

**A method without method:** Flexible and organized programs tend to be inclusive because diversity is its root.

Improvisation in art is the best analogy to explain what I mean by "A method without method." People usually think that musical improvisation is playing notes without thinking, studying, or rehearsing. And yet, the moment of improvisation is when the performer applies all his previous knowledge. To achieve a good improvisation, one must be fully aware of the key, the possible harmonic substitutions, and the form of the theme. With all this knowledge, a musician can understand which notes sound good at each moment. However, only a talented and prepared musician can listen to the band around him and improvise with simplicity and precision.

"No method" does not mean a lack of knowledge about the existing methods, and flexibility is not synonymous with disorganization. Martial arts practitioners must find out where and how their opponent will attack. Attention is required to apply their training moves and techniques when reacting. They can not be married to a single style. Several strategies in the palette are necessary to use the one that suits best, with the modifications needed to defend and counterattack. Having the flexibility to modify a technique does not mean throwing a kick before you bring your knee up. It means that if the opponent moves, your leg is ready to change the direction of your final strike. Contrary to popular belief, a good teacher is responsible for being prepared with various techniques and methods to create and adapt their teaching strategies to fill students' needs.

To successfully apply a method without method, the teacher must remain attentive to detail in addition to pedagogical and subject preparation. Automating and generalizing are actions that, although they may facilitate some processes, carry with them the risk of appeasing attention and the awareness of one's actions, which establishes excluding routines.

It is necessary to accept the responsibility of teaching. Being awake, attentive, and always reflective and flexible is essential. Instruction is only successful if students learn; everyone must achieve their goals, but not all goals should be the same. It is effortless to blame the students. A responsible teacher is in charge of motivating and offering the content that everyone needs to learn. The greater the diversity<sup>1</sup> in the classroom, the greater the challenges for the teacher. Awareness of the value of differences among all people makes you a better teacher.

Classes focused on the detail and need of each student promote inclusion and embrace diversity. Suppose the teacher understands that the perception of a person who does not receive the class in their native language is different and that some students require visual, some auditory, and some tactile stimuli. In that case, a diverse classroom is a result, where

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<sup>1</sup> Defined by Ashman, A. F. (2019). *Education for inclusion and Diversity*. Pearson Australia. Pg 4.

not only is everyone included, but everyone can strengthen their diversity of learning conduits. It is not only a matter of diversity but how we approach it<sup>2</sup>.

A clear and convincing example is the Montessori method. An education that begins with the intention of inclusion is a method that generates better results for the entire student population. In my experience as a teacher, I have lived it. One of my biggest challenges will always be considering each student. It is important to understand that historically and systematically, exclusion and discrimination are a reality. But Our mission as human beings is to live beyond the mistakes and use our conscience so that in the future, we do not have to talk about inclusion or diversity since these characteristics are implicit in the true meaning of community and education.

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<sup>2</sup> African Journal of Business Management pp. 072-076, July 2007 Available online  
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