexico, this issue worsened after the pandemic, deepening educational inequalities and limiting academic and social development opportunities.

In light of this scenario, recovering learning becomes a priority task for educational systems. This task must be based on key elements such as: focusing on essential content for education, accurately assessing the actual skill levels of students, and implementing differentiated pedagogical strategies, prioritizing vulnerable groups.

One such strategy is "teaching at the appropriate level," an approach based on the principle that all students should achieve the basic learnings necessary for life (UNICEF, 2023). This entails prioritizing fundamental competencies such as reading and mathematics, skills that are not only essential for acquiring more complex knowledge but also constitute common competencies in educational systems worldwide.

The Regional Comparative and Explanatory Study (ERCE, 2019), conducted by UNESCO, revealed that a considerable lag in basic learning persists in Latin America and the Caribbean: one in two third-grade students and three out of four sixth graders do not reach the minimum competency level in reading and mathematics. In Mexico, these figures reflect a concerning situation that was exacerbated by the pandemic, directly impacting the performance and educational opportunities of thousands of school-aged children.

The implementation of strategies such as teaching at the appropriate level presents a significant challenge for the Mexican Educational System, as it requires reorienting public policies toward the actual learning of students (Hevia, 2018). As noted by Duflo, Dupas, and Kremer (2011), grouping students by prior achievement levels and adapting teaching materials to their actual competency levels can generate significant positive effects without necessitating a considerable increase in resource use.

Furthermore, the National Council for the Evaluation of Social Development Policy (CONEVAL) has documented that educational lag is one of the primary factors of social exclusion in Mexico. Their reports highlight that the prolonged interruption of in-person classes during the pandemic increased dropout rates, disproportionately affecting students from rural and marginalized contexts, who face greater obstacles in recovering essential learning. This situation jeopardizes their retention in the educational system and limits their opportunities for personal and social development.

This research confirmed that organizing students according to their actual learning levels not only facilitates access to new knowledge but also strengthens self-esteem by allowing them to recognize their own

capabilities. Moreover, it promotes collaborative work among peers who, despite not sharing the same age, find themselves in similar competency conditions, fostering more equitable, participatory, and effective learning environments.

Conclusions

Currently, the Mexican Educational System maintains a grade-level organization primarily determined by students' ages. Thus, primary education begins at age six and consists of six consecutive grades. However, this model does not always align with the actual skills of the students, resulting in many lacking the necessary competencies to address the content established for each grade. This situation affects their integration into the group, limits their participation, and deepens the lag in learning.

Among the primary findings of this research, significant advances were identified in the area of reading, especially among third-grade students. Although progress in mathematics was more limited, improvements were observed in understanding basic exercises and solving problems involving fundamental operations.

Additionally, important enhancements in communication and collaboration skills among students were noted. By working in groups with peers at the same learning level, children appeared more confident, participatory, and motivated to express themselves, thereby creating a more equitable and conducive learning environment.

From the teachers' perspective, participants acknowledged that professional training to address the individual needs of students is essential. They also emphasized the importance of contextualizing content and pedagogical strategies according to the realities of each community to provide a more meaningful education tailored to the living conditions of the students.

In this sense, the methodology of teaching at the appropriate level is confirmed as a relevant and effective strategy to address the issue of educational lag, particularly in rural contexts where historical inequalities in access to quality education have been exacerbated by the pandemic. Its implementation allows for the accommodation of diverse rhythms and learning styles, thereby contributing to the reduction of educational gaps and ensuring the right to inclusive and equitable education for all.

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