

University School Involvement and Educational Transformation. Another Teacher Education for Another School

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Teacher training in Spain suffers from a technocratic approach that segregates theory and practice, in a hierarchical relationship. It assumes that it is necessary to have a previous theoretical framework in order to apply it in teaching practice. Students must take a minimum of 1 or 2 years of theoretical content, before doing internships in a school. These internships, in turn, are structured and respond to the academic demands of the University's teaching staff. In this way, future teachers live an artificial experience of what the teaching profession is. Thus raised, it becomes very difficult for there to be a change in the narrative of the profession that allows them to adopt a transforming role of the school. Rather, they are forced to reproduce practices, traditions and strategies lived in his transit through the school as a student, as has already been widely documented in the literature (Rivas, et al., 2015, 2017, 2020; Zeichner, 2010; Jagla, et al., 2013; Hargreaves y O'Connor, 2020; De Sousa Santos, 2007; González y Arias, 2017; Bhabha, 1990).

The teacher education proposal that we have been developing for more than 15 years, in the subjects in which we teach, tries to subvert this epistemological order, through a school-university collaboration project. The aim is to create a new training space in which both institutions collaborate in a joint education proposal, in which each one contributes a dimension: a space for experience and a space for reflection. The objective is to blur the boundaries between theory and practice that allows students to build a professional perspective more committed to change and educational transformation. The students spend part of their course time collaborating with relevant educational projects in a school and alternatively attend classes at the university to rebuild their experience in these schools through a process of collaborative reflection (Leite et al., 2018; Márquez, et al., 2020, 2022; Fernández, et.al.,2019)

Along with this experience, coordination work is carried out between university teachers and the school staffs where students take this experience. In this way there is constant communication and collaboration between both institutions. We try to support transformation projects in the school through the participation of our students and coordination with the university. This favours that different training and professionalization processes occur.

Methodology, Methods, Research Instruments or Sources Used

The main purpose of the collaborative work of the degree subjects with educational centres is to develop other models of teacher training based on the opening of classrooms and participation in educational centres. Educational centres that have been set up as Learning Communities.

This process takes place in several stages:

1. The development of stories about the school experience by the pupils that provoke reflection on their time at school and the organisational and relational models they have experienced.

2. Collective analysis, reflection and comparison of the stories.
3. Presentation of educational projects characterised by openness to the community and the participation of all. The educational centres where these projects are developed will be the spaces where the students will develop their collaboration throughout the four-month period.
4. Attendance at educational centres of different levels and areas. Infant, primary, secondary and adult, in urban and rural areas.
5. Seminars, gatherings, discussion forums where the experiences lived in the centres are discussed, the school experiences lived as students are recovered and a space is opened to rethink the school, relationships, knowledge, participation, fears, the meaning of education, among other issues that emerge.
6. At the end of the semester, the groups of pupils produce a final production that recaptures their experiences and learning by trying to create different forms of communication (comics, performances, songs, poetry, games, videos, etc.).
7. Finally, the cycle closes with a narrative evaluation that involves a personal review of what has been experienced, what has been learned, what has been questioned, and where they also propose their final grade.

The stages mentioned above are part of a complex process that is simultaneously nourished by accompaniment and tutoring by the teaching staff, readings, meetings with other authors, workshops and other resources that are not planned in advance because they depend on the institutional actions and events in which the students participate. As for the relationship with the participating educational centres, a permanent dialogue is maintained; periodically the teaching team visits them to accompany the students, participate in specific actions, organise various training, advisory and collaboration activities in the centres, and hold meetings with the teaching staff of the centres to find out how the participation of the faculty's students is experienced and to resolve any difficulties, as well as to attend to their demands or needs.

Conclusions, Expected Outcomes or Findings

The experience we report has given rise to some research that can account for other models of teacher training and other ways of generating knowledge and relations between the university and the school. In this sense, we mention some findings and pose some challenges:

- Participation in educational centres allows students to position themselves differently in the university classroom and in the relationship with their own learning, with the group and with the teaching team.
- Knowledge emerges from one's own experience as a possibility of breaking the theory-practice dichotomy and turning all situations into learning.
- The reality of educational centres shifts the focus of teaching-learning processes towards collaborative mediation between all the people who make up an educational community: families, teaching staff, administration, students, etc.
- In this way, a change in the narrative of the school is encouraged, moving towards a critical and transformative approach, which will lead to a change in

their professional identity in their future as teachers.

- A new professional learning scenario is generated (third training area), which is articulated between action in educational centres and more academic and reflective work in university centres.

- There is a triangulation between training and innovation in educational centres, to which is added the research that is generated around the experience. This research has a double meaning: on the one hand, the students' work is approached as a process of enquiry, which involves systematisation of the experience, interpretative process and dialogue with documentary sources; on the other hand, the research team maintains a continuous process of research. To date, we can speak of almost 15 years of continuous research in collaboration with the centres, with different particular focuses, within a shared framework.

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