

Linking School Improvement with a Better Qualification for Teachers. The Need for Change in the Spanish Educational System

María José Latorre-Medina^{1*}, Francisco Javier Blanco-Encomienda¹ and María José Fernández-Maqueira²

¹Granada University, Spain

²Luis de Camoens Secondary Education Institute, Ceuta, Spain

* Corresponding author

Abstract

We have a system that is unable to keep students excited about their own learning and educational performance. In light of this situation it is the responsibility of educators to make a broad and global reflection on what must be changed and how this change may be managed. We believe that change is possible and there is no objective more necessary for society than investing in its future project. This paper proposes an exhaustive analysis of the current situation of the secondary school teachers and from there on justifies the change through the teaching practice based on innovation and with a better training in pedagogical and didactical issues.

Keywords: educational system, innovation, teacher, teaching renovation, school improvement.

1. Introduction

In the 21st century, the classrooms are still full of problems that we cannot shake and escape from the scope of action of its inhabitants. Our daily work has incorporated a baggage of terms with which we have been living together for too long; academic failure, poor results, teaching quality, demotivation (Edeling & Pilz, 2016; Praetorius et al., 2017; Song & Kim, 2016; Yaghoubinejad, Zarrinabadi, & Nejadansari, 2017). All these terms have ended up being installed in our schools, arriving to conform the discourse of the failure. However, this discourse of resignation is dangerous because it can become the paradigm in which we develop daily, provoking a slavish subjection to the established situation and a resistance to transformation. All these circumstances cause among the teachers a discomfort that is translated many times in a passivity and conformism that results, in turn, in a worsening of the starting situation.

Education centres, management teams and teachers in general do not understand how their personal or collective contribution, according to certain situations, can improve the educational situation when, at a global level and in a political and legislative framework, they feel abandoned and, in the worst of cases, harassed. In this situation, the educational quality is self-reinforcing itself of its problematic and finds no outlets neither new air to breathe. We must

admit that in recent years the apparent efforts by educational administrations to improve the quality of education and academic results are constant (Ayala, Molina, & Prieto, 2012). Several plans for improving the quality of teaching have landed in secondary schools with a palliative function and have been implemented with more skepticism than faith and more reticence than illusion. These well-meaning reforms have not led to the expected changes and have found themselves contaminated by the endemic disease that affects the state of education. It does not seem that in these plans of improvement is the solution and the educational agents receive them as dressings of a wound too open and bleeding.

Considering the role of teachers when analyzing our educational reality is an unavoidable exercise, as it is inevitable that for decades we have become the centre of studies, statistics and regulations. Reflecting on the essential role of the teacher is an inevitable need to discover the personal processes involved in the practice of teaching and to design new strategies with guarantees of success. It is necessary to do a deep and calm exercise of self-criticism of our work as teachers. Assuming that we are not doing it well is a first step, definite on the other hand, but relatively easy. The difficult thing will be to dare to seek change.

Nieto and Portela (2006) claim that good teachers represent the biggest difference in the success or failure of the students. Darling-Hammond (2012) defines our profession as the cornerstone of all other professions. Above the educational centres there is an element that contributes a force and a more direct and more vigorous dynamism to the exercise of the education, the teachers. They are the agents that make day-to-day educational activity possible. Above and beyond the educational laws, educational projects and the good or malfunction of the centres, beyond the successful or failed exercise of leadership exercised by management teams, there is an executor of teaching practice in each and every one of the classrooms that promotes education every day. How can we start?

This article contributes to this needed body of research by analyzing the situation of the secondary school teachers and arguing the needed changes.

2. Assuming teacher's puzzlement

Darling-Hammond (2012) justifies our confusion by saying that with the changes in the role of the educational system that we see nowadays, the work of teachers is getting harder increasingly. Before, teachers only had to 'complete the program' but now they have to devise ways to help an increasingly diverse student body and achieve ever higher levels, which makes their task more and more complex. Likewise, the different knowledges are multiplying at rates never seen before. Technological knowledge is doubling every year. According to the US Secretary of Education Richard Riley, the top ten in-demand jobs in 2010 did not even exist in 2004. So the new task of our schools is to prepare young people for jobs that do not yet exist, help them find solutions to problems that have not yet been identified, and give them the skills which they will need to use technologies that have not yet been invented.

Hargreaves (2003) has already expressed the paradoxical situation of teaching work more than a decade ago, and little has changed since then. From the teaching complex and large challenges are expected, it is expected from us who are devoted to it that we will be able to create the human skills and capacities that can enable individuals to survive and succeed in the society that today is called the knowledge. It is expected of teachers more than any other profession, that we build learning communities, that we keep the knowledge society alive and

active and that we develop the capacities for innovation, flexibility and commitment to economic prosperity. At the same time, teachers are expected to mitigate many of the immense problems created by knowledge societies, such as excessive consumerism, a loss in the sense of community and widening gaps between rich and poor. In a way, the teachers are faced with the challenge of managing them to reach such goals, many of them apparently contradictory.

While this happens, in between the teachers disparate currents open that advance at the same speed, but in different direction. The current of those who call for methodological changes and of those who safeguard themselves under the easily acceptable discourse of failure. García (2003) dares to express himself with total sincerity and affirms that teachers are not doing their job well. The researcher does not hesitate to say that teachers, making a huge effort, are dedicating themselves to something else that is, of course, functional for the educational system, but it is not to guarantee that students learn what they should learn to achieve quality education.

There have been profound social changes in the last thirty years that teachers have not been able to digest. All this bewilderment coupled with a lack of training that incapacitates us to face new challenges and the desire to cling to routines, leads many teachers to do our work wrong and have to face a criticism as widespread as unfair that considers teachers universal responsible for all the failures of the education system. In this analysis that we are carrying out on teaching practices, we warn about the need to make a thorough revision on secondary school teachers. Teacher training has not been given the necessary importance and this has a negative outcome on the educational quality. From our point of view, there are four aspects in which teachers should be permanently trained, equal in relevance, namely, academic issues relating to subjects taught, curriculum issues, methodology and personal and emotional teacher-student relationships. Of these four blocks, secondary school teachers have felt a strong tendency, perhaps marked by an academic tradition, to train ourselves in the subjects we teach. We have assumed that the teacher should be a scholar in his subject and that the quality of our teaching was intimately related to our academic training. Until a few years ago, this was an unquestionable reality and gradually differentiated the teaching staff by virtue of the knowledge that they were able to convey to their students.

Of course, we are talking about a student body that was not reflexive with the process of teaching learning that had come to live and the criticism towards this process was a personal exercise that hardly transferred to the teacher's domain. Whether due to this tradition or to lived experiences, teachers have never been reluctant to be trained in this sense, being the academic quality of the teacher an 'unquestionable issue'. This is a well established reality in the stage of secondary education, where we do not know very well in which area we must deal with. Maragall (2002) points out that one of the great problems of our educational system is the great crisis that the teacher suffers. As the author says the teachers' work has been changed, so that the role of public instruction that characterized high school teachers has been modified and extended to an educational function similar to that which teachers in primary school have been performing. One of the big problems secondary school teachers must face is the fact that there is no correspondence between their academic preparation and the conditions of access to teaching with the tasks that they really must assume today.

On the one hand, it is not possible that the teaching practices of the teacher are the appropriate ones without having a thorough knowledge of the subject to be taught or with an unacceptable cultural level. On the other hand, it is not conceivable a teacher with an excellent level of the subject, but an ineffective teaching practice. Educational research has not been able

to establish clearly which of these two components is the most important aspect to the students' performance and, therefore, to the quality of teaching. The solution seems simple when we dare to affirm that the suitable thing is to fulfill both aspects satisfactorily, nevertheless, this supposes a teacher training more global and integrating. In short, elucidating the dilemma posed involves aspiring to a higher quality teaching career.

If it is assumed that we are failing badly, what prevents us from changing? What is happening at a higher level so that teachers have not known and, at least, wanted to assume that our classrooms are crying out for a new conception of the teacher?

3. The necessary improvement of the access to teaching for secondary school teachers

Being a professional means having specialized knowledge that allows us to look for solutions to complex situations that can be presented to us, and the resources have to be varied as different are the problems that we come up with, therefore, the process of personal investigation and training must be steady, to have pedagogical strategies and skills to apply. The classroom is our living room, it is our horizon and our goal, it is the natural habitat of those who we learn and teach. Denying that learning is the flip side of teaching is not understanding the 21st century education, but, unfortunately, these attitudes still abound. For this to change, we place the emphasis on the teachers' education as a basic and primary pillar in which to support quality education. As Darling-Hammond (2001) rightly says, educational systems must be capable not only of attracting a high academic capacity and committed candidates, but also of training them with solid contents, pedagogical knowledge and practical skills, to develop their skills to work effectively with a diverse universe of students. In doing so, their initial steps can be supported so that they become very competent and remain in the profession.

Creativity, collaboration, critical thinking, problem solving, social responsibility are key aspects on which the OECD report on 21st century education recommends to focus with students to prepare them for the future they need to face (OECD, 2012). These are the skills that will have to shuffle the citizen of the near future to successfully operate in the changing world that has come to live. The results of the external tests passed by our students and whose results are reflected in the PISA reports, leave in a devastating level Spanish students due to the poor academic results obtained by them. It is not a matter now to detail in detail a report that is more than known by all; it is possible to say, if we are allowed to criticize, that it is at least annoying for teachers the media deployment that surrounds these results and that is contrasted with the general disinterest for the education of those same media. In any case, the results of the PISA reports, which have become the greatest benchmark of academic quality at an international level, can and should be a reason for reflection among all teachers. These reports are an opportunity to rethink the sense of learning in secondary schools, about what we are doing wrong and why we remain in error. Hernández (2006) states that the low results of PISA are explained because teachers do not teach to use what our students have learned in everyday situation, it means that what we continue to teach is to pass exams, but not to act as critical, reflective and intelligent citizens. In Europe, voices like Marina (2014) state that teachers are poorly trained. At an international level, Fullan (1998) became one of the first voices in demanding that emphasis should be placed on improving the quality of teachers, especially with regard to the collective capacity to build better learning. The OECD (2012) report itself points

out that poor school performance is due, among other reasons, to a teaching profession that does not offer high quality. The Eurydice (2013) report also raises the quality of the teachers who

make up the profession, and advocates, for a highly qualified teaching staff throughout Europe and provides the opportunity to start attracting the best students to teaching careers.

Undoubtedly, the quality of teachers in terms of the capacity to create a true learning culture and improve the skills to build knowledge is crucial for the development of any child, youth or adult facing the process of teaching. Recognizing that we are not prepared as teachers of the 21st century may be excessively thorny, but at least we should begin to reflect that the answer is, unfortunately, not.

Teachers today are not responding to a school that, without realizing it, is already the future. That is why one of the areas of knowledge in which we should put our effort as teachers is to understand and manage the process of educational change, improvement and school innovation.

We can say that innovation and improvement are the aspects that are within the reach of teachers and that is precisely where we should focus our training and efforts to contribute to change. Both innovation and improvement require a change of attitude and mentality and an enormous capacity to deal with conflict and problems. It is the teachers who better coexist with conflicts who are more open to other ideas. The professional we require should be a professional open to discussion and dialogue, resistant to discouragement and knowledgeable about what it means to change our actions. Change is a process that takes time, is not an isolated fact and does not last, but aspires to be sustainable in time, brings with it conflicts and causes resistance. In order for a real change to occur, teachers will have to have a new vision of the educational world, to believe in the need and to form ourselves for the process. We must desire a new school and believe in it. Paredes (2004) warns that there are a large number of teachers who, although workers, seek stability in the centre and its practices, live teaching exclusively as a job, are alienated and work on their own. We must break the culture of isolation and start working collaboratively among teachers. Tribó (2008) demands the need for a change, a new professional culture in which the teacher sees himself as part of a professional group where competences such as teamwork, coordination and shared programming are the main axes of our activity.

The new teachers that today's school demands need to realize that the expository methods must give way to interactive methods in which teachers encourage the students' autonomy in the acquisition of knowledge, through research, debate and confrontation of opinions. According to Tribó (2008), it is necessary that teachers learn to act as mediators between information and knowledge. It is a matter of passing from the sending teacher to the enabling teacher of learning. But it is not easy; the dominant factor is still today the transmission of information from the teacher to the student.

The teachers, although being professional and motivated in their daily work, assume the dynamics of the centres as something established, as a line of action that must be continued without conflict. We are facing the phenomenon of the socialization of Gago (2006). If a teacher begins to work in a centre where there is no debate, confrontation of ideas or differentiated actions, he will hardly try to change the situation, but will be led by the *generalis modus faciendi*. It also ignores the educational project of its centre or considers that it is a function and

management that only concerns the management team, but that in no way concerns their daily work in the classroom. Consequence of this assumption of the established customs is the

rejection to the conflict, understanding this like an uncomfortable situation contrary to the stability.

There is a great tendency, on the part of teachers, to seek stability not only in the centre but also in their teaching practices. This deep-rooted immobility in a large part of the teaching staff is one of the pillars of our performance on which we should make an exercise of self-criticism. From immobility, the conflict is annoying and therefore does not lead to changes that can bring considerable improvements. It is necessary to understand conflict as a space resulting from dialogue and the confrontation of ideas, conflict serves to learn from oneself because it calls into question what we consider as established; this same exercise suits the institutions and, especially, educational centres, which should be constantly in the process of reflection, evaluation and change.

According to Paredes (2004), learning to live together in discussion and conflict is a major challenge for education professionals. Fullan (1993), conscious of the alterations and complexity that a profound educational change requires, has no modesty in relating it to chaos theory. This author understands that the moral purpose and agent of the search for transformation are perfect coworkers. We must reject linearity in change, as it happens in nature. Changing is not making a difference, change, therefore, becomes chaos and we must be prepared to work under conditions of fragmentation and stress. Everything is summed up in this sentence full of meaning: problems are our friends.

We must begin to recognize that the great obstacle of secondary school teachers is the lack of pedagogical training. As García (2002) points out, it is usually a well-accepted belief that as we ascend in the educational level, the concern for didactic and pedagogical issues decreases. Efforts have been made to alleviate this great hindrance by means of training courses which have been completely useless for the desired effects, since this training is insufficient, marginalized, unbalanced and of minor importance.

One of the education systems which have received attention from all over the world due to the excellent results in the PISA surveys is the Finnish. A major reason for these high levels learning outcomes is the high competence of teachers. However, the secondary school teachers' education was not easy at all and had not proceeded without tensions. Niemi and Jukku-Sihvonen (2009) affirm that the Finnish system had to deal with strong conflicts between faculties of academic disciplines and education. One of the major reasons of the tensions focused on how much secondary school teachers need pure academic content knowledge and pedagogical studies. For many years academic disciplines had been the most important in teachers' work. The authors say that the polarity between these two aspects has decreased during the last years, becoming pedagogy more and more important in teachers' formation, becoming a key factor for the high level students' learning outcomes.

It has been a fact to consider that teaching at higher levels of education was satisfactorily covered as long as teachers demonstrated a broad and well-founded knowledge of the discipline we teach, that is, to teach was enough and left over with erudition and knowledge of the content

to be taught. The rest is given as natural, as that which will come by waiting for the years of experience to pass. Secondary school teachers have been more than overwhelmed by the changes that education has undergone and we have not always provided a new and more successful background. This situation has caused great discomfort, in addition to a loss of faith in our profession. According to Bolívar (2006), the profound changes in the structure, curriculum and, above all, attitudes in the student population are provoking a crisis of professional identity among teachers. The lack of relevant skills to deal with the new situation leads many teachers to think that their professional identity is in a state of siege. In addition, the external pressure to assume new responsibilities can be interpreted as a break with their previous judgments and knowledge, which makes the identity crisis even more profound. Therefore, there is an urgent need to rebuild the professional identity of secondary school teachers.

In USA, the most prominent educational thinkers are very critical of the American high schools. According to Elmore (2012), high schools perfectly represent the key deficiencies in the larger system of education itself. They are still today rigid bureaucratic structures that resist innovation and change. He even dares to predict a dangerous dissociation between learning and schooling. In Europe, Domingo and Barrero (2012) affirm that it is the teaching collective of secondary school that is most affected by this crisis of professional identity. The two researchers consider the secondary education stage to be the most affected by the current pressures between quality and equity. The secondary school teacher debates himself between a comprehensive education which purpose is to form citizens, or an academic and elitist education for which we were formed. Moreno (2006) reflects on this same idea and goes a step further by stating that there is some resistance to training among teachers who seem to be increasingly tempted to give up opportunities to learn to innovate, giving greater importance to 'survival techniques' in a medium, that of the classroom, which they perceive and experience as openly hostile.

We must react to this situation by promoting training and this will be well received by teachers when they experience that is beneficial to their daily work. We fully agree with Paredes (2004) when he states that the best training for teachers is the one that emanates from the school itself because it understands that it is a training for its own experience and context. Fullan (1998) emphasizes the enormous importance of training in the school itself, as opposed to the uselessness of carrying out training processes that come from outside and are external to the reality of the centres.

Having acknowledged this shortage of training on the part of teachers, we must also reflect on educational theorists, to whom we owe much of the pedagogical innovations. The important advances in educational research do not reach the classrooms with more incidence due to the lack of interest on the part of the teachers, especially in the higher levels, but we should analyse if the researchers are concerned to change this situation. There is a huge difference between the pedagogy theorist and the classroom teacher, that is, between the theoretical advances and the daily application and this is one more of the nonsense that we find in our educational system.

Educational research and teaching practice live in separate worlds. There has been no synergy between educational research and teaching that could be expected and this situation translates into an expenditure of mutual energy. Teachers see educational researchers as agents who theorize about a reality they are unaware of, which is the reality of classrooms, and for their part, the researchers blame the teachers of immobility and accuse them of not worrying about incorporating the advances of research in their teaching practice. It may be necessary for

the research and the university to make an effort to analyse this situation and find the means to bridge the gap between theory and classrooms in order to give real and practical meaning to their work. We must ensure that the valuable fertilizer they produce reaches the fields to be fertilized.

4. From astonishment to enthusiasm

What type of teachers are there? Teachers are the most important factor in transferring their learning to students, expanded their minds with their knowledge. However, how do they deal with such as responsibility? There are many types of teachers at high schools, and they are categorized mostly based on some typical personality traits. In essence, and according to each professional is faced with their functions, teachers can be sorted into two types: traditional and innovative. Those in the first group belong to those teachers who respect the guidelines set by management teams without questioning their validity, effectiveness or relevance, define themselves as specialists in a particular subject, give priority to seniority in the centre or specific positions before professional curriculum, they assume the authority of the educational administration without trust or belief in it, work alone and feel liberated if innovators do not alter their stability bubble. They are immobile and feel comfortable with daily work under control, do not review their performance and the concept of self-assessment is not in their teacher backpack. Innovators, on the contrary, are open to change, do not fear conflict because they are comfortable in it, cooperative, do consider that seniority or position in the centre is a value, are in a continuous process of formation, are critical with the decisions of the management teams and the administration and they look for the recognition to their work because they feel that it is part of the change that they crave. There is also a factor that sets them apart from the rest, the first group of teachers has limited beliefs about students, while the second group has high expectations for its students.

It is not easy to address the issue of what we mean by the profile of a good teacher. It is obvious that there is no single profile as there is no methodology that enjoys universal acceptance, however, we must aspire to have in our classrooms excellent people, motivated and reflective and self-critical, who are able to transform themselves and transform their performance taking into account the contexts in which we develop our work. That said, the teacher of today has two options. The first of them, to take shelter under cover of alibis that can give an explanation to immobility and defeatism. Among these alibis is that of prioritizing the responsibility of superior forces when seeking solutions to educational problems. The second option is to take the initiative and throw ourselves into a change and purification of our teaching profile, at risk of being alone or, who knows, contagious and drag those who, like us, think they have been investing for a long time a precious time exercising methodologies that are already valid for our students. Therefore, the following question is: can one be innovative in the life of the classroom even though the culture of change does not appear in the centre? It is obvious that the ideal is the existence of a global and inclusive change led from the heart of the educational centres. The work of leadership becomes indispensable, however, leadership does not make a difference in isolation. Without the capacity for learning and the motivating force in the face of teacher change, innovation will be an imposed activity but not emanated from the real need to improve. Hulsbos, Evers, and Kessels (2016) analysed in depth the value of leadership in the implementation and development of innovative actions in Dutch centres. The involvement in innovation and learning carried out by school leaders can lead to improved

outcomes in terms of success in schools if the forces move in an interrelated way. Individual learning on the part of teachers together with the whole school learning and leadership is what leads to school success.

It is not the purpose of this work to elude the responsibility that the administrations or the educative leaders must have in light of the improvement of the results. However, we value the executing force that each teacher has within his classroom and those specific and local actions, carried out through innovation and creativity, will lead to the improvement of results of the spectrum of the affected students. Following Fullan (1993), the future of educational change depends on the evolution from innovation to institutional development.

Tejada (2000) analyses the teacher's role in innovation and makes an interesting distinction according to the level of involvement. In this way, it differentiates between the teacher as an executor, the teacher as an implementer and the teacher as a curricular agent.

It is towards this profile where we have to direct our eyes, we must aspire to a transformative teacher. Tejada (2000) calls him researcher-innovator. This teacher we want to have in our classrooms is a curious teacher and understands that learning is a constant for teaching. However, innovative attitudes do not appear to be the prevailing trend among secondary school teachers. Very different attitudes are still detected between the teaching practices of primary teachers and those of secondary school teachers.

Our classrooms are occupied by two very different profiles of educators. Those who with determination and illusion are reinventing themselves and transforming educational action and those who are stuck in the discourse of disappointment and disenchantment. Of these two currents, the current of atony and the current of enthusiasm, we need enthusiasm to win.

5. The need for renovation

It is therefore clearly argued that we need a renewed and more complex secondary school professional with a solid academic and intellectual training, with an ongoing capacity of adaptation and 'knowledgeable' teacher, following the terminology coined by Fullan (1993), who understands that we have stopped being mere educators to be instructors, guides and advisers of future citizens.

The secondary school teacher invests a disproportionate and precious time in giving lessons of academic facts and concepts when the fundamental thing is to cement the capacities of the people, to stimulate the curiosity and the cooperation, to encourage the creativity and the research like ways of development of structures of own thoughts and schemes of interpretation of reality. If we take good care of our reality we will realize that the new school of the 21st century has drawn a very different teacher-student relationship than the one that prevailed a few years ago. The implementation of innovative methodologies is based on the basis of cooperative work, and this new way of working affects teachers and students alike when interacting in the classroom. Knowing how to deal with our students is, undoubtedly, a new professional challenge for secondary school teachers. The teachers we need must learn to value the training and the potential that provides knowledge and didactic management.

There are attitudes, the potential is there too. We have settled in the speech that obstacles come from the outside and we have not had the courage to look at us through the prism of objectivity and professional sincerity. At times, the main obstacles are those that we erect

ourselves, prejudices that we defend of irrational form without having tried the new that perhaps may be the best. Very easily we tend to place outside of us the reasons or the reasons that make it difficult to have a change of attitude when in fact the biggest impediments are ourselves. We can certainly change our attitudes, but only with the learning of new knowledge, to make us strong, determined and able to take on and develop innovations. That is why it is essential to offer teachers a permanent education, close to their concerns and emanating from their direct reality, and the best way to do this is to share this training in the schools themselves. Shared formation in a common reality. It is clear that isolated innovation will not generate the change of educational culture to which we aspire, in fact, this work is proposed as a fundamental principle that the ideal situation is through the fabric of all the elements that make up the bases of activity school; leaders and competent and creative management teams, innovative teachers, interactive methodologies and the participation of all agents of the educational community. That said, we can have a dream, but we cannot expect it to happen without participating in its construction. It is for this very reason that we defend innovative practices, collective or individual, in the conviction that, as Altopiedi and Murillo (2010) affirm, innovation always implies a change.

We agree with Marina (2001) when she summarizes the features of the new teacher as one who conceives education as an ethical project, who is an expert in education, in collaboration. We need teachers trained for action, diversity and problem solving, teachers who take a more active role and, especially, who are good propagandists of education. It is our responsibility to create culture around education and to be proud of our profession, without forgetting, mind you, that among the attitudes that make teaching possible, there are those that have to do with humility and responsibility.

6. Conclusion

This paper has proposed an exhaustive analysis of the overwhelming situation of the secondary school teachers and from there on justify the needed change. Many are the factors that keep them stuck in such a mediocre as unfair situation. Their commitment is a renewed teaching practice, based on innovation and creativity and placing a greater emphasis on pedagogy and didactics.

They must prepare ourselves to learn and unlearn, the latter being a vastly more complex process than the former. Unlearning entails a discard of acting that they have maintained for a long time. They feel comfortable with their practice and they bet on it even when they are aware that it is not giving us the results they want, but they are in their comfort zone and it is difficult to give it up. Jumping into more creative and dialogic methods means jumping into an area of experimentation where one will have to learn, compare, experiment, work collaboratively, fail, and finally achieve the necessary improvement (Bolívar, 2009, 2019).

The secondary school teachers must be aware that their work has changed in the last decades, that the classrooms do not need transmitters of knowledge, which is precisely in what they had been trained, but organizers of interaction, research, and a wider, global and productive learning. For this it is necessary to reflect and redefine their function, re-design their function and consider a new, more motivating and successful attempt.

Acknowledgment

The study reported in this paper was supported by the Spanish Ministry of Science and Innovation and Andalusian Board. Research Projects *Communities of professional practice and improvement of learning: Intermediate leadership, networks and interrelations. Schools in complex contexts* (project number PID2020-117020GB-I00 and project number P20_00311).

References

- Altopiedi, M., & Murillo, P. (2010). Innovative practices in schools facing change: Fields and kinds in which they take place. *Profesorado*, 14(1), 47–70.
- Ayala, C. L., Molina, V., & Prieto, R. (2012). Singular agreements between the administration and schools for educational success. *Revista de Educación*, 359, 195–219.
- Bolívar, A. (2006). *La identidad profesional del profesorado de secundaria: Crisis y reconstrucción*. Málaga: Aljibe.
- Bolívar, A. (2009). De “la escuela no importa” a la escuela como unidad base de mejora. *Revista Punto Edu*, 15, 28-33.
- Bolívar, A. (2019). *Una dirección escolar con capacidad de liderazgo pedagógico*. Madrid: La Muralla.
- Darling-Hammond, L. (2001). *El derecho de aprender. Crear buenas escuelas para todos*. Barcelona: Ariel.
- Darling-Hammond, L. (2012). *Discurso de investidura como Doctora Honoris Causa*. Alicante: University of Alicante.
- Domingo, J., & Barrero, B. (2012). Reconstruction of teacher professional identity. A view from the school's counselors and principals. *Perspectiva Educacional*, 51(2), 91–118.
- Edeling, S., & Pilz, M. (2016). Teaching self- and social competencies in the retail sector. Findings from vocational schools in Germany, Italy and Poland. *Education and Training*, 58(9), 1041–1059.
- Elmore, R. (2012, October 31). I do not believe in the institutional structure of public schools any more. Retrieved from <http://schoolleader.typepad.com/school-leader/2012/10/>
- Eurydice (2013). *Key data on teachers and school leaders in Europe*. Luxembourg: Publications Office of the European Union.
- Fullan, M. (1993). *Change forces*. London: Falmer Press.
- Fullan, M. (1998). The meaning of educational change: A quarter of a Century of learning. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *International Handbook of Educational Change* (pp. 214–228). London: Kluwer.
- Gago, J. L. (2006). La mirada de los otros. El director escolar visto por el profesorado. *Aula Abierta*, 88, 151–178.
- García, C. (2002). La formación inicial y permanente de los educadores. In Consejo Escolar del Estado (Ed.), *Los educadores en la sociedad del siglo XXI* (pp. 161–194). Madrid: Ministerio de Educación, Cultura y Deporte.

- García, F. (2003). La condición docente y la calidad de la educación. *Tarbiya. Revista de investigación e innovación educativa*, 32, 87–110.
- Hargreaves, A. (2003). *Enseñar en la sociedad del conocimiento*. Barcelona: Octaedro.
- Hernández, F. (2006). PISA report: A way of reconsidering learning in secondary education. *Revista de Educación*, 350, 357–379.
- Hulsbos, F. A., Evers, A. T., & Kessels, J. W. M. (2016). Learn to lead: Mapping workplace learning of school leaders. *Vocations and Learning*, 9(1), 21–42.
- Maragall, P. (2002). Educación, comunidad y calidad de la enseñanza: Una nueva agenda educativa. In FUHEM (Ed.), *La calidad del sistema educativo* (pp. 15–34). Madrid: Santillana.
- Marina, J. A. (2001). Profesores para un mundo ultramoderno. *Cuadernos de Pedagogía*, 304, 18–21.
- Marina, J. A. (2014, December 16). Movilización educativa: Objetivo 5A. Retrieved from <http://www.elconfidencial.com/>
- Moreno, J. M. (2006). Secondary school teachers and education quality: A framework of policy options for teacher education and professional development. *Profesorado*, 10(1), 1–7.
- Niemi, H., & Jukku-Sihvonen, R. (2009). Curriculum of secondary school teachers training. *Revista de Educación*, 350, 173–202.
- Nieto, J. M., & Portela, A. (2006). A wider perspective upon school consultation. *Revista de Educación*, 339, 75–96.
- OECD (2012). *Preparing teachers and developing schools leaders for the 21st century: Lessons from around the world*. Paris: OECD.
- Paredes, J. (2004). Cultura escolar y resistencias al cambio. *Tendencias Pedagógicas*, 9, 131–142.
- Praetorius, A. K., Lauermaun, F., Klassen, R. M., Dickhäuser, O., Janke, S., & Dresel, M. (2017). Longitudinal relations between teaching-related motivations and student-reported teaching quality. *Teaching and Teacher Education*, 65, 241–254.
- Song, B., & Kim, T. Y. (2016). Teacher (de)motivation from an activity theory perspective: Cases of two experienced EFL teachers in South Korea. *System*, 57, 134–145.
- Tejada, J. (2000). El docente innovador. In S. de la Torre & O. Barrios (Eds.), *Estrategias didácticas innovadoras* (pp. 47–61). Barcelona: Octaedro.
- Tribó, G. (2008). The new professional profile of secondary school teachers. *Educación XXI*, 11, 183–209.
- Yaghoubinejad, H., Zarrinabadi, N., & Nejadansari, D. (2017). Culture-specificity of teacher demotivation: Iranian junior high school teachers caught in the newly-introduced CLT trap! *Teachers and Teaching: theory and practice*, 23(2), 127–140.