

## Pedagogy and Psychology for Improvement of Teachers' Practices

### Pedagogía y Psicología en la mejora de las prácticas docentes

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A recurrent topic in the academic world and in the current Latin America politic agenda is about the multiples gaps of our education: performance gaps between private and public schools, between urban and rural schools, gender gaps, gaps in the socioeconomic levels of families, among others. One of these gaps has to do with the fact that schools face the need to align or, at least, to make available what they are able to offer, including what their teachers deliver day by day and the real needs of students.

The arrival of new users from realities different from those usually faced by the school, which have new subjectivities and emerging needs, have caused the gaps between the ideal student (the stereotype expected to be found in the classrooms by teachers and based on which they prepare their education proposals) and the real student (who is really in the classroom) to be very big. However, although teachers live with these gaps and clearly perceive them, they do not show the necessary abilities and the willing to try to close them. What they have is a “canned” knowledge that, since it is used in a repeatedly manner, it is assumed as “natural” and it leads the teacher to the inertia and generation of the mentioned gaps, and not to further it.

Unfortunately, in-service teaching programs maintain traditional approaches limited to contents and/or strengthening of teaching programs implemented from remedial and prescriptive logics. Generally, their proposals do not take into account the context of the schools and the need for training in practice and from the daily routine of the classroom. They are standardized programs that have had a small impact on the strengthening of teachers' abilities and on the improvement of their practices. For that reason, it is uncommon to observe that our teaching staff attempt

to align what they do with the characteristics and need of the groups they teach, when this must be the norm.

It is necessary to introduce radical changes in policies and practices of the teachers' professional development if we want to obtain the desired results. In this regard, the field research offers a set of lessons, which can be selected among the most successful experiences, which recommend to provide spaces for collaborative work, to promote critical reflection and to question what it is done, including knowledge possessed, the methodologies used, supporting beliefs, motivations and expectations. Apparently, reflection, negotiation and agreement, which are necessary conditions for change, take place in spaces with favorable organizational and psychological arrangement and where active listening, opinions and flexibility prevail. Joint and complementary work between Pedagogy and Psychology is indispensable in this point.

Propósitos y Representaciones is not indifferent from this concern. On the contrary, as shown in the articles below, these topics are discussed in a direct or tangible manner. In this edition, the Articles of Ayllón, Gómez and Ballesta-Claver, Roselli and Cortez, La Torre and Hernández present new ways of teaching work in the classroom according to the needs for education change, on which we have reflected above. The Article written by L. Rodríguez, Gallego and A. Rodríguez is novel since it reflects about the adequate architecture of a flexible professional education. Finally, the Articles written by Caycho, Barahona and Alegre, and Arboccó present several psychological variables in the framework of different approaches.

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