The (dialogical) pedagogical agency of novice teachers:

A critical perspective

of initial teacher formation for social justice

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Abstract

This research is about formation of teachers for social justice when this later is understood as an act of empowerment, through dialogical interactions careful to give due recognition (Honneth, 1995) and elimination of institutional oppression (Young, 2011a), so people can develop major degrees of autonomy both individually and collectively, to deal with the difficulties of the neoliberal scenario.

This research is based on a double concern, which are two sides of the same coin -the pedagogy student as a recipient of an institutional culture and a subsequent transmitter of it once work in the school: on the one hand, whether initial formation empowers them agentically, and on the other hand, if it sensitizes to know how to exercise power from the teaching authority to empower others.

This perspective circumscribes this study from the sociology of education due to:

- it focuses on how education as a social institution is affected by and effects the social structure (Crossman, 2021), considering teacher formation a crucial link in cultural transmission.
- it puts agency as a central element of formation, from a Bourdieusian perspective in which the person´s habitus sustains a dialectical relation to social structures.
- It discusses a micro/macro dynamic: a pedagogical practice that has place in the micro educational level -the classroom-, tensioned by the macro educational level – standardized and managerial educational policies that frame the teaching practice.

Through the interviews and experiences offered by twelve novice secondary teachers of different subjects graduated from Chilean universities, this research aims to unveil how prepared they are to face the reproductive nature of the school system, exercising a dialogic pedagogical agency to educate their students considering contextual needs.

Thus, this research, designed and developed from a critical perspective, seeks to lay the foundations to discuss the importance of teachers be prepared to resist a bureaucratic and instrumental system to develop a transformative role, opening a discussion about the critical part that initial teacher formation programs play in offering future teachers a preparation accordingly.

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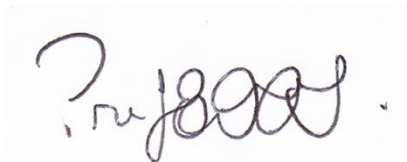
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Author's declaration:

I, Priscilla Echeverria, unique author of this thesis, declare that it is product entirely of my own work, and has not submitted in substantially the same form for the award of a higher degree elsewhere. At the time of submitting this thesis, I declare I have been taken some sections from the Referential Framework (point 2.2), in a shorter modified form, to be published in academic journals as academic articles, in which I declare that they are the result of the research that this thesis deals with.

Signature ....

Publications derived from work on Doctoral Programmes

Up to this date I have published one paper with content of my thesis, as it is detailed as follows:

Echeverria, P. (2023). *Revisiting the sense of education from a critical perspective to contribute to social justice*. Power and Education, 15(2), 122-131. https://doi.org/10.1177/17577438221116030

Chapter 1: Introduction

This chapter introduces the discussion that gives rise to the main questions that orient this research. I will start with some thoughts about my involvement in Initial Teacher Formation (ITF onwards) so the reader can appreciate the influence of my professional and academic experience in my position as a researcher; will continue with some elements that give context to the problem; to finally end with the research questions and justification of the importance of this work.

1.1 Concerns from my first-person experience as ITF teacher.

As a former teacher of students of pedagogy throughout twelve years in Chilean universities in charge of courses such as Foundations of Education, Introduction to Pedagogy or Reflection on Pedagogical Practice, I had the opportunity to know and understand deeper higher education and particularly ITF, and to grow and develop as a teacher of future teachers. All this work was moved by a spirit of empower students as persons and future teachers, worried to be consistent and coherent between my speech and practice, and to find new ways to facilitate learning, understanding my pedagogical work as a creative challenge to help them to learn.

One of the aspects that I value most is having shared with students of diverse pedagogy disciplines and in different stages of their formation, which helped me to see transversal problems in ITF, common to the formation of teachers beyond their specific disciplines: starting the first year, enthusiastic for their future role that would be prepared for this university that self-proclaimed social commitment; to the last year, placed in the school context to do their practicum, feeling frustrated for founding themselves in institutions that reduced their work into a bureaucratic task. And going even further, having news of former students who, after a few years in teaching, left the profession.

This change of dispositions and perceptions in pedagogy students were phenomena I could witness for many years, confirming that the school system, inserted into a neoliberal context, has turned the teaching profession into a bureaucratic issue reduced to the administration of learning objectives pre-given by a curriculum thought by "experts" oblivious to the context. All this brings me to reflect about aspects of ITF that does not appear as research priorities in the literature. One aspect particularly invisible is the formative dimension of teaching, this is, beyond the explicit subject: the hidden curriculum developed through the interactions promoted by teachers that impact students politically, ethically, and epistemically. This is particularly important in pedagogy students, as they live this process as recipients when they are in ITF and then transmitters once teachers.

1.2 ITF programs: Problematic issues from a critical perspective

Even though ITF enjoys a lot of attention from research both in Chile and internationally, this is at macro policy levels, and not about issues at the micro to interrogate the purposes, the political or the ethical aspects of formation of future teachers. This leads us to ask about what aspects are taken for granted, without considering that the formation itself may need to be questioned. In this regard, Marcelo and Vaillant say that ITF is a complex field around which the exhaustion of the traditional proposal must be recognized, in the face of which new paths should be taken to break with the established (Marcelo & Vaillant, 2019).

The problematic issue is that teachers' working field is very complex, as the Chilean educational system is framed in a standardized and prescriptive curricular and evaluation policy, which has become an obstacle to the exercise of autonomous, flexible and contextualized teaching, affecting daily school life, and teaching work particularly by limiting the field of pedagogical action by predefining a type of teacher desired by the system (Assaél et al., 2018).

Considering that, this research believes that ITF should put efforts in playing a *transformative role* (Nieva & Martínez, 2016), this is, to go beyond the instrumental paradigm, developing processes to form teachers with capacity of *agency,* to make decisions oriented by formative criteria, beyond those

established by the institutions already. This research precisely raises the tension between the formation of teachers oriented to adapt to a highly standardized system, and the formation of teachers oriented to transform society making decisions in educational settings according to ethic and democratic criteria. This last option is complex but necessary and it is the research problem proposed.

1.3 Presentation of the research problem

From a sociological perspective, this research understands the importance of ITF as a space in which future teachers can develop capacities to be able to perform a *transformative* role once working in the educational system. This is very challenging and complex if we consider that the neoliberal and instrumental background reinforces a reproductive and dehumanizing culture.

When this research refers to that education should play a **transformative role**, it is referring to the **regulation of domination in human interaction**, this is, to change instrumental relations based on the dominance of some over others, or to put some as means to ends, which restricts the possibility of developing agency. This change of interaction is crucial to move towards a cultural change, as it is through *dialogical relationship* (Freire, 2017), a form of interaction aimed at transforming the intersubjective constructions of those who participate in the educational act within a community (Ferrada & Flecha, 2008), that it is possible to develop *awareness about the self* (Fromm, 1999) *reflection* and *voice* (Freire, 2017) and *action to disclose to others* (Arendt, 2018); or, in sum, *agency*.

An education able of this requires teachers to be able to overcome the technical rationality in teaching, understanding that relations based on control or domination restricts the possibilities to develop agency. Thus, teachers should be able to develop relations overcoming technical rationality, for example, deploying a pedagogy as a communicative phenomenon in which messages are not imposed monologically, but validated communicatively (Lee, 2019); and having the ability to counter curriculum standardization, creating learning experiences able to provoke in their students transformative learning (Jarvis, 2005).

Considering the importance of this issue and the scarcity of empirical research about it, I propose to develop **research about the role that ITF plays in forming teachers to contribute to this social transformation** to move towards social justice, this is, to prepare teachers with *agentic capacities able to develop agency in others* through a dialogical pedagogical practice that appeals to others´ *recognition* (Honneth, 1995) and not exercise *institutionalized oppression* (Young, 2011). *Recognition,* as a fundamental element of the constitution of human subjectivity, since the human being is only constituted as such in relation to others in an intersubjective interaction (Honneth, 1995), and *lack of institutionalised oppression* to not restrict people´s capacities to participate in discussions related to the decisions that influence their lives (Young, 2011).

1.4 Formulation of the research question

Keeping in mind the reproductive/transformative function of educational institutions, this research wonders what ITF does to prepare future teachers. Accordingly, the main question that guides this research is: *What is the ethico-political-epistemic pedagogical agency that novice teachers develop in their initial teacher formation?*

Correspondingly, the specific questions (SQ) are:

1. What is the capacity of ethical/political/epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers?
2. What sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role do novice teachers acquire throughout their ITF?
3. What conceptualization of knowledge and pedagogical relationship acquired throughout their ITF do novice teachers put into practice when teaching?
4. What possibilities and limits for teaching action do novice teachers identify at school when teaching to channel their educational intentions?
5. What resources for teaching action do novice teachers identify have learned in ITF when teaching to channel their educational intentions?

1.5 Formulation of research objectives

According to the main question, the main objective of this research is *to analyse the capacity of pedagogical agency that novice teachers have developed in ITF, to propose guidelines that redirect the efforts of initial formation to form teachers with a conscious will to contribute to social justice, understood as self-empowerment and that of their students.*

Directly related to the specific questions, by this research I propose:

- Analise the capacity of ethical/political/epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers.
- Examine the sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role that novice teachers have.
- Analyse the conceptualization of knowledge and pedagogical relationship acquired throughout their ITF that novice teachers put into practice when teaching.
- Examine the possibilities and limits for teaching action that novice teachers identify at school when teaching to channel their educational intentions.
- Explore the resources for teaching action that novice teachers identify have learned in ITF when teaching to channel their educational intentions

Additionally, this research will allow to:

- Highlight the importance of preparing future teachers to be responsible with the exercise of power both, in the field of human interaction and in relation with knowledge.
- Make visible the crucial role that university pedagogy plays in transforming the pedagogical practice of future teachers, as it is the channel of a hidden curriculum that shape political identities.
- Value transversal aspects of formation in ITF, particularly ethical, political, and epistemic, as they will impact in future teachers as subjects and in their respective students once they teach, because these dimensions affect the way in which novice teachers perform in educational institutions.
- Finally, unveil the responsibility that ITF has in the cycle of instrumental and neoliberal cultural reproduction.

1.6 Importance of this research

There are many reasons to value the importance of this research, some related to the lack of literature and studies, other related to the value by itself of contributing to the field of pedagogical studies from a critical perspective.

A first justification is **the gap that exist in empirical research about how novice teachers enact their agency** in their first teaching experiences, which is what this research proposes to study. The literature shows that there is a gap on how teachers exercising pedagogy enact their agency, and an even larger gap in research about the way in which teachers understand and negotiate their professionalism when provided with democratic opportunities to participate (Nomi, 2019). In fact, we do not know much about teachers who dare to use their agency, since little empirical research has been conducted on what characterizes teachers as agents in their daily practice (Van Der Heijden et al., 2015, p. 682).

A second justification is **the lack of research about what kind of formation ITF provides in terms of agency development**. This gap in the literature from a critical perspective is observed both in international and in Chilean research about ITF, and it is important to cover it considering the strategic role that ITF plays in the reproductive/transformative cultural circle that supposes that a teacher adapt to the system or resist it making decisions from a formative criterion

Other justification is related to **the lack of research that considers the role that pedagogy plays in the development of ethical/civic issues** from a transversal and critical perspective. When political or ethical issues are considered in research, it is done from the explicit teaching that can be done as a curricular activity, but not as something that is transversally implicit transmitted through the interaction that teachers promote, no matter the subject.

Finally, this research is important **to develop more critical pedagogy**. Cho reminds us that the literature of critical pedagogy can be classified into three categories: the theoretical, the pedagogical, and the political (Cho, 2012). It is in the second category that this research is placed, focusing on the micro-level of

pedagogy and how to use critical pedagogy in classrooms (Cho, 2012). This study aims to contribute to the field of pedagogical studies highlighting that what novice teachers can do is an expression of a capacity of pedagogical agency developed in their ITF processes, so there is a lot of critical pedagogy to develop from the empirical perspective.

1.7 Structure of this work

This work is divided into 8 chapters, considering this current one. Chapter 2 will present the **theoretical framework**, this is, the conceptual discussion in which this work is based on, where concepts such as *neoliberalism, instrumental reason, social justice, formation of teachers* and *pedagogical agency*, among others, will be discussed.

In chapter 3, the **literature review** will be developed, where the research about *formation of teachers in Chile* will be presented, along with a deeper comprehension of the actors and purposes involved in it.

Chapter 4 will present the **research design**, where it will be explained the adoption of a critical paradigm and the decisions taken accordingly, such as how the field work will be developed, data collection tools, and analysis of data.

Chapter 5 and 6 are extensive chapters that show in a descriptive way the **findings** obtained from the data analysis: chapter 5 from the critical incidents; and chapter 6 from the semi-structured interviews.

In chapter 7 is developed a wide **discussion of the findings**, to give answer to the specific questions. And finally, in chapter 8, **conclusions**, the answer to the general research question is developed, as a result of the analysis of the contribution of every specific question at the light of the conceptual framework.

Chapter 2: Theoretical framework

2.1 Introduction

This chapter will introduce the concepts that are part of the discussion of this research. There are many concepts involved, all of them necessary as the complexity of the problem can only be understood through their relationship. This introduction summarises the theoretical framework in general terms, so that the reader can begin to form an idea of the relation of the different concepts. Since this is a brief, introductory guide, these concepts will be developed further in subsequent sections.

To give context to the problem addressed in this research, this chapter will start by offering a discussion about **neoliberalism,** understood as a cultural field (Giroux, 2004) particularly in the empirical background of this study, Chile. It is important to examine neoliberalism because it works from the rationality that will be criticized throughout this study as the cause and consequence of our dehumanization as a society, an idea which is unfortunately reinforced in formal education in the way that people relate to each other. This rationality, **instrumental** or **technical reason** (Giroux, 2005, 2016) is a logic of relation based in utilitarian rationality, which alienates and disempowers people because when they are treated as means to an end, they are reduced from subjects to objects. In a political context, people can be reduced from citizens to consumers, limiting them in their development of critical capacities (Lee, 2019) for being able to understand their reality in its complexity to have opinions and possibilities to participate. From this perspective, this research starts from the deep concern that our human condition is threatened, as we cease to transcend in our freedom, taking the initiative to provoke changes (Arendt, 2018). This threat is the presence of *oppression* and *no recognition* in human relationships.

Consequently, this research takes the position that **social justice** is fulfilled when people are recognized (Honneth, 1995) and institutionalized oppression is

eliminated (Young, 2011a), because those are the minimum requisites for developing a dialogical interaction, increasing self-awareness, voice, capacity of reflection (Freire, 2017) and capacity of action (Arendt, 2018).

From this perspective, this study understands **education as formation** (Córdova, 2017) and an integral process (Gervilla, 2000; Murray, 2009) that strengthens our indivisible human condition in all its dimensions: intellectual, ethical, political, and emotional, among others, allowing us to be prepared to face different aspects of life in the different roles played in it, as individuals part of a society. This requires an understanding of **education as a humanizing process** to nurture our human condition (Melich, 1998; Ortega, 2004). Educators could play a crucial part in contributing to social justice, cultivating relations oriented to humanization, sustaining dialogical relations, based on recognition (Honneth, 1995) and performing a role of authority not based on oppression, rejecting instrumental ways of relation, recognizing others as *valid others* (Maturana, 2001).

This research understands education fundamentally as a **relational activity**, in which **power** is always involved - considering the relational character power has and that individuals are vehicles of power (Foucault, 1982). Thus, any person who wants to educate might have the possibility to become aware of this problematic issue and learn how to equalize power in relationships in an educational *humanizing* way; this is, by not oppressing. This means that education should overcome technical rationality, offering a **dialogic pedagogical relation** (Fernández-Cárdenas, 2014; Freire, 2017; Wells, 1999), centralizing teachers as models for a human way to manage power, by recognizing and legitimizing every student. As this pedagogical relation takes place through interactions, which is where power forces interact, this research considers **pedagogical interaction as an ethico-political-epistemic space for social justice**, as it represents a responsibility and duty to encourage empowerment in students, allowing them a certain capacity of action to disclose to others (Arendt, 2018).

This capacity of action is related to the capacity to receive cultural transmission and to act creatively with it, recreating what already exists, overcoming it, and later renewing and transforming it, allowing students to become cultural creators (Freire, 2020). Freedom is conquered to the extent that the subject transforms culture, transforming reality and institutions in a conscious and free way (Ducoing, 2011).

This capacity of action can also be understood as **agency,** defined here as the capacity to influence the circumstances of one's life, which requires overcoming the unconscious factors that prevent a person from having greater control over the circumstances or structure of which they are a part (Akram, 2010). As Yurén and Mick write, *agency* takes place when actors mobilize cultural resources and schemas, reinterpreting them and transposing them onto new contexts (Yurén & Mick, 2013).

This capacity of agency involves three dimensions: the *political,* the *ethical* and the *epistemic* (Dalmiya, 2016), *political* and *ethical* because to act in the world requires understanding matters of power and relations for the good of people, which are reflected in the development of one's own voice and awareness (Freire, 2017), and *epistemic* because *knowledge* is a category of domination – the possibility that each person has to be actively involved in their own epistemic processes (Rimoldi, 2018), or with a disposition towards epistemic activities, such as seeking truth and developing knowledge (Gosselin, 2019), which impacts one's agency.

Pedagogical relation is crucial because the way in which teachers, who are authority figures, interact with their students is full of implicit messages - a hidden curriculum (Giroux & Penna, 1983) - as pedagogical practices can hold plenty of subtle but pervasive exercises in power relations (Gore, 1995) that have an impact on the way students understand and act in the world. To give an opinion, to dissent, to propose, to criticize, to think differently, or to question what the teacher says, among other things, are actions that students don't always feel *allowed* to do in a classroom. How much permission they do *feel* they have to go further with the curricular activities proposed or the knowledge that they transmit,

having more or less space for participation or collaboration, influences the students´ subjectivity about the ways of functioning in a social space, which gradually shapes a type of citizen and society (Cerda et al., 2004). Thus, through the pedagogical relation they propose, teachers go beyond their subjects through the implicit meanings contained in the way they interact, making decisions that regulate the ethos of the classroom, offering an experience with power, transmitting unnoticed messages that the student body absorbs, influencing the students and producing identity transformations (Monetti, 2015).

Thus, this research proposes to contribute to the debate about the relationship between education and social justice from a micropolitical perspective, paying special attention to teacher-student interactions as a channel of a hidden curriculum that shapes political identities epistemically, ethically, and politically. This is important if we consider, as Gore reminds us, that educational researchers have paid little attention to this micro-level functioning of power in pedagogy (Gore, 1995, p. 166).

As this kind of pedagogical relation is so important for social justice, it is urgent to examine if teachers can become aware of this in their initial formation, not only as an issue to study but as a lived experience; that is, something lived through the practice that university teachers model. If we consider that university lecturers are specialists in specific discipline areas and not formed in pedagogy (Jarauta et al., 2021), it is very possible that these pedagogical issues are not seen as important, and the problem posed here can be difficult to see.

This research therefore seeks to know what is the ethico-political-epistemic pedagogical agency that novice teachers develop in Initial Teacher Formation, the preparation provided by Faculties of Education to students of pedagogy to become teachers (ITF hereafter) by examining evidence their performance in educational institutions, to know if ITF prepares them to be responsible for their exercise of power, both in the field of human interaction and relation of knowledge, which might be expressed through the development of dialogical pedagogical relations.

While this section has provided a summary of the referential framework for this research, the following sections will develop each of the concepts in more detail.

2.2 Referential framework to understand the world

The theoretical and empirical context of this study is made up of three core concepts that help to describe a reality here that is understood as problematic: **neoliberalism, technical reason,** and **political illiteracy**. This section offers a discussion of these main concepts and then introduces a fourth, **social justice**, to contrast this problematic description of reality as a horizon of reference and, later, an expansion of this discussion to a concrete context, the Chilean society.

2.2.1 Theoretical concepts to understand society

This section discusses three concepts that are central to understanding the context of our research problem: neoliberalism, technical reason, and political illiteracy.

2.2.1.1 Neoliberalism. The wide problematic background of the problem.

As introduced before, the broad scenario in which our research problem takes place is neoliberalism. Following Giroux (2004), instead of considering the easy divide between cultural and economic, this study understands neoliberalism as a complex of values, ideologies, and practices that work as a "cultural field" (Giroux, 2004), which dimensions erode the public participation, the very foundation of democratic life.

Many of us who live in neoliberal societies feel that economic uncertainty has become a common issue in our future or those around us, which in turn impacts our way of conducting ourselves in relation to others. Competition, materialism, and consumerism are the cultural values that dominate social life, pressuring us to assume an ethos of competition to survive around an ideal of enterprise and performance (Foucault, 2010; Hamann, 2009), limiting our role in society to that of mere consumers instead of citizens, transforming our democratic system into a mere spectacle oriented by advertising seduction (Pérez-Gómez, 2004), with

the basis increasingly more difficult to be changed, as it has eroded public life and democracy (Chomsky, 2017; Giroux, 2016).

2.2.1.2 Technical reason. The rationality behind the background.

As neoliberalism is the wide background of the problem, technical rationality is what we as members of society absorb and make ours, naturalising the way we relate to each other.

Technical reason or technical rationality (Adorno & Horkheimer, 1997; Giroux, 2016; Marcuse, 2002), inspired by our most basic instinct to survive the environment, is moved by an interest in control, which is reflected in the way we research and understand (Habermas, 1986). Modernity developed under this logic, as in the spirit of advancing towards progress, shown in science and technology, allowed human beings to display a way of relating to the environment such that they could dominate it. This spirit, unfolded over modernity, instead of being liberating and progressive as it promised, became dominating and controlling (Adorno & Horkheimer, 1997), making us understand social reality in terms of means to ends, evaluating life using the criteria of efficiency and productivity.

In daily life, technical reason affects relationships between people, causing them to be sustained from a spirit of control, which alienates and disempowers people as, when they are treated as means to ends, they are reduced from subjects to objects, things which others can dispose of. As things, they are often without voice, without reflection capacities, or without the capacity to make decisions. This predominance of instrumental rationality in human life is what this research understands as *oppression*.

Examining a pedagogical relationship, we can see, for example, that someone´s will is handled to make them behave according to the achievement of others' predefined ends by using extrinsic motivation. By being treated in this way, the person is used as an object, undermining their ability to have an external and internal voice and reducing their capacity for action, reflection, or moral

development. This is not necessarily explicitly violent; for example, the teacher who promises a reward for those students who finish the task first is manipulating. Additionally, this can be seen in parents who pretend to withdraw their love for their children if they misbehave.

As this rationality is absorbed by everyone and repeated without the awareness of being a carrier and repeater of it, embodying a way of relation that is replicated with others, creating an instrumental and oppressive culture in daily life that naturalizes oppression as a way of raising new generations, forming socially conditioned beings, who repeat, like bureaucrats, the established order, becoming "puppets of conditioned reflexes" (Arendt, 2018), which is what has enabled injustice to be repeated and genocides to be possible (Bauman, 2000). As the 20th-century genocides demonstrate, the culture of inhumanity was possible not just for mere evil but for being able to respond to technical values (Bárcena & Mélich, 2000; Bauman, 1998; Pérez-Tapias, 1996).

This study affirms categorically that when human relation is based *only* on this rationality, it concludes with our dehumanization as a society: alienated from the powers of being-a-self, one-dimensional man thus becomes an object of administration and conformity (Kellner, 2002, p. xxix). As this rationality is transmitted as the logic we relate to each other, it is a matter of cultural transmission, that is to say, education.

2.2.1.3 Political illiteracy. The disability inherited from neoliberalism.

This study understands political illiteracy as those forms of political and ideological ignorance that function as a refusal to know the limits and political consequences of one's view of the world (Giroux, 1989, p. 151). This ignorance is explained as a result of the technical rationality that dominates the present. As a spirit of control prevails over a spirit of authentic convergence between different wills, the more we are controlled by others´ wills, the less we are able to see and understand social reality in its depth and complexity, since the seduction of our will diminishes our reflexive capacity, and with that, our capacity of agency. As it was described by the German playwright and poet Bertolt Brecht:

The worst illiterate is the political illiterate, he doesn't hear, doesn't speak, nor participates in the political events. He doesn't know the cost of life, the price of the bean, of the fish, of the flour, of the rent, of the shoes and of the medicine, all depends on political decisions. The political illiterate is so stupid that he is proud and swells his chest saying that he hates politics. The imbecile doesn't know that, from his political ignorance is born the prostitute, the abandoned child, and the worst thieves of all, the bad politician, corrupted and flunky of the national and multinational companies (Brecht, personal communication, n.d.)

Then, the neoliberal scenario limits our role in society to mere consumers instead of citizens, eroding public life and democracy (Chomsky, 2017; Giroux, 2005, 2016), shrinking our critical capacities (Lee, 2019) to understand reality and have an informed and reasoned opinion about it and the possibility to participate in it.

2.2.2 Theoretical alternatives to a fairer world: Social Justice approaches.

In order to face the complex context already presented, this section will address an important concept, *social justice*, as a horizon towards which to advance. This section addresses it briefly to set a basis for this study.

The contemporary conceptions of justice possible to identify are the *libertarian,* the *socialist,* the *liberal democratic,* the *communitarian,* the *feminist,* the *postmodernist* and the *environmentalist* (Sterba, 2002). These conceptions imply the principles of justice that they defend and a justification of the assignments of rights and duties, which make possible to identify criteria to group them, giving rise to four contemporary approaches of social justice: *Distributive Justice, Theories of Recognition, Human Well-Being Approaches,* and a *Critical Approach.*

Distributive justice understands social justice from a criterion of distribution, so it is related to economic and political frameworks, which are a result of human political processes, which each society implements and deploys through their laws, institutions, and policies, to distribute benefits and burdens. Distributive justice discusses which resulting distributions are morally preferable, according

to some principles that offer moral guidance, such as *equality, proportionality,* and *fairness* (Lamont et al., 2017). Distributive principles vary in what is relevant to be distributed (income, wealth, etc.) and on what basis the distribution should be made (equality, meritocracy, need, etc.) (Lamont et al., 2017).

The most well-known proposal that addresses the problem of distributive justice is the classic work of John Rawls, "A Theory of Justice", in which the author elaborates on a nonutilitarian justification of a democratic political order that is characterized by fairness, equality, and individual rights. In his proposal, Rawls affirms that the distribution of wealth in society must benefit everyone, while the distribution of income, status, and power do not have to be necessarily equal (Rawls, 2005).

Theories of Recognition are a response to the challenges set by issues of identity, culture, ethnicity, and difference, so they understand justice from a broader perspective than the distributive paradigm. Recognition has both a normative and a psychological dimension, and it has to do with admitting to certain features in someone else and embracing a positive attitude towards this person for having these features. The development of practical identity is closely related to the feedback of others and how others treat us, which makes that recognition constitute a "vital human need" (Taylor, 1992, in (Iser, 2019)). Recognition can be understood from a Liberal perspective, the Kantian sense, based on universalism (difference-blind), the notion of equal respect awarded to all agents capable of autonomy, as well as from the Hegelian sense, based on difference; that is, the idea of esteem because of one's achievements, which emphasizes the uniqueness of specific cultural features. Some important authors of this last trend are Charles Taylor and Axel Honneth, the latter of which will be discussed later.

The **human wellbeing approach** groups *the capabilities approach*, which is a perspective that understands justice as a matter of what people are able to do and be, with *environmental justice*, which looks for the fair treatment and involvement of all people, regardless of race, colour, national origin, or income, with respect to the development, implementation, and enforcement of

environmental laws, regulations, and policies (Environmental Protection Agency, 2023).

The economics theory of capabilities approach has been developed by Amartya Sen and Martha Nussbaum, and has two core normative claims: first, the freedom to achieve well-being is of primary moral importance, and second, that freedom to achieve well-being is to be understood in terms of people's capabilities – that is, their real opportunities to do and be what they have reason to value. These authors´ perspectives are important and valuable in developing this framework, having as its main orientation the dignity of human life:

> *Unlike the dominant approaches, (this one) begins from a commitment to the equal dignity of all human beings, whatever their class, religion, caste, race, or gender, and it is committed to the attainment, for all, of lives that are worthy of that equal dignity* (Nussbaum, 2011).

Critical approach is not clearly identified as a fourth approach of social justice in literature but is dispersed among the last two approaches described previously. I introduce it here as an independent approach, as it has some important distinctions. Even though any philosophical approach with aims related to seeking human emancipation and liberating people from domination could be called a "critical theory" (*feminism*, for instance). I am referring here to Critical Theory, the Frankfurt School, because by offering a criterion of *domination*, Critical Theory helps us to understand that injustice is generated by a form to relate to the world oriented by an instrumental rationality, which has naturalized relating to things - and also human beings - as resources, as means for an end, generating a culture of dehumanization by dominating conscience (Marcuse, 2002).

Horkheimer, for instance, explains that a capitalist society could be transformed only by becoming more democratic, to ensure that all conditions of social life that are controllable by human beings depend on a real consensus (Horkheimer, 2002). Thus, the problem of a lack of justice is not only *economic* and *cultural*, but also *political.*

Finally, Habermas proposes that a just society requires the argumentative consensus of its members, which demands the exercise of communicative rationality and procedures through which norms, laws, and institutions are legitimized, based on the opinion and political will of citizens (Habermas, 2001).

2.2.2.1 Taking a stand on social justice: insufficiency of some approaches

This research embraces a Critical Theory approach because, unlike other approaches, a Critical Theory approach addresses social injustice from a more comprehensive perspective. This section will explain why the other paradigms are insufficient in addressing this paper's research problem.

A critical approach is preferable than the distributive paradigm because this later fails when trying to apply the distributive principle to both material and immaterial goods. When deciding the principle to distribute, some could mention *income* and *wealth*, but also *opportunities, jobs,* or *power*, which simplifies distribution criteria to things that are not matter of distribution. As Young expresses, *distribution* should be limited to *material* goods; *theorizing about justice should explicitly limit the concept of distribution to material goods, like things, natural resources, or money* (Young, 2011a, p. 33), because rules, relationships, and social processes are not things, so cannot be parcelled out. Rather, they are processes in which the actions of individuals are embedded. The distributive paradigm does not recognize the limits of the application of a logic of distribution, and when it tries to apply it to everything, it reifies aspects of social life that are better understood as a function of rules and relations than things, instead of focusing on social processes, which results in the distributive paradigm being a misleading or incomplete social ontology (Young, 2011a). For this reason, Young affirms that the scope of justice is wider than distributive issues (Young, 2011a).

The capabilities approach, understood as the opportunities to achieve functions that are 'beings and doings', is enormously valuable. However, the liberal perspective of Sen and Nussbaum gives more importance to capabilities than functions since the argument that focusing on functions could be paternalist (Robeyns, 2016), reducing freedom to an issue that is much more complex, which

is the necessary preparation to be able to make use of freedom. From an educational perspective, it makes more sense that functions come before capabilities (Fleurbaey, 2002) (Robeyns, 2016) and that people should be entitled *to whatever capabilities are necessary to enable them to avoid or escape entanglement in oppressive social relationships* (Anderson, 1999, p. 316).

2.2.2.2 Taking a stand on social justice: why opting for a critical approach

As the other paradigms are not enough for the issues involved in our research problem, this section explains why the critical paradigm is adequate, as it offers two key indicators of the presence of justice: *lack of oppression* and *recognition.*

Lack of oppression. Oppression – also related to repression, coercion, manipulation, abuse, and domination – harms human nature, as it denies the self and impedes the development of the capacity of action, the basic distinction of our human essence. Social justice can be understood as the way a relationship deals with the technical reasons motivating the chance of creation instead of repetition and transformation instead of conformism. In this sense, the presence/absence of *oppression* can be seen as an indicator in a relationship that does or does not give space to develop and display *agency.*

In this vein, the work of Iris Young is important because it examines the idea that social justice is fulfilled *when institutional oppression is eliminated* (Young, 2011a). Oppression, then, is an issue that should be important to identify and rectify in educational processes. It should first be addressed in the family, which is the primary socialization unit, followed by the educational institution, especially if the family is deprived of the skills or tools to do it.

Young´s contribution, by linking justice with the absence of oppression, allows us to affirm that technical rationality, as a logic of domination and control, must be examined carefully in its contribution to oppression, especially in the operating logic of the institutions that aim to educate. Instead, educational institutions should move towards democratic practices to allow their members to experience inclusive and participatory ways to live their lives with others. In this regard,

Young agrees with Habermas in the conception of *communicative ethics*, which centres the idea of justice in procedural issues of participation in deliberation and decision-making.

For the reasons explained, as Young claims, oppression and domination should be the primary terms for conceptualizing injustice (Young, 2011a). In this sense, justice is intimately related to democracy and ethics, and the first social injustice is depriving people of being part of making decisions of those concerns that impact them (Cortina, 2012).

Recognition. Intimately related with the above discussion is the concept of *recognition*. In line with Young´s position, this study understands recognition from the perspective of Axel Honneth, who maintains that the avoidance of 'humiliation' or 'disrespect' are important, in order to give proper recognition in the development of someone's personality potential, claiming that justice and recognition mutually illuminate each other (Honneth, 1995). Thus, Honneth´s work is important because it defends that the first and most basic right is to be considered someone, to be recognized as a human being.

For Honneth (1995), a recognition-based justice must incorporate the founding principles of love, law, and achievement, or spheres of interaction, necessary for an individual's development of a positive attitude and relation-to-self: love, rights, and solidarity. Love, if not provided early in a child's upbringing, will produce dysfunctional forms of recognition of the other. Law or rights must be present in terms of recognition and respect for the autonomy of the other in the form of the equality principle, and solidarity should provide social esteem, all of which contributes to individualization and social inclusion (Capehart & Milovanovic, 2007, p. 43).

In a pedagogical context, this has to do with very daily issues: everybody brings their own family's culture to the classroom, expressed in a variety of social classes, ways of relation, language, expectations, values, and beliefs. This also happens with those *unwanted – disruptive students, bad students, low-profile students* – whose opinion is regularly not asked. Therefore, it becomes important

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for teachers to wonder about the relationship between the recognition they can provide to develop their self-awareness, as there is certainly a relation to the social disadvantages (Warin, 2015) they may suffer in terms of cultural capital.

Thus, recognition can take place in educational settings, accepting that the culture of students is different, and the way to help them to acquire new ways to include themselves in the world requires teachers to accept their starting point, listening and discussing their representations of reality acquired from the cultural spaces they come from, to give meaning to knowledge and from there, go forward to new ways to interpret things. To understand social justice as recognition demands an education that accept these differences and opens paths to students to include themselves, and with that, equate cultural capital among students who come from contexts with different economic conditions.

In summary, this research adopts the critical approach of social justice, or putting the emphasis on human relationships based on recognition and a lack of institutional oppression, as something we can all take responsibility for in educational processes.

2.2.3 Empirical antecedents of the context: The Chilean society.

All the previous theoretical discussion about neoliberalism, instrumental rationality, political illiteracy, and social justice is very palpable in the Chilean context, the empirical background in which this study takes place. In this section, I will offer an analysis to observe how connected and intertwined all of these concepts are, so that the reader can measure the magnitude and scope of the problem in a concrete context.

2.2.3.1 Neoliberalism, technical reason, and political illiteracy in Chile.

Following Capehart and Milovanovic (2007), who tell us that referring empirically to social justice demands to be informed by the histories, struggles and movements in a culture, this section offers a discussion about the lack of social justice in Chile and how this scenario has been perpetuated through many

decades. When I affirm the lack of social justice, I am referring to the gross inequality in the distribution of wealth and income, poverty, lack of timely access to quality health, exclusion, unemployment or precarious employment, lack of respect for diversity, weak social protection, and weak protection of human rights, among other injustices, that are present in everyday life for the majority of people in Chilean society.

Chile has almost nineteen million inhabitants and is situated in the southernmost part of Latin America, occupying a long, narrow strip of land between the Los Andes Mountain range to the east and the Pacific Ocean to the west. Chile is administratively divided into regions, which are subdivided into provinces and then into communes. In total, the country has sixteen regions, fifty-six provinces and 348 communes. The official language is Spanish.

Chile is a democratic presidential republic, and its legislative body is the National Congress, made up of a 38-seat Senate and a 120-member Chamber of Deputies, as well as an independent Judiciary that includes a court of appeal. The current Constitution of Chile was approved in an irregular national plebiscite in 1980, under the military dictatorship of Augusto Pinochet.

Chile, the first Latin American country to be the object of a neoliberal experiment based on a market fundamentalism implanted through a military civic coup in 1973 (Araya & Gallardo, 2015; Davies, 2014; Pizarro, 2005), is one of the most inequal countries in the world in terms of income and wealth distribution. In 2017, Chile had a Gini coefficient of 0.46, ranking 36th highest out of 38 countries (The Organization for Economic Cooperation and Development, 2023).

The neoliberal experiment not only meant an economic issue, but also ethical and political impoverishment, as it imposed a superficial, individualist, and consumerist culture, provoking cultural damage (Moulián, 2002). This study agrees with Giroux (2004) when he affirms that neoliberalism, more than an economic theory, is a complex of values, ideologies, and practices that work more broadly as a "cultural field" (Giroux, 2004).

The most worrying part of this story is that, even though the neoliberalism imposed has produced a deterioration in quality-of-life and social justice, paradoxically, the presidential election of 2017 was won by a right-wing leader who represented the political and economic right, Sebastián Piñera, one of the richest entrepreneurs in the country and the continent. This event calls us to wonder why the social unrest in the face of inequality paradoxically benefited, in the polls, a sector that defends neoliberalism. With this event in mind, it seems clear that citizens do not seem prepared to understand and participate in social and political issues in a consistent way, showing a weak political literacy.

Seen from a critical perspective, it is urgent that people can count on capacities to understand and participate with others in a social and political life to validate their wills, needs and dreams, *resisting* a culture of imposition and alienation to preserve their dignity and humanity. For this to occur, it is crucial to have access to an education that empowers our capacity to resist – fostering agency – as will be discussed later.

2.2.3.2 The history of Chile from a perspective of social injustices.

The Chile we know today dates back to the 16th century, when Spain conquered and colonized the region. The years of life as a nation are counted according to the celebration of the so-called First Governing Board of Independence from Spain, which was on September 18th, 1810.

In the 1830s an authoritarian republic emerged, presided over by Diego Portales, that supported the oligarchy´s interests – the same interests that have been represented by several conservative governments throughout Chilean history to this day. As the historian Gabriel Salazar points out, the history of Chile is the story of a ruling elite who ruled for itself, who absolutely usurped the sovereignty of citizens and, ultimately, prevented a truly sovereign citizenship from developing in Chile (Salazar, 2009).

In a parallel fashion, from the middle of 19th century and over several decades, due to precarious working conditions and exclusion of political decisions, a

workers' movement brewed (Ortiz, 1985) with strikes and mobilizations that many times were repressed by the government in office using the police and military force, resulting wounded and dead. Despite unacceptable acts of repression against the social protest, the movement grew stronger decade after decade. By the 20th century, little by little, different governments contributed to build a welfare state (Farías, 2019). Particularly since the 1920s, the concept of *social justice* has been present consistently by almost all Chilean governments as one of their main objectives (Silva, 1993), as the working-class demanded solutions for housing, health, and sanitation problems.

For example, during the presidential elections of 1920, Arturo Alessandri successfully used the idea of social justice as a mobilizing and unifying tool for his heterogeneous anti-oligarchic coalition, which marked the beginning of the Chilean welfare state, *which would last until the military coup of 1973* (Silva, 1993, p. 2). In the 1960s and 1970s, the Christian Democratic administration and the government of the Popular Unity consolidated the policies of integration and socialization of social benefits from the state; the first, led by the president Eduardo Frei M., with the idea of redistribution of wealth as a mechanism to accomplish social justice (Silva, 1993); and the second, led by Salvador Allende, with nationalizing policies and redistribution of goods and services. Thus, in the Democrat-Christian government and the Socialist government, social justice was understood from a distributive approach, with some distinctions, Liberal Democracy and Socialist perspectives, respectively.

The last government of this era, led by Salvador Allende, enabled social protection of marginalized sectors to grow, which in turn grew the levels of participation in political life and with it, the visibility of people's needs and interests. This generated a climate of tension between opposite political trends, to the point that the country experienced severe left-right polarization and turmoil in the context of the Cold War. This tension culminated with the 1973 coup headed by Augusto Pinochet, which overthrew the president Allende and imposed a 17-year-long right-wing civic-military dictatorship.

The dictatorship imposed big changes in the country, reforming key areas such as the economy, pensions, health, and education in the 1980s, making a radical break with the existing model of state-led industrialization in order to introduce an orthodox version of the free market economy (Silva, 1993, p. 11). In this model,

> *State subsidiarity was presented as an essential precondition for the achievement of a just society. Following Milton Friedman, under the neo-liberals the state's role was to be limited to such matters as the defence of private property, the definition of the rules of the game in economic activities, and the protection of free market competition (…) By introducing the principle of the market as the optimum mechanism for resource distribution, the military government completely reformulated the notion of equity and social justice as understood during the previous democratic period* (Silva, 1993, p. 11)

In order to impose such a huge change in the Chilean society, the regime first imposed a terror environment in the 1970s to "put order" to make the changes they wanted to implement, prohibiting the gathering of people, union movements and political parties, and creating secret police that functioned as an organ of persecution, kidnapping, torture, murder, and the disappearance of political opponents. To this day, the whereabouts of hundreds of people remain unknown, while the figures of people dead, injured by torture, and exiled are counted by thousands.

Unlike the socialist and democratic liberal conceptions of social justice, the philosophical approach to understanding justice from this imposed new nation project was neoliberal. The civic military coup not only overthrew the socialist government, but imposed a neoliberal economic experiment, dismantling the democratic social liberal state that had advanced throughout history in guaranteeing social rights, transforming it into a subsidiary state by privatizing education, health and social security, imposing a transformation that changed not just the economy but the culture of the country and the life of all (Moulián, 2002).

Once the dictatorship was dissolved in 1990, an elitist democracy was established. Even though the governments were chosen by popular elections, different governments managed the economic model by not changing their basis,

so the social unrest increased. Nowadays, even though Chile has been one of the most respected countries in the region for its macroeconomic sustained results along the last decades, the internal sense of common people is not the same, as thousands of families must make a great effort to survive with very low incomes (wages or pensions) or with informal and precarious employments, as well as a lack of timely health care (Enciso Rodríguez, 2013; Kremerman, 2020)

The situation is not only a matter of the high cost of living and low family income, but several facts that have happened in the last decades that have caused an accumulation of discomfort and lack of trust in public institutions, as colluded market prices, lack of or insufficient punishment for crimes when the responsible is part of a political, economic or ecclesiastical elite, conflicts of interest between political and economic classes, and illegal private financing of politics, among many other injustices that have eroded democracy, widening the gap between political representatives and the supposed people represented (Fuentes, 2019).

Unsatisfaction has been expressed in many ways by common people from the 2000s onwards, many of whom have lost faith in the whole political class, which affected interest in electoral participation. Thus, when the time came to elect the fifth post-dictatorship government in 2009, the right-wing option was elected for the first time in decades. In a country of fourteen million people who could have voted, half of the country did not. From that half (less than seven million), Sebastian Piñera got 51.6% of votes validly cast. Thus, the first right-wing government – made up of people that supported neoliberal measures, had known strong ties to the business sector, and had openly supported Pinochet´s regime – was elected democratically with about 3.5 million votes (Servicio Electoral Chile, 2023).

Other expressions of the discontent were the successive protests that developed from the 2000s onwards, mainly led by secondary and university students. The last one was the most important one, in terms of consequences in the short, medium, and long term, because it got the rest of society on board. A week before October 2019 ended, the government reported a *30 pesos* (a 3 pence) increase in a part of the public transport, generating a general discomfort that was

responded to by the secondary students who, not paying their fee when travelling by the subway, jumped the turnstiles, encouraging people to do the same. By daring to do so, more and more people joined, which started one of the biggest social mobilizations ever seen in the history of Chile (Jiménez-Yañez, 2020).

The right-wing government of Sebastián Piñera did not yield to student pressure and responded with repression, which ended up generating a social outbreak with more people protesting. As the days passed, the government responded with greater repression, decreeing a curfew and taking the military to the streets, while the government insisted, explicitly, that the protesters were criminals to be repressed, which caused the violation of human rights and the deaths of many protesters due to abuse by the order forces. As the weeks passed by, more and more people of different social economic conditions, ages, regions, sex, and occupations, started to manifest themselves throughout Chile, calling for more equality, justice, and dignity, until it began to be heard that the origin of Chilean problems was the Constitution of the Republic of 1980. Finally, as a response to the social pressure, in December 2019, different political forces in the congress made an agreement to call a plebiscite to vote whether the country wanted a new constitution, which was approved by around 80% of the voters in April 2021. Thus, Chile opened the historical opportunity for the first time in its 200 years of history to write the fundamental letter from its bases, which was a tremendous unprecedent process and a political and civic challenge for Chilean society.

2.2.3.3 The current context of Chile from a critical perspective of social justice

In Chile, as in many other places in the world, it is common to know that there are people suffering from all kind of injustices: from the most essential, immediate and visible in the short term, such as lack of food and shelter, to the less evident but crucially defining the personal and social life in the medium and long term, such as to be considered and be treated as a *legitimate* interlocutor in the discussion who can make decisions on those issues that will affect his/her life. This is to say, that some people take advantage of their position in society to

make decisions on behalf of others, not considering disadvantaged perspectives. Could it be because they believe not all of us are the same, value the same and so, deserve the same? Could it be that, when there is not enough for all of us, they think that it is not a matter of justice but bad luck that should be faced through charity? In any case, it is important to consider that the desire of *dominating* others is the origin of the problem that explain injustices.

This research takes a stand that *the intention to dominate, and then oppress, is the beginning of other injustices*. It is an insult to our human condition not to be given the opportunity to develop our awareness capacity and deploy abilities, which should be considered not a matter of charity or luck, but justice. Both the rich and the poor must learn this if we want to live in a more just society.

To start with to illustrate this sentiment, the following example provides some context. One of the most powerful men in Chile in 19th century, the entrepreneur Eduardo Matte Pérez, great grandfather of one of the most powerful and rich men nowadays in the country, the entrepreneur Eliodoro Matte Larraín, declared in 1892: *We are the owners of Chile, the owners of capital and land; the rest is saleable and influenceable mass; it weighs neither as opinion nor as prestige* (Carmona, 2002, p. 119)*.

This spirit reflects and summarizes the historical problems of injustice that prevail in Chile; it is not only a problem of inequalities in incomes and wealth, but in the fact that a few would have arrogated the right to impose their criteria and interests as the only valid reference when evaluating and deciding for all, in a patronizing and condescending attitude, disrespecting the right to participate (not in the classic notion of representative democracy, but participatory), discuss, and decide for those affected by the decisions. As Young says (1990), justice is not primarily concerned with how many goods a person should have but rather with what kind of standing vis-à-vis other persons deserve (Iser, 2019).

The Eduardo Matte Pérez´s words cited above reflects, as the Chilean historian Salazar says (2009), that Chile´s history is the story of a ruling elite who ruled for itself, usurping the sovereignty of citizens, affecting their living conditions and

their successors (Salazar, 2009). Our parents and theirs, part of that majority who sacrificed their lives to allow my generation and those that follow me to study and have a better life, suffered the lack of basic rights, and could not live as well-off as they deserved just because other, more powerful people made decisions, thinking only of their own convenience and harming the weakest, creating a structurally difficult condition for the lives of the majority. Young says it is necessary to become aware that when making decisions, there is a shared responsibility in relation to *structural injustice*, which exists when social processes put large categories of people under a systematic threat of domination or deprivation of the means to develop and exercise their capacities, at the same time as these processes enable others to dominate or have a wide range of opportunities for developing and exercising their own capacities (Young, 2011c).

This is not to say that powerful people want to consciously harm others with their decisions, but when they ignore them, they block the capability of participation and become responsible for those marginalized in the processes of discussion and decision. As Young explains, structures do not constrain in the form of the direct coercion of some individuals over others; they constrain more indirectly, cumulatively blocking possibilities (Young, 2011c), and so dealing with this requires a process to become aware of our responsibilities (education) to develop a sense of responsibility for others.

Considering all this, social justice should be translated into the right to be included in public life with those capabilities to be recognized to grow up as individuals and social groups: being able to participate and develop one's own personality potential; and at the same time, to recognize others, to strengthen others' individual dimensions, and to contribute together to strengthen the whole of society to conquer its collective autonomy (Honneth, 1995).

When neoliberalism has changed our condition of citizens to that of consumers, and the political sphere has been changed for advertising seduction, we are stripped of that possibility. From this critical position, understanding that the majority of human beings are oppressed by a cultural order dominated by a technical rationality, the first act of human justice should be *to have the chance*

to move from a naive conscience to a critical conscience; that is, realizing that we are oppressed by a dominant discourse that seeks to shape a culture of oppression.

In short, from a critical perspective, this research understands *social justice as fulfilling the right of people to be empowered politically, ethically and epistemically and allow others to be part of society to build alternatives in dialogue with others to make decisions together*, which requires the ability to relate to others in democratic ways – hence the importance of an education that places *interaction* as its central concern, as will be discussed below.

2.3 Referential framework to understand education

This section discusses the theoretical elements from which this research understands education. For that, it will be discussed the relationship between several elements that will allow to understand it as a comprehensive dialectical intersubjective formative process developed in a relational activity, with an ethical and political sense: the concept of *action* in Arendt, the idea of *culture as praxis* in Bauman, the concept of *critical consciousness* in Freire, and the concept of *agency* from a Bourdieusian perspective.

Then, I will offer a discussion of *relational issues* that are part of the educational activity, such as *authority, power,* and *hidden curriculum*, which are crucial for the central role this research gives to interaction in the formation of human beings. Here, the discussion about education starts considering formal institutions, culminating in defending critical pedagogy´s role in developing counterculture.

2.3.1 Education as a relational process: An integral formation.

This research understands education as an integral process (Gervilla, 2000; Murray, 2009) of formation (Córdova, 2017); integral as it considers the human condition in its indivisible complexity of multiple dimensions; cognitive, emotional, ethical, and political, among others; and as a formation because it is a process in constant development (Córdova, 2017). This process allows the constituency of

subjectivity, from which we become *subjects:* a journey or process that links the interiority and exteriority of the subject that transforms him/her (Greco, 2012).

This sense of formation is related to Hegel´s concept of *Bildung*, connected to the idea of ethics as obtained freedom, not as something given but that must be conquered (Córdova, 2017). Thus, education as *Bildung* implies that a person must appropriate the given conditions – norms, institutional orders, and culture of its time - and recreate and renew them (Yurén, 2013). Thus, *formation is a dialectic and intersubjective process*, as it requires interaction with other people for cultural and social transformations (Córdova, 2017).

The idea that formation processes are complex, unfinished, and endless is based on a conception of the human being as a creature that is never finished growing throughout its life. As Fullat (1992) says, unlike animals, which are born finished (but not dead), the human being is born incomplete, and never completes him/herself, what makes educational processes indispensable for humanization:

> *…(the human being) is more than biological mechanisms configured by sociocultural mechanisms. The human being is also nous, that is, the demand for projects. If education is resolved by understanding only the first, the human being will be formed only as an adaptive being. If it is also understood to be nous, then it will be formed to trace its own path* (Fullat, 1992, p. 192)

To be born human but not humanized, is similar to the idea that the person is not a subject but becomes one, and it needs to be treated as such to develop voice, awareness, autonomy. This is struggle between forces that try to adapt it, and their will to rebel against these forces, "forms" the subject between constriction and possibility (Venegas, 2017)

Understanding education as an unfinished, endless, dialectical, and intersubjective process demands understanding human beings as people who cannot be "formed" once and for all but have to transit their own path by developing their capacity for demanding projects. This is intimately related to the idea of action, as discussed next.

2.3.1.1 Arendt: Human condition as capacity of action.

Consistent with the idea of human beings and *nous* presented previously, the concept of *action* developed by Arendt´s work is particularly important.

In her work *The Human Condition* (1998), Arendt distinguishes three sorts of human activities – *labour, work,* and *action* – that are part of the *vita active* (active life). The first one, *labour*, refers to a human activity directed at meeting biological needs for self-preservation and the reproduction of the species; that is, needs that are never satisfied once and for all, so labour never really reaches an end. On the other hand, *work*, unlike labour, has a clearly defined beginning and end, comprising the whole process, from the original idea for the object, to the obtaining of raw materials, to the finished product. Finally, *action*, which refers both speech and action, is how humans disclose themselves to others.

According to Arendt, with humans, unlike with other beings, there is not just a generic question of what we are, but of who each person is individually. What makes us human, then, is to develop our capacity of action, our capacity of initiating something new, which enables us to participate in public life. Action is how we distinguish ourselves from others as unique and unexchangeable beings.

2.3.1.2 Bauman: Culture as praxis.

The notion of a human being as someone able to do something new is intimately related to the notion of *culture as praxis*, which any process of formation in the sense discussed in this work should consider. The notion of culture in Bauman and Freire, both from the critical tradition, helps to understand culture as a properly human matter; Bauman, explaining the different senses in which the term *culture* is used; and Freire, reaffirming a notion of culture as praxis.

For Bauman (1998), there are different ways to refer to culture: a hierarchical concept which distinguishes between cultured and uncultured persons, *assuming there is an ideal nature of the human being, as if in each society one and only one ideal form can be deduced which is simultaneously the right and the true*

(Bauman, 2001, p. 61); culture employed *to account for the apparent differences between communities of people* (temporally, ecologically, or socially discriminated) (Bauman, 2001, p. 63); culture *to mark a dichotomy of the human and the natural world* (Bauman, 2001, p. 65); and finally, the idea of culture that Bauman presents as adequate, *culture as praxis*, as synonymous with the specifically human existence. For Bauman, culture is unique for human beings in the sense that only human beings, our of all living creatures, can challenge their reality *and ask for a deep meaning, justice, freedom and good - whether individual or collective* (Bauman, 2001, p. 177).

2.3.1.3 Freire: Culture, critical awareness, and knowledge.

Similarly to Bauman, Freire understands culture as an *active* thing. For Freire, *praxis* is reflection and action directed at the structures to be transformed, which evokes a *dialectical* perspective of *agency*. Through praxis, people can acquire a critical awareness of their own condition to struggle for liberation (Freire, 2017). Consistent with the Arendtian concept of *action*, the notion of *culture* as a human activity to transform the world in Freire depends on the development of *critical awareness*.

Putting the idea of praxis in the core, Freire understands *culture* as everything that human beings produce in building their existence (Freire, 2017). Culture is creation, transformation, and intimately connected with the development of literacy, not in the literal sense of decoding signs, but as a possibility of giving meaning, from one's own experience, to what the language to be decoded represents, the meaning those things have in the person´s concrete reality.

This giving meaning is how knowledge develops. For Freire, culture and knowledge are very closed: they are not transmitted, they are searched, made, signified, and remade through critical understanding in a communicative relation. For Freire, the production of knowledge requires a curious presence of the subject in front of the world; it requires its transformative action on reality, demands a constant search, invention and reinvention, and demands the critical reflection of each one on the very act of knowing (Freire, 2013)

Awareness in Freirean terms is developed as it is unfolding the capacity to give meaning to the surrounding world from one's own experience as it is shared with others, to being able to have one's own voice. This capacity becomes stronger as the person participates in the elaboration of meanings with others, so instead of consuming meanings elaborated by others, the person is able to *produce* meaning (Freire, 2017). This notion of awareness is profoundly political, as it empowers personal and social realities, which requires educators to be able to develop this *dialogic* and *intersubjective* process in the growing process of human beings.

2.3.1.4 Akram: A Bourdieusian dialectical conception of Agency

From a perspective of education as an integral, dialectic, and intersubjective process that considers human beings as cultural beings capable of action and critical awareness, the concept of *agency* is central. Agency must go beyond the liberal traditions that understand agency in individualistic terms, because there can be no individual emancipation without societal emancipation, in Freirean terms (Biesta & Tedder, 2007).

This research takes the perspective developed by Akram (2010), who rescues the dialectical approach in the relationship between structure and agency, studied further by authors such as Archer and Hay, but criticising their models as they contradict themselves when defending a dialectical position and at the same time privilege agency over structure (Akram, 2010). To give too much autonomy to the subject from the effects of social influence makes an attempt against the principles required for a dialectical approach, which supposedly gives a balanced importance to structure and agency (Akram, 2010).

To overcome this flaw in dialectical approaches, Akram (2010) accepts that social structure must be allowed to affect agents *without their knowledge* of this process, proposing considering the notion of *unconsciousness*, not from a psychoanalytical perspective, but social sciences'. Akram argues that it is important to accept the presence of the unconscious capacities of agents and, at the same time, intentional, reflexive, and strategic capacities, as the

acknowledgement of the unconscious is not a rejection of those other capacities (Akram, 2010). Akram takes the unconscious element from Bourdieu´s concept of *habitus*, explaining that cognitive structures have social origins which are inscribed in it. Akram is careful to keep the consistent balance between structure and agency, so indicates that habitus *does not determine actions, but conditions them*, defending the idea that Bourdieu is not determinist (Akram, 2010).

This perspective of agency is coherent with this research's approach because it recognizes that the process of conquering major levels of reflexivity - and then, autonomy - is complex, as the subject is a product of the *alienating* structure - but at the same time has potential to *develop reflection to* overcome what conditions it.

To develop the reflection processes, this research takes the notion of "awakening of consciousness", which suggests that "critical reflexivity" occurs and may lead to a "distance of the subject with constitutive structures" (McNay, 1999, p.111, in (Akram, 2010)). A critical reflexivity that Bourdieu himself describes is the ability to rethink the unthought categories of thought that delimit the thinkable and predetermine the thought (Bourdieu & Wacquant 1992, in (Akram, 2010)). As reflection is not a spontaneous process, this work believes that to break down the loop of reproduction of oppression requires the preparation of future teachers with critical reflective capacities, so that they can develop reflection when they educate.

2.3.1.5 Ethical, political, and epistemic dimensions of education and agency.

All said, this research understands agency in a dialectical relationship between subjects and structure and made up of three dimensions: the ethical, the political and the epistemic. Following the work of Dalmiya (2016), agency is a self-directed and self-initiated mode of 'making things happen', which considers three agentic strands: the epistemic, the ethical, and the political (Dalmiya, 2016, p. 2). Even though Dalmiya is not speaking for the teaching field, it is possible to make clear connections to the field, as discussed below.

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The ethical dimension of education is reflected in the fact that education has a place in a relation, which contains the possibility to reproduce or transform the instrumental logic inherited by modernity. It cannot be forgotten that the culture of inhuman *genocides* was possible not for mere evil, but for being able to obey and respond to technical values (Bárcena & Mélich, 2000), to act like bureaucrats *in a world of conditioned reflexes, of puppets without the slightest trace of spontaneity* (Arendt, 2018, p. 677). As long as people without the capacity for action exist (bureaucrats), there will be a human with the potential to be human blocked with their potential to reproduce injustice unleashed.

The political and the epistemic dimensions of education are intertwined in Freire, and he insists in the importance that educational processes foment the development of a critical awareness, allowing people to give meaning to their surrounding world from their own experience, instead of consuming meanings elaborated by others (Freire, 2017). Otherwise, knowledge appears as something distant, that others do and say, and there is a huge difference between a proven truth and felt truth (Ardoino, 2011). By not seeing themselves as subjects or producers of understanding and knowledge, the world itself seems alien. This is profoundly political because it is a matter of power, as well as epistemic because it is related to the cognition that an individual has regarding the nature of knowledge and the nature of knowing (Hofer & Pintrich, 1997), all of which conditions the possibility that each person can be actively involved in their own epistemic processes (Rimoldi, 2018). The damage of being epistemically disempowered is political. Liveriero explains that

> *being epistemically disempowered has a negative impact on the way in which citizens understand themselves as political actors, since they suffer a lack of social recognition that may impede a proper development of their reflexive agency* (Liveriero, 2020, p. 797).

As can be observed, this study is not referring to mere autonomy but emancipation (Ducoing, 2011). I will come back to agency, later in the section that discusses **pedagogical agency**.

2.3.1.6 Relational elements as an inflection point: Power and Micropolitics

Agency development, then, depends on a complex dialectical interaction of the individual with the structure, in which others are involved. Considering the relational character that power has and considering also that individuals are vehicles of power (Foucault, 1982), education, a relational activity, represents a possibility of development of the other´s capacity for agency.

To affirm that education is a relational activity in which power is always involved implies understanding that education takes place at the *micropolitical level*, that is, at the level of individual subjects (Scherer, 2015). Following Foucault (1982), this level is not an extension of the powers of the State, as power has autonomy from it and has its own configuration. Power is not just negative control of the will of others through prohibition; it is also present when people define a field of knowledge accepted as truth, so it has a positive dimension (Foucault, 1982). Micro-mechanisms of power remind us that *power is grounded in everyday life* (Gledhill, 2000, p. 126), is everywhere and permeates and constitutes all social relations and, consequently, even democratic, emancipating discourses and practices are entangled with forces of domination (Paddison et al., 2000).

As Scherer (2015) explains*, micropolitics* contributes to the formation of desire, belief, inclination, and judgment in political subjects. Its regulations take place at local and individual levels, public and private. When interactions unfold, they influence and transform people, in a dynamic and spontaneous process, conforming an experience that affects them according to the way they are treated by others. It is at an imperceptible level that gestates who we are.

This research understands micropolitics as that everyday space that, wanted or not, for better or worse, we as human beings fill with daily interactions that have an impact on all of us, especially at younger ages, so it is crucial to be responsible about our attitudes in our encounters with others. Micropolitics is the level at which we can hold ourselves accountable. This takes us to the concept of *pedagogical authority*, as it reflects a way of exercising power.

2.3.2 Education as an institutionalized process: Where oppression can take place.

An educational practice able to treat others as potential equals is not easy to carry out in a society immersed in a positivist technical culture that influences the same logic in educational institutions, immersed in a technocratic culture that transforms their members into bureaucrats. The paradox is that the institution in which rests the responsibility of educating, by being haunted by instrumental rationality and a dehumanizing economic system, instead of liberating people, promotes, even unconsciously, a sense of control (Pérez-Gómez, 2004; Prieto, 2001).

If our neoliberal societies curb the capacity for action, so do educational institutions. It is not correct to characterize these institutions as *educational*, in terms that help to create and recreate the messages that they deliver through a dialogue, primarily because external and internal demands pressure their members to function from a logic of control: teachers, as mere administrators of a given curriculum and sometimes unconscious repeaters of social culture; and students, mere objects that do what the school culture expects from them, not necessarily agreeing with that, but knowing that they cannot change the institution, forming, often, a learned cynicism and conformism (Prieto, 2001).

As Torres (2017) says, formal education, through neoliberal-inspired educational policies, foments a type of personality consistent with the idea of a society that the ruling elites endorse. For this, the educational systems prioritize a certain type of cultural content, competencies, and values – areas of knowledge and subjects, while minimizing others, all of which could support the viability of educating neo-liberal, conservative, and neo-colonial personalities (Torres, 2017).

It is not difficult to imagine that this logic, developed by the many external and internal demands, transforms schools into complex and very difficult places, provoking problems in the institution that are reflected in the classroom, which demands that teachers impose control. Many situations of disinterest, lack of attention and commitment from part of students, no matter their age and

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condition, could be analysed as an unconscious rejection in the face of the lack of construction of meaning or sense, rejection to be treated as people with nothing to say about what is being taught. When the person who pretends to teach stands from the position of authority as the expert and offers a way of relation based on expertise-ignorance, he/she denies others the possibility of saying something about what is to be learnt or connecting it with their own realities, thereby denying the possibility to develop a meaning about what's being taught. Instead of creating and recreating culture, this person is favouring a cultural imposition (Freire, 2020).

As a human being is not treated as such - something with an experience and an inner world to be recognized or a potential of developing it – but rather as a bureaucrat, the habit of questioning oneself about what is done or what is thought is abandoned. Under such conditions, the initiative of action atrophies and is replaced by the automatism of behaviours (Goyenechea, 2012). Thus, teaching continually becomes a more difficult task to do; meanwhile, students lose opportunities to exercise their capacity of thinking and doing things in new ways, being condemned to be predictable entities, non-humans in human bodies, or automatons.

Many voices, especially from neo-Marxist theories, have said that the nature of schooling purposefully reproduces society as it is, injustices included, concluding that schools reproduce the inequalities of societies (Cho, 2012). Even though it is possible to agree with that, this research understands teaching not only as a space of limits, but also possibilities, to develop counterculture - that is, ways of relation that overcomes technical rationality, which is something that needs to be learnt. From there, this research understands pedagogy as an exercise from which is possible to make decisions so that teachers can hold themselves accountable. This is, as we will discuss later, the responsibility of ITF towards its students of pedagogy.

2.3.2.1 Empowerment for counterculture: pedagogical agency

All ideas about *agency* considered, at this point it can be said that this research understands *pedagogical agency* from a Bourdieusian perspective, a dialectical relationship between person and structure, mediated by unconsciousness and reflexive capacities embodied in the habitus.

The three dimensions of pedagogical agency - the political, the ethical and the epistemic - refer to facets from which the capacity of action makes things happen (Dalmiya) within the limits that the structures offer. Someone´s capacity for action will depend on how conditioned the person is to be adapted to those structures, but this does not imply to be determined, but conditioned, and conquering major levels of agency will depend on conquering major levels of *reflexivity* (Akram, 2010).

Bourdieu overcomes the relation between individual and structure, explaining their dialectical relationship: the definition of the social structure transcends the figure of an apparatus external to the individual whose character is solely coercive. Meanwhile cultural practices are no longer the product of subjectivity. Thus, the scenarios in which the social agents move and from which they establish relationships range from *domination* to *resistance* (Fowler & Zavaleta, 2013).

Here, it is important to remember the idea of action developed by Arendt. The concept of "agent" is related to *praxis*, not work (fabrication) or labour. Praxis is the putting into action of our ability to "act" (Tubino, 2009). Therefore, when referring to pedagogical agency, this study is not meaning teachers doing their tasks without needing to be reminded, but deploying their capacity for action, which, as Arendt says, has to do with expressing our uniqueness in a plural space.

Pedagogical agency refers to *pedagogical action*, the teaching work that includes tasks as diverse as designing courses, defining their purposes, the activities to be carried out (methodologies and evaluation activities included), interaction

dynamics that will be put into play, through a mix of *visible* and *hidden* curriculum. When making these decisions, a very important pedagogical category is involved: *intentionality* (Gil, 1995). Teachers put into action an intention, which means that the action *cannot be neutral.*

Pedagogical agency is not something easy to observe or analyse. Following a critical perspective, it is necessary to resort to the notion of rationalities, developed by Jurgen Habermas (1986), to identify elements that indicate the difference between various ways to relate to the environment.

2.3.2.1.1 Rationalities: the language of pedagogical action

As Shirley Grundy develops in her lucid work, *Curriculum: product or praxis?* (Grundy, 1987), Habermas´ understanding of rationalities based on interests helps very much to read the rationality that teachers transmit throughout their actions, which also helps to distinguish their curriculum as a *product* or a *praxis.* When teachers´ concerns are based on their need to maintain or survive their role when things seem out of control, teachers' decisions begin to be guided by the need for control of the environment, giving off an instrumental rationality, acting according to rules based on empirically based laws, valuing the convenience of deploying certain actions in terms of their results, from criteria such as efficacy and efficiency. Thus, when they teach contents, teachers are also, surreptitiously and subconsciously, issuing a hidden curriculum permeated by instrumental logic, which students absorb subconsciously and systematically, shaping their subjectivities. In this sense, rationality is also a *content* learned.

This rationality is very common because the instrumental penetrates the school classroom through the curriculum, which is organized by learning objectives and puts teachers in a paradigm of a pedagogy through objectives (Gimeno-Sacristán, 2021). This paradigm pretends to base pedagogy on scientific issues, breaking them down into phases where ideological implications reduce teaching to a matter of technical programming, reducing the role of teachers to mere technicians of pedagogical tasks, learning objectives administrators of standardized processes guided by criterion of efficiency, losing their capacity for

creativity and action (Gimeno-Sacristán, 2021). Bárcena and Mélich reflect on the ethical consequences of this:

Under this new face, apparently more friendly, politics uses whatever it takes to achieve its purposes, and one of its effects is to control, to avoid surprises and uncertainties, the ability of initiative and radical novelty of citizens. From there will be born a pedagogy of programming, evaluation, and predictability. A pedagogy of power: a technological pedagogy, in short. (Bárcena & Mélich, 2000, p. 43)

Thus, technical rationality discourages the development of teachers' agency, but at the same time is very complex to resist it.

Grundy (1994) continues, explaining that when the concern changes from "what can I do" to "what should I do", from the technical to the *moral concern*, the focus changes from the need for controlling to the need for understanding the phenomenon - to face it not from manipulation but from what causes the phenomenon - trying to take the right action, so it becomes a moral concern. This leads teachers to interact by carrying out actions not *on* an environment understood as an object but *with* the environment. If the concern moves further, from need to understand to the interest of empowering others, then we will have a teacher focused on *critical interest* - that is, on wanting to strengthen the ability of people to take the reins of their own lives autonomously and responsibly.

This brief analysis of rationalities presented help to clarify that the implications of the language of pedagogical action is very important, as it goes beyond explicit intentions, having implications for its addressees.

Finally, it is important to understand the relationship between overcoming technical rationality and the capacity to be creative. The capacity to resist curriculum standardization and be able to develop curriculum as a praxis is crucial to putting authentic learning at the heart of the process of change (Bourn, 2016), creating learning experiences that are able to provoke in their students a more transformative learning, a process that links thoughts, actions, and emotions in order to see a new form of reality (Jarvis, 2005). This way of thought leads students to reinterpret the frames of reference that they have developed in a non-

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critical way throughout their lives in order to build new interpretive frameworks that guide their future experiences in a more rational, negotiated, autonomous way, free of restrictions and cultural distortions (Alhadeff, 2014).

In short, the capacity of teachers to overcome technical criteria depends on students being able to be empowered epistemologically. By activating their restlessness to generate questions, the role of the teacher becomes a bridge between their experiences and the explanations to satisfy authentic questions that emerge from their curiosity that they genuinely want to satisfy. Then, the central activity of teaching becomes, following Habermas (1986), to assume a performative role in communicative action oriented towards understanding.

2.3.2.2 Empowering others through the pedagogical relation: The dialogical dimension of pedagogical agency.

As education is a subjectivation process, a passage through oneself to change to a different status of oneself, based on a bond with another (a teacher) (Greco, 2012), the relation that that teacher is able to offer is crucial. The way they deal with power will allow them a chance to overcome instrumental rationality in order to develop a dialogical relationship to empower students. After all, people position themselves in relation to others depending on how they are viewed within established hierarchies (Gómez & Johnson, 2017, p. 458). Considering the importance of this, this section examines the dialogical dimension of pedagogical agency, highly influenced by the way teachers exercise their authority.

First, it is necessary to establish that *authority* and *authoritarianism* are different things. Authoritarianism is related to an imposing exercise, controlling children's behaviour and attitudes in a strict way, expecting the children's wills to conform to the educator's will, and punishing children for disobedience (Maatta & Uusiautti, 2012). In this situation, the teacher exercises the power to control; that is, through *oppression*. The effects on students are *political,* as their heteronomy is reinforced (Prieto, 2001), as well as *ethical*, as a morality imposed by an external control is a *simple moralina*, which means superficial or false moral (Cortina, 1996).

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On the other hand, the exercise of *authority* is more complex, as it demands the development of a *pedagogical relation*. This is peculiar and different to other relations, as it is led by an adult with an intention oriented to the child's present and future, but not to their success as it is understood in neoliberal societies; rather, this relation is oriented to the child becoming a person, an end itself (Biesta, 2020).

From this perspective, pedagogical relation is developed in a tactfully way, as a human encounter, respecting the student as someone with their own subjectivity that has the potential to be a subject, utilizing the adult's mediation between the student's subjectivity and the world. This leads to a democratic and *dialogic relation* (Fernández-Cárdenas, 2014; Martínez et al., 2003; Wells, 1999), which offers a perspective of authority as something that is born from authentic recognition of the adult as someone important and meaningful (Biesta, 2020; Friesen, 2017).

From this dialogic perspective, power is managed *responsibly* and is offered as a democratic experience. Using this understanding, teaching professionals should be empowered with capacities of proximity and help, required to gain warmth and recognition from others, and act as someone able to pay attention to the relational and affective forces of the students that emerge in the classroom (Zapata et al., 2019).

Martínez, Puig and Trilla (2003) reflect upon this issue, writing that the pedagogical relation is not interested in domination, but in authentic human encounters of welcome and recognition that generate the moral qualities of responsibility and respect. The say:

> *It is not about meeting to scrutinize or dominate, but to show that they - teachers - were waiting for them - the younger ones -, to show them that they have hope in their possibilities, to take care of them and help them in any way possible, to recognize them through unfiltered listening and finally to accept them as they has shown to them (…) When a relationship of welcome and recognition is achieved, they are laying the foundations*

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for entry into the social world. Socialization depends on someone being willing to welcome and acknowledge: on someone being willing to bond emotionally. At this point the threshold of the two moral movements is reached that occur in every human relationship achieved: responsibility for the other – of the educator towards the learner- and the respect that generates obligation -feeling appreciated by an adult, the student ends up also appreciating the adult (Martínez et al., 2003, p. 70)

By considering education as a *relational activity*, the pedagogical relationship represents the micropolitical space where the way to equalize power happens, shaping political identities epistemically, ethically, and politically. For this reason, it is crucial that teachers develop the capacity to question the subtle teachings transmitted through their practice, as when they are teaching, they are not just developing an explicit curriculum, but a hidden one as well. Let us remember that the hidden curriculum are all of those implicit elements, such as values, attitudes, and expectations, manifested in the interaction processes in the classroom and in the social distribution of power between actors, filtered through the conflicts and tensions that result in the contrast of ideas and appreciations and in the knowledge and methods used by the teacher (Prieto, 2001).

From a critical perspective, it must be considered that the context offers complexities to develop a pedagogical relationship in the sense here described, as the tensions create the possibility to constitute a *human encounter*. As the context imposed by neoliberal and technical values is moved by opposite criteria -competition, lack of solidarity, distrust, selfishness - the pedagogical interaction can be tensioned by the same students; because they have previously been treated as objects when put in the function of predefined learning objectives, they have learnt implicitly that their subjectivity has no place or importance in the process, putting silencing their voices and putting their will to be part of the process aside.

Thus, it is not just the logic imposed by the school administration board that hinders the possibility to develop a dialogic pedagogy; rather, it is also the teacher's and students´ subjectivity that influences the kind of relations they are

able to offer when they have grown up with instrumental relations - some from disinterest and lack of initiative (a bureaucrat does not want to speak, just want to be said what must be done); others, from a sense of dissatisfaction, resist by behaving badly but not changing anything, as they do not know how to direct their dissatisfaction; finally, still more, from lethargy, indifference and apathy (Zapata et al., 2019).

Thus, to develop a pedagogical relationship that equalizes power means offering a dialogic pedagogical relation (Fernández-Cárdenas, 2014; Freire, 2017; Wells, 1999), neither to oppress nor to dominate, bringing about a sense of welcome and recognition in order to generate the moral qualities of responsibility (Martínez, Puig & Trilla, 2003). Pedagogical relation is therefore crucial because this is a relationship of power (Manghi, 2017), supported by the expert knowledge (Monetti, 2021) that is expressed in the way in which teachers interact with students. This interaction, beyond the specific subject, is full of implicit messages, a hidden curriculum (Giroux & Penna, 1983; Prieto, 2001) of what is validated in the classroom, that the student body absorbs, producing identity transformations (Monetti, 2015) and impacting the way students understand and act in the world, gradually shaping a type of citizen and society (Cerda et al., 2004).

To incorporate all of this understanding about education and its scope for a teacher is a complex and long process that should start in ITF. To explore this important element of our research problem, the next section offers a discussion about it.

2.4 Referential framework to understand Initial Teacher Formation

There are two ways to refer to ITF; first, as an academic process, and next, as a socializing process.

2.4.1 ITF as an academic process

As an academic process, ITF is made up through the implementation of a specific path designed by an institution, which requires students to complete a set of subjects and experiences that lead to obtaining a final credential (Tatto et al,

2008, in (Sánchez-Ponce, 2013)). ITF is then what prepares for school teaching and inserts its students into the pedagogical field through specific programs that enable and certify their status as teachers in society (Sánchez Ponce, 2013).

As Vaillant and Marcelo (2021) say, the teacher formation institution performs the function of socialization and reproduces the dominant culture, which reminds us of the importance of considering ITF as much more than just an academic process.

2.4.2 ITF as a socialization process

Far from seeing education in a naïve way, as a process in which everybody is given the chance to develop their full potential to achieve as much in life as their natural abilities allow, this research understands ITF as a **socializing process**, as it recognizes a sense that people can achieve certain moral, intellectual and affective dispositions through specific forms and contents that are transmitted and instilled within in them (Bernstein, 1974, in (Sánchez Ponce, 2013).

From a Bourdieusian perspective, it also considers that the reproduction of inequalities in educational institutions lies in the interactions between the individuals implied in their processes, which favour the development of a certain *habitus* - that is, certain dispositions or schemes of acting, thinking and feeling, associated with social position (Bourdieu & Passeron, 2004). This individual habitus is built in the process of socialization, so ITF can be understood as the space in which one can develop a *professional habitus* of future teachers as the result of the institutional culture of the formative entity (Sanjurjo, 2002).

Giving importance to the micropolitical processes in ITF, Gómez and Johnson pay attention to Haslanger (2012), who encourages teaching educators to consider how they can make the moral and social contexts and consequences of their practices more transparent and, as they impact the formation of the future teacher. Haslanger (2012) calls teaching educators to action in encouraging prospective and practicing teachers to critically examine the personal and institutional structures that ground their daily interactions with students, their

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families, and community members, indicating that *teacher educators' identities are allied with particular ideologies which 'include habits of thought, unconscious patterns of response, and inarticulated background assumptions'* (Haslanger, 2012, p. 18), all of which could *'enable both the reproduction and disruption of social inequality by guiding our perceptions and responses to existing social conditions'* (p. 19). Before these important issues, Gómez and Johnson worry that *the everyday discourses and practices of teaching remain taken for granted and unexamined within teacher education classrooms* (Gómez & Johnson, 2017, p. 458). From these observations, it is possible to see the richness of ITF as a sociological process and how important it is to pay attention to the interactions of its actors.

In relation to this hidden curriculum of ITF, Ginsburg and Clift say that no reform of education or of teacher education will eliminate undesirable messages in the hidden curriculum, so it is important for professors, teachers, and prospective teachers to engage in dialogue and critical reflection about hidden curricula (Ginsburg & Clift, 1990).

2.4.3 ITF as a socialization process: A rationalities perspective

The political nature of formation can give rise to different approaches of formation (Tezgiden, 2016) - technical, reflective, or critical - which follow Habermas's rationalities that were reviewed before, which has a direct impact on the autonomic capacity of those formed within it (Contreras-Domingo, 2011).

The **technicist perspective** of ITF forms teachers as passive technicians, transmitting knowledge produced by experts questioning neither its underlying purpose, nor their own school context. This model relies on a control spirit - technical rationality – from the top down, in a system designed to be manageable with objectives, procedures, and tests (Tezgiden, 2016). This transmission approach disempowers teachers as it oversimplifies the complexity of education, limiting their critical judgement and not allowing them to link their practical problems to the wider socio-political context (Güven, 2008, in (Tezgiden, 2016)).

As Contreras Domingo (2011) says following Grundy (1987), teaching understood to obtain previously defined results is not a creative practice but a reproductive one. Capacities associated with autonomous action, such as deliberation and judgment, are reduced to a set of skills and rules to be followed. By limiting creative and spontaneous action, teaching understood as a technical application limits *political capacity*, giving illusory autonomy and political incapacitation (Contreras-Domingo, 2011), the opposite of agency.

On the other hand, the **reflective teaching approach** understands that teachers are not consumers of knowledge but are rather producers, offering solutions to the problems in their own setting (Zeichner & Liston, 1996; in (Tezgiden, 2016)). This conception would force a continuous analysis and review of the practice, the value of which would not lie in its instrumental capacity to achieve the intended objectives, but rather in its coherence with the forms of relationship and learning that are considered valuable as educational practices (Elliot, 1989, Stenhouse, 1984, in (Contreras Domingo, 2011)).

Finally, the **critical perspective** not only rejects the technical approach but also criticizes the reflective one, arguing that reflection is not enough for a more egalitarian and liberating practice, as reflection can be reduced to a form of liberalism (Grundy, 1994) when one does not consider the social and historical dimensions in which the practice is inscribed. For this, the critical perspective advocates that reflection cannot be circumscribed to one's own pedagogical practice but must consider institutional, social, and historical conditions. This demands empowering subjects to be aware of oppression and injustices in order to be able to confront them, which demands that teachers must be transformative intellectuals (Giroux, 1988), able to take an active part in curriculum development efforts to prepare active citizens (Tezgiden, 2016).

2.5 Recapping this chapter: Understanding the world, education, and ITF

This chapter have discussed broadly the elements implied in the research problem, considering the context and paradigms implied. First, some connections have been made between the context (neoliberalism and technical rationality)

and their consequences (social injustices and political illiteracy) to illustrate the reproductive nature of the problem, framed in the empirical scenario in which this problem arises - the Chilean society. Then, the chapter analysed and explained why a critical perspective of social justice is the most suitable one.

Then, the chapter made connections between different concepts to define education from a critical perspective: as a relational and integral process, in which the concepts of action (Arendt), culture (Bauman and Freire), and critical awareness (Freire) are intertwined, allowing us to understand that agency is dialectical (Akram and Bourdieu) and emerges in the relationships lived by a person and their educators, meaning that how the educator manages power in that relationship is crucial in helping to develop agency in others.

Then, the chapter continues taking this perspective to an institutionalised educational process, affirming that educating for social justice is a synonym for educating which does not oppress and is used to eliminate institutional oppression. It also has been said that this can be realized by offering a pedagogical relationship based on a notion of authority that rejects the authoritarian and instrumental use of power, and allows, instead, for the student to grow from the gestation of a bond that compromises morally.

Finally, it has been discussed the implications of all this understanding about education and its purposes in ITF, establishing that it is important to understand ITF as a socialization process that breaks this technocratic and dehumanizing culture, strengthening the capacity of pedagogical agency to resist the prevailing paradigm. This pedagogical agency can be understood from a critical paradigm as a dialogical one, which implies self-empowerment which focuses on empowering others.

Having established this conceptual framework, the next chapter will explore how much is known about the research problem, particularly in the context in which it is situated - the ITF.

Chapter 3: Literature review

3.1 Introduction

This chapter offers a literature review, the process of identifying, collecting, and analysing written texts related to the object of the research, to present a synthesis or account of the status of research in a particular field (Tight, 2019). Then, the purpose of this chapter is to offer a general revision of existing research related to ITF of secondary teachers, particularly in the empirical context of this study, Chile; and more specifically, a revision about what ITF programs do for the formation of pedagogical agency in secondary teachers.

In procedural terms, the review started consulting databases such as Scopus, Dialnet and Scielo, using key words, in English and Spanish, such as *initial teacher formation, initial teacher formation in Chile, pedagogical agency in novice teachers,* and *pedagogical agency in Chilean teachers*. Once located the relevant literature, it has been selected and included in this chapter.

The first section of this chapter offers a review of ITF subdivided into the international and the national (Chilean) context, reviewing its characteristics and aspects to improve according to the revision of relevant literature. The second section of this chapter offers a review of research about ITF and pedagogical agency examining in a closest way what it is known specifically about the problem addressed by this research, oriented by questions to the different facets of ITF: who studies there, who teaches there, how is it the working place after it, among others. Finally, a conclusion is offered about what the literature let us know about our research object, the formation of pedagogical agency in ITF.

3.2 ITF in the literature

The previous chapter has anticipated that as an academic process, ITF is the specific path designed by an institution through which students must complete a set of subjects and experiences that lead to obtaining a final credential (Tatto et

al, 2008, in (Sánchez-Ponce, 2013)), which prepares students for school teaching as certify their status as teachers before society (Sánchez-Ponce, 2013)

This section offers a review about ITF as an academic process first in the international scenario, to focus later specifically in the Chilean one.

3.2.1 ITF in the international scenario: Characteristics and issues.

At the international level, ITF programs generally take place in tertiary education, within a certain structure and institutional parameters. In terms of length, they range from three to six years depending on the country, and in terms of form, the programs are multiple, not having a common structure (Sánchez-Ponce, 2013). However, given the neoliberal context in which we live, it is known that the contents, structures, and organization of teacher formation are in direct relation to globalizing forces, with a growing emphasis on accountability and performativity as regulators of professional life of teachers (Tatto, 2008, in (Sánchez-Ponce, 2013)).

Despite the diversity, it is possible to identify areas within the formation. Ávalos (2002), for example, in an enlightening study that reviews literature about ITF in a large range of countries, identifies the following four: 1) a general training area, which covers content related to the social, historical and philosophical foundations of education, the educational system and the teaching profession; 2) a specialty area, which covers specific contents of the level and career including mentions for primary education and disciplinary knowledge for secondary education; 3) a professional area, which refers to the knowledge of students, their psychological development and learning, and teaching; and 4) an area of practice, which covers activities leading to teacher learning, from the first contacts with schools and classrooms to responsible immersion in teaching (Avalos, 2002)

As many authors have pointed out, even though the variety of ITF programs, several of them have in common that have attracted criticism (Roness, 2011; Sánchez-Ponce, 2013), and some of the discussion about their challenges are similar in many western countries: the gap between theory and practice (Brouwer

& Korthagen, 2005; Córtez & Montecinos, 2016), and the transition between ITF and teaching, reflected in how insufficiently prepared new teachers feel, using working colleagues as a referent to know what to do as teachers instead of the preparation given in ITF (Wideen et al., 1998).

Beyond their length or form, it would be interesting to explore these programs in more qualitative and in-depth ways, to have a clearer view of the pedagogical processes and practices experienced by those who prepare to teach. Unfortunately, research is not focused from this perspective. In this regard, Beatrice Ávalos, in an extensive study developed for UNESCO about teacher formation in Latin America and the Caribbean, affirms that it was difficult to find studies that penetrate what we might call the "black box" of teacher training, to know the characteristics of teacher training processes in the diverse programs within each country (Ávalos, 2011, p. 5).

Once finished the ITF, a well-known issue about newly qualified teachers is the high dropout that rates show: between 40% and 50% of new teachers leave teaching within the first 5 years in the United States; in Belgium 45% and 40% in Chile (Ávalos, 2014); (Vaillant & Marcelo, 2021). It would be interesting to inquiry the possible connection between how prepared teachers feel to face the complexities of the system once working and the preparation they receive.

In another study worried about the continuing and substantial number of qualified teachers that leave the profession in the international scenario, Perryman and Calvert (2020) explore the original motivations teachers had to teach, to understand what happen that finally make that decision. One interesting finding is that most of teachers expressed as a reason to choose the profession, their desire to work with young people and "make a difference". The authors also say that even though the reasons for becoming a teacher seem largely altruistic, unfortunately the reality of teaching, the accountability/performativity culture in which teachers work ends up discouraging them and making them leave the profession (Perryman & Calvert, 2020). This mismatch between expectations and reality and the consequent discourse of disappointment makes us insist in the

importance of developing political literacy in future teachers, to understand school institution as a complex political space that works from an instrumental rationality.

Many voices have suggested changes or improvements to ITF, which although agree that ITF requires changes, there seems to be no agreement on *what* to change. Vaillant and Marcelo (2021), for instance, posit that ITF requires a drastic change that considers a new vision about what the problem is, how it is defined and what the possible alternatives are, because mere reforms are not enough. These authors suggest, for example, that two key elements of the problem are the need to *break with traditional classrooms in which super-specialization reigns, and incorporate reflection* on teachers' beliefs and thoughts into formation considering the emotional aspect of teaching (Vaillant & Marcelo, 2021)

From a different perspective, to face the issues in ITF, some countries have opted for diminish the role that higher education has in preparing future teachers. In UK, for example, the document called "Educational Excellence Everywhere" outlines the government's proposals to reform the education system in England, placing more focus on schools in the training, recruitment, and retention of teachers (Department for Education, 2016). This has generated criticism, questioning the commitment of the government to develop ITF. As Tillin in a study about it affirms:

> *An emphasis on school-led initial teacher training (ITT) in England has marginalised the university role and led to instrumental models of new teacher learning. Rather than commit to continued university involvement in new teacher learning like the rest of the UK, England appears to be following in the footsteps of the USA, where new graduate schools of education (nGSEs) train teachers without university input* (Tillin, 2023)*.*

In the report Teachers Matter: Attracting, Developing and Retaining Effective Teachers (OECD, 2005) published as a result of an OECD study of teacher policy conducted over the 2002-04 period in collaboration with 25 countries, it is possible to see some concerns related to teaching. As the report states, there are concerns about the attractiveness of teaching as a career: for example, about half the countries report serious concerns about maintaining an adequate supply

of good quality teachers; about long-term trends in the composition of the teaching workforce; about the image and status of teaching; and about teachers' relative salaries. There are also concerns about developing teachers' knowledge and skills: almost all countries report concerns about: not having enough teachers with knowledge and skills to meet school needs; the limited connections between teacher education, teachers' professional development, and school needs; and the lack systemic induction programmes for beginning teachers (OECD, 2005).

From these documents that reflect public concerns about ITF, is possible to observe that the moral or ethico political dimensions of teaching practice are not considered, giving scarce attention to the moral work of teaching within programs of teacher education (Sanger & Osguthorpe, 2011, p. 569). There are several issues in ITF that lead to have a pragmatic approach towards the problem.

What concerns this study is that even though there is literature discussing profusely about the need of change in ITF centred on *what*, it is necessary to discuss before *what for*, which is not explicated or visible. This would require to reflect about the purpose that guides teacher formation, which is urgent in times when neoliberal values have been incorporated into common sense.

The next section takes this discussion to the Chilean context, to know about ITF there and the research developed about it.

3.2.2 ITF in Chile: Characteristics and issues

From an academic perspective, there are basically two modalities of ITF or programs to be prepared to be a teacher either in primary or in secondary education: concurrent formation, which is taught between 8 and 10 terms; and the consecutive, aimed at those who already have a degree in some subject/discipline and therefore study to obtain the degree of teacher. The first is the most frequent in teacher formation programs and the one in which the problem that gives rise to this study is contextualized.

ITF in Chile is offered according to the levels or modalities of the school system and the subjects of the school curriculum, giving rise to different Pedagogy

programs: Early Childhood (Nursery), Basic (Primary) and Middle (Secondary) school teachers, which are given by a diverse -in terms of characteristics and quality- offer of universities, and it takes around of five years to complete an undergraduate program (Castro, 2015). These programs in general have curricular trends related to general pedagogy, the subject to teach, methodology and practice, with a huge offer diversity.

The Chilean ITF has been recently affected by the implementation of a New National Teacher Policy; axis of the Educational Reform promoted by the Government of President Michelle Bachelet in 2015. This policy contemplates two major lines of action that affect teacher formation and work: ITF Strengthening and the development of a New Teaching Career, a professional development path that seeks to recognize the experience, skills and knowledge achieved by education professionals.

In Chile, ITF is compulsory for any person who wants to work as a teacher, and it is the first step to enter to the "New Teaching career" ("Carrera Docente"), through which the Chilean State seeks to regulate the initial formation of teachers, in the knowing that teacher preparation is essential to ensure the quality of educational systems (Vaillant, 2019)

3.2.2.1 The ITF programs: where do the future teachers study?

ITF in Chile, as in the international scenario, has been an issue brought to the fore given the enormous number of critical nodes in the system. Among others, in Chile these are: students 'low-entry profile, skills levelling needs due to training deficiencies in previous stages, various curricular designs and structure, deficient institutional funding and lack of a regulatory framework (Pey et al, 2012: 61; in (Castro, 2015).

In a study about the policies promoted by the Chilean State implemented by universities that form teachers, Bastías and Iturra (2022) analysed the results obtained in the test "Prueba Inicia", which is a test that evaluates the disciplinary and pedagogical knowledge of pedagogy students who are in the last year of

formation, which is part of the Teacher Professional Development System implemented by the Bachelet Government´s Educational Reform cited in the previous section-. The results of the test showed that the teaching staff does not reach the expected performance standards. Some conclusions of the study are that the implemented policies failed to maintain an increase in access to pedagogy programs and have not shorten the distance between university formation and practical formation in the schools (Bastías & Iturra, 2022)

Despite how active the discussion on teacher training has been, research on initial formation has been scarcely explored in Chile. As one official institution in the field of education in Chile says in one of those reports, teacher formation is one of the fields of educational research least covered by official data (Agencia Calidad de la Educación, 2016). As the same document affirms,

As could be seen from the review of the literature, in recent years important advances have been made in the knowledge of initial teacher training in Chile; However, enormous challenges still persist in terms of generating research that allows for the formulation of intervention measures in the process of recruiting, training, and inserting effective teachers into the education system (Agencia de la Calidad de la Educación, 2016, p. 11)

In an enlightening investigation carried out by Cisternas (2011), in which she reviews more than 80 research summaries between 1996 and 2007, states that even though there is an increasing tendency in research about ITF, there is a tendency to build unidimensional problems, that is, observing only one of the components involved in the formation, which is a weak approach to the complexity of teacher formation (Cisternas, 2011)

Cisternas (2011) reviewed research on ITF to identify both those aspects present in research, as well as those not considered. In the former, she identifies that the attention has been placed mainly on the actors; then, in the training mechanisms or devices and finally in professional knowledge, favouring knowledge in the field of professional specialty among the latter. Among the focuses of training absent in the research, Cisternas (2011) identifies that of the teacher of future teachers,

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an actor who, even though has training responsibilities, is approached by the research in very general terms, which does not allow us to have knowledge about their practices or the interactions between certain forming actions and the learning achieved by the teacher in formation.

The Cisternas study allows us to assess that the ITF investigation requires further development and inclusion of foci not considered until now. Unfortunately, many of the current studies are descriptive studies, centred in issues related to quality and effectiveness. In fact, as Vaillant and Manso (2013) point out in reviewing research, in recent years, studies and reports showing dissatisfaction with the quality of teacher training programs have multiplied (Vaillant & Manso, 2013). The problem is that this kind of research end up being prescriptive reports that do not question the current conditions from which problems arise.

Unfortunately, it was not possible to find research about ITF from a sociological or micropolitical perspective in Chile. Internationally, even though it is scarce, there are very helpful studies: For instance, Rennert (2008) reports findings about a study in ITF that invites to reflect about hidden curriculum. The study describes and analyses the student and faculty experiences of a "performance-based" preservice teacher education program in a US university. Some worrying conclusions were reached:

> *The program's central hidden curricular message for faculty and students was that superficial demonstrations of compliance with external mandates were more important than authentic intellectual engagement. Program participants frequently made the minimal possible effort to satisfy the requirements of what they perceived as routine, bureaucratized tasks* (Rennert-Ariev, 2008, pp. 105–106).

The author says that this raises questions concerning the notion of coherence in teacher education, and that

> *…many reformers have embraced coherence as a goal for teacher education programs, accepting the premise that the existence of a common*

conceptual vision that underscores the curriculum is an indicator of overall program quality (Rennert-Ariev, 2008, p. 106).

3.2.2.2 The teachers in ITF: Who teaches the future teachers?

Teachers of future teachers are the learning professionals in charge of designing and/or developing the curriculum that includes the necessary components to promote a legitimate learning to teach future teachers (Vaillant & Marcelo, 2001). Due to the scarcity of research that considers the teacher of future teachers as an essential subject of analysis and research (Cisternas, 2011), this figure is unknown or ignored (Jarauta et al., 2021). Fortunately, in the last five years have appeared more research about it, showing that there is an interest to know more about this important actor (Castro-Durán et al., 2022)

What it is known from recent research is that the teacher of future teachers make up a heterogeneous professional group that presents a great variety of professional trajectories (González, 2018); multiple identities (Castro-Durán et al., 2022), to exercise as such in Chile needs to have a master's degree (Castillo-Vega et al., 2022), and that does not have pedagogical formation, being their selection of career based mainly on scientific-academic work in the areas of knowledge to which they are dedicated (Vaillant & Manso, 2022). Last research about the former of future teachers made by Castro-Durán et al propose that the competencies that should make up the profile of teachers of future teachers are the pedagogical, the investigative and the transversal (Castro-Durán et al., 2022)

Unfortunately, there is not much more what it is known about this important actor. It has been more than a decade that Cisternas (2011) said that the teacher of future teachers is an actor who is approached by the research in very general terms, which does not allow us to have knowledge about their practices or the interactions between certain forming actions and the learning achieved by the teacher in process of formation.

As Vaillant & Manso (2022) also confirm, the theme referred to the formers of future teachers in pedagogy programs is a little explained and less explored

territory, whose reflection is scarce in the Latin American literature. These authors tell us that the literature about the formers in Latin America defines someone dedicated to teacher training and performs various tasks, not only in initial formation and in-service of teachers, but also in innovation plans, advice, planning and execution of projects in other areas (Vaillant & Manso, 2022).

However, they are of great importance. Teachers of future teachers, as mediators of learning in ITF, requires practical and disciplinary skills to develop better knowledge (Castro-Durán et al., 2022) and face the requirement of showing coherence between discourse and practice and personally assuming the values they intend to transmit (Vaillant & Marcelo, 2001), which is particularly relevant when ITF is valued as an instance of socialization, given that the formation occurs in the modelling that teachers of future teachers do from their performance with future teachers, performance that constitutes part of the content that is worked with the pedagogy students (Pavié-Nova et al., 2020).

3.2.2.3 The students in ITF: Who are the future teachers?

This chapter has explained before that the implementation of the New National Teacher Policy have introduced changes in the educational scenario. One of those changes has been the profile of those who decide to study pedagogy. Despite having set stricter requirements for admission to the pedagogy career in academic terms, the policy has contributed to a greater attraction towards the career through an improvement in the prestige of the teaching profession, which incorporates better working conditions (such as better salaries and more non-teaching hours). Although more analysis is needed, there is an upward trend in recent years in enrolment in selective institutions (affiliated to the Single Admission System of universities) and the downward trend in less selective ones (not affiliated).

In formal terms, the entry requirements established for all pedagogy careers, informed by the Ministry of Education in Chile (Mineduc, 2022), define that for, those who enter first-year programs must consider that, according to Law No. 20,903 that creates the Teacher Professional Development System, applicants

for university admission processes from 2017 to 2025 must meet one of the following requirements:

- Have passed the mandatory entrance tests and obtain a performance that places you in the 50th percentile or higher, considering the average of the mandatory tests (approximately 500 points).
- Have an average of secondary education grades within the top 30% of their educational establishment, according to the respective regulations.
- Have carried out and approved a program for the preparation and access of secondary school students to continue pedagogy studies in higher education recognized by the Ministry of Education and take the entrance test.

On the other hand, from the university admission process of the year 2026 it will be necessary to meet one of the following requirements:

- Have passed the mandatory entrance exams and obtain a performance that places you in the 60th percentile or higher, considering the average of the mandatory tests (approximately 525 points).
- Have an average of secondary education grades within the top 20% of their educational establishment, according to the respective regulations.
- Have an average of secondary education grades within the top 40% of their educational establishment, according to the respective regulations, and have passed the entrance exam and obtain a performance that places them in the 50th percentile or higher, considering the average of the tests.
- Have carried out and approved a program for the preparation and access of secondary school students to continue pedagogy studies in higher education recognized by the Ministry of Education and take the entrance test.

(Ministerio de Educación CHILE, 2021)

In more qualitative terms, unfortunately, there is not much research about the profile of students of pedagogy. Issues such as motivations, representations or identities are scarcely explored. Some things known about the student of pedagogy are given by few studies that show interesting data, as discussed next.

In terms of identity configurations, it is known, for example, following the study of Pérez Carrillo et al, that identity pre-configurations are very important, as they

determine the training trajectory of future teachers and constitute key elements for their future actions at the level of practices, giving meaning to their own professional practice (Pérez-Carrillo et al., 2022).

In terms of the meaning of teaching profession for future teachers, it is known, following Pavié et al, that when started their studies, students of pedagogy bring with them representations about the teaching profession, built in their previous twelve years of compulsory schooling, that clearly model professional identity before starting their ITF (Pavié-Nova et al., 2020).

In terms of motivations to choose the profession, it is known that the students of pedagogy have been moved by intrinsic and extrinsic motivation: the former, related to the social value of the teacher career, the personal fulfilment associated with teaching, and interest in school discipline. From the later, the benefits of the teacher career and the academy as a professional aspiration (Turra-Díaz & Rivas-Valenzuela, 2022).

3.2.2.4 The graduates of ITF: What is known about novice teachers?

In relation to graduates of ITF, it has been possible find research about the relation between the socioeconomic origin and work preferences, their thought about their ITF, their own performance and learning once working, and the high dropout of early abandonment of the teaching career.

About the relation between the socioeconomic origin and work preferences, research indicates that in Chile, once graduated, new teachers tend to work in school with a socioeconomic level like that of their secondary education school of origin (Ruffinelli & Guerrero, 2009). Also, it is known that teachers who join public schools come from less selective universities than those who enter private or partly subsidized schools (Ruffinelli & Guerrero, 2009).

In relation to their perception about their ITF process, in a national scenario, marked by the questioning of the quality of training and teaching performance, the findings show a high level of satisfaction with training, and indicate that the

selectivity of training programs and the context of teacher initiation are linked to differentiated training weaknesses (Ruffinelli, 2013)

In relation to their thinking about their own performance, in a qualitative study that reviews the scientific evidence from the period 2011-2019 on teachers' thinking in Chile about their performance and educational impact, a thinking marked by a negative understanding of the educational context was evident, although professional and social responsibility is resorted to, showing that they are mostly professional subjects, with high expectations of the student body and a high sense of self-efficacy (Venegas, 2021).

About their thought about learning they acquired in their first work experiences, in a qualitative work on the representations of beginning teachers about the learning they build in their first year of professional practice regarding teaching and learning, Ruffinelli (2014) affirms that the findings are in line with what the specialized literature suggests regarding the role of initiation in the configuration of a learning typical of this stage, mediated by the initiation context and the selectivity of the training program. However, the research also confirms the construction of a set of transversal learning that suggests the penetration of standards and accountability in the practices of schools, permeating the learning of beginning teachers, who experience a lack of correspondence with the learning of initial formation (Ruffinelli, 2014). So, even though ITF and initiation context might be different, there are transversalities, such as the tension that implies the standards-based school system.

In relation to the early abandonment of the teaching career, a widespread known issue about recently graduated teachers is that in an international scenario there are high dropout rates, and also in Chile: the percentage of dropout reaches 40% (Ávalos, 2014). As Gaete et al say (2017), even though Chile is among the countries with the highest teacher attrition rate, at present there is not much research about why teachers decide to leave (Gaete et al., 2017). In their research, they found that some of the reasons are working conditions at school, the sensation of not being considered as a professional, and a disenchantment stemming from the influence of standardized measurements upon the school

system, which confirms how important is that future teachers understand school as more than a simple teaching-learning space, but a political complex space.

Finally, in terms of the development of the capacity of pedagogical agency in future teachers in ITF in Chile, it was not possible to find any research, which confirms how necessary is a study about it, to open a discussion about this forgotten element of pedagogical practice.

3.2.2.5 The work context after ITF: Where will novice teachers work?

This section gathers literature to show how is the context in which teachers develop their work. This can help to understand how this context could affect and shape the preparation and formation of teachers in Chile.

The post-dictatorial educational policies that regulate the educational system in Chile have been strengthened through managerial management mechanisms such as standardized census-type evaluations, results-based management and competition between schools (Sisto, 2012; Verger et al., 2016). This has defined, as a result, a curriculum and assessment policy increasingly standardized and prescriptive, which has impacted in teachers work, as it has become an obstacle to the exercise of autonomous, flexible, contextualized, and active teaching impacting on school daily life (Inzunza et al., 2019). It is crucial to consider that these conditions limit the pedagogical action field and predefined the type of teacher desired by the system.

This standardization responds to a neoliberal political rationality based mainly on the cultural homogenization of the different educational systems due to the imposition of achievement levels in certain areas of knowledge that are prioritized (Oliva & Gascón, 2016). This standardization translates into prescriptions of the pedagogical daily work of teachers, which, as teachers themselves indicate, turn out to be an important limitation in the generation and development of links with students, both in the field of knowledge and in the emotional dimension (Albornoz et al, 2017, in (Assaél et al., 2018)). This standardization can be read then as McArthur suggests, in two senses: *in terms of levels or indications of quality to*

which we 'should' aspire, and in the sense of that which is made uniform or the same (McArthur, 2014, p. 78)

Closely related to the above is the concept of quality that is assumed in the educational system tied to learning achievements derived from the national curriculum and evaluation according to standards of the same nature. These achievements are measured through standardized tests applied periodically, which classifies schools according to its performance. The underlying problem of this, is that evaluation ends up being a device that determines what is important, defining school life (Assaél et al., 2018). These measurements seek to evaluate learning achievement of an overly standardized and extensive curriculum, which imposes a logic of productive performance that is very difficult to address, as it assumes ideal subjects and conditions, far from reality (Assaél et al., 2018).

This standardization or performativity is the mode that the State regulates to govern in an advanced liberal way, requiring from teachers to organize themselves as a response to targets, indicators and evaluations (Ball, 2003). And it acts, as Perryman and Calvert (2020) affirm, as a disciplinary technology that uses judgements and comparisons against what is seen as efficient as a means of control, and a culture of performativity leads to performances that measure efficiency (Perryman & Calvert, 2020). This finally demand, says Tomlinson (2001) that teachers turn into a technical workforce to be managed and controlled rather than a profession to be respected (Perryman & Calvert, 2020). This performativity seriously diminishes teacher agency (Priestley et al., 2015).

Thus, this work context ends up reducing the autonomy of teachers, which brings us to the core of our research concern, pedagogical agency, this is, the preparation that any teacher willing to develop a critical approach should have, *as one of the greatest challenges facing critical education today is the extent to which the system has been overtaken by standards* (McArthur, 2014, p. 77)

Even this complex scenario, it is important that those insisting on this managerial logic installed in the school system understand that it has not meant an improvement in learning, as the results show that gap between schools of

different social strata has maintained or has wider, which invites to reflect about that learning results do not depend on applying more technical controls but to issues of cultural capital (Bourdieu & Passeron, 2021), of the students´ families of origin. As Prieto says, in a supposed desire for justice, the same curriculum is offered to everyone, but in the end, it belongs only to those able to appropriate it (Prieto, 2001). This cultural capital, *the advantage gained through the reflexive capacity to articulate a narrative of self* (Warin, 2015, p. 1) is an advantage of some that can be strengthen by teachers in those disfavoured students when their cultural origins is considered as a starting point to develop comprehensions about the world.

Assaél et al point out that this distance between assuming an autonomous and professional role of teaching and the standardizing demands of a business nature is generating growing frustration in teachers and a loss of meaning in their work. This is something important to consider by ITF programs, as part of the complexity of being a teacher with which everyone should be able to deal with: the daily work context that limits the capacity of action (Assaél et al., 2018).

Oyarzún et al, in a stunning study that reviewed more than 60 publications between the years 2003 and 2018 about managerialist policies applied to school management and teaching work in Chile, concluded that the institutional context of teaching, mainly the various standardization and accountability mechanisms, restricts the possibilities of agency of teachers and generate tensions, which arise from mismatches between the prescriptions of the institutional framework and contextual elements (Oyarzún et al., 2019)

It is possible to see then that the working scenario for teaching is complex and demanding, a challenging referent when deciding how to form new teachers.

3.3 Pedagogical agency in the literature

In relation to **pedagogical agency,** little empirical research has been done on what characterizes teachers as change agents. What is more, *there is little clarity about the kind of change teachers are expected to contribute to and even less*

empirical evidence about the ways teacher agency operates in schools and beyond (Pantić, 2015, p. 1), so we do not know much about teachers that know and dare to use their agency (Van Der Heijden et al., 2015).

Among the research that considers pedagogical agency as something important, the literature refers mainly to *professionalism*, this is, pedagogical agency once teachers working in the system, but not referring to the *formation* of that agency or the role of ITF in that. For instance, some works explore in a descriptive way how pedagogical agency manifest in teachers in exercise (King & Nomikou, 2018), examine their beliefs and practices underlying agency (Pantić, 2015), or explores how primary school teachers constructed self-understandings of what it means to be a professional (Buchanan, 2015). These examples describe the state of agency that teachers deploy in different contexts, circumscribed to the professional context. Even though it is valuable research, it is worrying the gap in the literature about implications between ITF and pedagogical agency.

It is important to contrast these ways to understand pedagogical agency with the concept proposed by this research, that understands pedagogical agency not as teachers doing their tasks without needing to be reminded -to be professional could be limited to that-, but teachers deploying their capacity for action, which, as Arendt says, has to do with express our uniqueness in a plural space (Arendt, 2018). Thus, the concept "agent", related to praxis, goes beyond work (fabrication) or labour. Praxis is putting into action our ability to "act" (Tubino, 2009), to develop curriculum as praxis (Grundy, 1994).

It can be presumed two reasons that explain the absence of research about ITF as a factor that influences pedagogical agency: first, the technical and depoliticized character given to ITF; and second, the influence of perspectives that understand agency as emergent and situational, focusing the discussion on the place teacher performs. In this sense, it is known the study of Priestley et al, that affirms that pedagogical agency is a situational issue, an individual capacity of teachers to act agentically or to an emergent 'ecological' phenomenon dependent upon the quality of individuals' engagement with their environments (Priestley et al., 2015). Our research positions in the idea that even though is

important to consider the temporal and relational dimension of the achievement of agency, this should not exclude that the previous formation -ITF- should facilitate its development.

3.4 Some conclusions from the literature revision. What do we know about the formation of pedagogical agency in ITF?

After all the literature reviewed, it can be said that ITF research in Chile is approached mainly from descriptive and macro perspectives, developing scarcely other topics. Topics such as political or ethical are almost ignored, evidencing the oblivion about the socialization and reproduction role of the dominant culture that ITF performs (Vaillant & Marcelo, 2021).

This trend invites us to wonder what guides the work of ITF institutions besides the market demands and how teaching profession is understood by its formers. If ITF is only oriented by criteria given by an educational market, then categories oriented by transformative criteria would be being ignored.

There are many issues not covered by research that could give clues to understand deeper the education of teachers: perceptions of pedagogy students about what the teaching role means, or the conceptions about teaching learned by pedagogy students from their teachers in the ITF program, to cite a few examples. Is this absence of deeper and more particular issues, a symptom of a role prepared just to be adjusted to what is asked by educational market?

An ignored issue to explore, to consider as part of ITF, is the political dimension of teaching, enormously necessary to perform in the school culture. It cannot be ignored the high 40% dropout rate in the fifth year from the teaching profession (Castro, 2015), in some cases, due to ethical/political nature reasons: lack of influence on school policies and practices, insufficient freedom to make pedagogical decisions when taking classes (Gaete et al., 2017); disappointing with the purposes, operation and organization of the school system (Díaz & Zamora, 2023) ; and issues related to the power structures present in school cultures (Hevia & Ramírez, 2011). So, it is important to help students of pedagogy

to understand the complexity of their future working context -political literacy-
(Silva-Peña et al., 2019) and preparing them to carry out their pedagogical
intentions, channelling the influences that will conform future teachers´
pedagogical agency.

Chapter 4: Research Design

4.1 Introduction

As its name indicates, this chapter details the methodological design, arguing the choice of the research perspective and the decisions made to carry it out, such as the actors to participate and the instruments chosen to collect data.

What is presented here is the result of a process that, as described by Cohen et al *far from being easy or mechanistic, is a deliberative, complex, subtle, challenging, and thoughtful activity (…) to deliberate and plan how to approach, plan, conduct, validate and evaluate the research* (Cohen et al., 2018a, p. 3)

This design is for the fulfilment of the main purpose of this research stated in chapter 1, *to analyse the capacity of pedagogical agency that novice teachers have developed in ITF*, to propose guidelines to redirect efforts to recover an integral human dimension of teaching guided by a conscious will to contribute to social justice.

Besides, all this design aims fulfil the following specific purposes:

- Analise the capacity of ethical/political/epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers.

- Examine the sense of responsibility and awareness about the ethico-political-epistemic dimensions in their teaching role that novice teachers have.

- Analyse the conceptualization of knowledge and pedagogical relationship acquired throughout their ITF novice teachers put into practice when teaching.

- Examine the possibilities and limits for teaching action that novice teachers identify at school when teaching to channel their educational intentions.

-       Explore the resources for teaching action that novice teachers identify have learned in ITF when teaching to channel their educational intentions.

4.2 Methodology: Election and justification of a critical approach

Concisely, I do *empirical research* from a *critical approach*. Even though critical theory is not primarily an empirically oriented approach, it is possible, based on critical theory, to develop practical guidelines for conducting reflexive empirical research (Alvesson & Skoldberg, 2009), as it will be explained.

Critical theory is the right position statement for this study because both share a consistent emancipatory interest. This research aims to be *a research that recognizes power—that seeks in its analyses to plumb the archaeology of taken-for-granted perspectives- to understand how unjust and oppressive social conditions came to be reified as historical 'givens'* (Cannella et al., 2016, p. 105). By considering *pedagogical agency* as a key, this research seeks to unveil those taken-for-granted practices and beliefs that show *the ways in which power is distributed in pedagogical interaction*, and with that, how privilege and oppression are learnt.

The critical perspective followed in this research is that influenced by the Frankfurt School which develops reflexive critique of social and cultural processes, focusing on inequities based on race, class, gender, or other bias, which generate and maintain structural differences (Bohman, 2021). Particularly, this research follows the category of *domination*, discussed as naturalised oppression as a form of relation between people.

Taken to teacher formation, Critical Theory approach allows to develop this research in a field of vigilance toward the power dynamics, viewing human experience as socially constructed and tightly woven within broader political, social, and historical contexts (Guba & Lincoln, 1994). From the perspective of Horkheimer, this study proposes to meet three criteria: to be explanatory, practical, and normative (Bohman, 2021), this is: to explain what is wrong, to identify processes to change it and to provide both clear norms for criticism and practical goals for social transformation.

Taken to the research field, the *critical* is not a tidy category (Griffiths, 2009), so it is important to clarify ontological and epistemological assumptions, as they affect methodological considerations (Cohen et al., 2018a).

Guba and Lincoln state that the **ontological assumptions** are those that respond to the question *'what is there that can be known?' or 'what is the nature of reality?"* (Guba & Lincoln, 1989, p. 83). For this research, this means that there is neither one reality that can be understood using *appropriate* methods, nor multiple realities that exist as intangible mental constructions: reality is on the boundary between these two opposite options, as something can be captured by broad critical examination. Cohen and Crabtree explain that critical perspective understands that *there is a "reality" that is apprehendable, created by social, political, cultural, economic, ethnic and gender-biased forces that have been reified or crystallized over time into social structures that are taken to be natural* (Cohen & Cabtree, 2006).

If the ontological question is *how we view the world*, the **epistemological** one is *how we should investigate it.* Epistemology is *a way of understanding and explaining how we know what we know* (Crotty, 1998, p. 3), so it is concerned with the validity, scope, and methods of acquiring knowledge. Taken to this research, this implies that knowledge is not an *objective* truth out there waiting for being discovered, as the world does not pre-exist independently of human activity, but something that arises in and out of our engagement with the realities in our world. As Griffiths says, critical theory *is both political and epistemological in intent. It aims to move beyond the obvious in order to uncover the effects of political structures and their associated power relations. Its ultimate intent is emancipatory* (M. Griffiths, 2009, p. 4)*.* In this regard, *we cannot separate ourselves from what we know, and this inevitably influences inquiry. What can be known is inextricably tied to the interaction between a particular investigator and a particular object or group* (Cohen & Cabtree, 2006).

It is for this reason that in chapter 1 and 2 I explain how my personal experience as a lecturer in ITF programs have shaped the way in which I understand reality.

All this implies ethical and political positions that influence this research, from the design to the results. This, however, does not imply bias. As Griffiths says:

Bias comes not from having ethical and political positions – this is inevitable – but from not acknowledging them. Not only does such acknowledgment help to unmask any bias that is implicit in those views, but it helps to provide a way of responding critically and sensitively to the research parts (Griffiths, 1998, p. 133)

All considered, this critical approach, as well explains Cecez-Kecmanovic,

…generally means framing the purpose of research in the context of critical theoretic concerns, such as domination, power, and control on the one hand, and liberation, empowerment and emancipation, on the other. Critical social research has eminently practical and essentially democratic purposes (Cecez-Kecmanovic, 2005, p. 19).

This responds to the orientation of this research problem: the development of *pedagogical agency* that novice teachers have developed in ITF, as it involves issues of domination learned and/or reinforced in ITF, that are reproduced once working in the school system, unless they are able to offer dialogic ways to interact to empower their students.

Finally, in relation to the critics made to Critical Theory about its ability to pointing out problems more than offering solutions, it is important to bear in mind that is not possible to propose solutions when it is not known how complex the problem is. In this regard, this research aims to offer knowledge about a sensitive topic about which little is known -the development of a capacity of pedagogical agency in pre-service teachers to resist a standardized and bureaucratic working environment- to then discuss possible orientations to face the problem.

4.2.1 Methodological decisions

Closely imbricated with epistemological and ontological issues, methodological assumptions refer to the way problems are approached and the way the answers are looked for. It involves the procedure, identification, and selection of the

sources from which the information will be obtained, the techniques and instruments of data collection and analysis. It's the way that knowledge can be obtained: methods and techniques used in close connection with the ontological and epistemological foundations, with which establish a harmonious and logical relationship (Gurdián-Fernández, 2007).

From a critical paradigm of research, the method is the unit that implies a rational process through which the cognitive appropriation of reality is carried out (Álvarez & Álvarez, 2014). When applied in educational research, the methodological option for critical paradigm tends to be *action research*. However, as the aims of this study cannot be satisfied with that method, and, moreover, authors such Asghar affirms that, as there is no concept of "critical methodology", the only option remains is to design a methodology that might help considering the purposes of the research (Ashgar, 2013).

For this reason, there have been considered options able to satisfy the objectives of this study not risking its critical nature, rejecting the use of methods that fragment data collection, preferring those that allow in-depth and flexible studies that allow the oscillating between the parts and the whole (Lacueva, 2000).

An important concept to define this creative work of designing is *bricolage* as a construction of emancipatory research (Kincheloe et al., 2018). Considering that the French word *bricoleur* describes a person who makes use of available tools to complete a task (Steinberg, 2011, in Kincheloe et al, 2018), in the research field it can be represented going beyond the blinders of disciplines, looking through a conceptual window into a new world of research and knowledge production (Kincheloe et al., 2018). Considering this, this research has been done following the bricolage construction, developing methodology as an eclectic process that requires epistemological vigilance to maintain theoretical coherence (Kincheloe et al., 2018).

4.2.2 Data collection.

This section introduces the detail of the procedure to collect data to answer the specific questions (SQ) to give answer to the main research question.

The next table summarizes the relation between specific question and the research method to collect the data.

Main question: What is the ethico-political-epistemic teaching agency that novice teachers developed in their ITF?		
	Specific question	**Data collection tool**
SQ1	What is the capacity of ethical political epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers?	Critical Incidents
SQ2	What sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role do novice teachers acquire throughout their ITF?	Semi-structured interviews
SQ3	What conceptualization of knowledge and pedagogical relationship acquired throughout their ITF do novice teachers put into practice when teaching?	
SQ4	What possibilities and limits for teaching action do novice teachers identify at school when teaching to channel their educational intentions?	
SQ5	What resources for teaching action do novice teachers identify have learned in ITF when teaching to channel their educational intentions?	

Table 4-1: Relation between specific questions-instruments to collect data

SQ Nº1 aims to show **how pedagogical agency is deployed in action** in the school context, for which is necessary inquire in novice teachers´ experiences, particularly in those that offered tension between their will and other actors´. To collect the information to give answer to this question, novice teachers were asked to develop written critical incidents.

SQ Nº2 seeks to unveil the **awareness and a sense of responsibility about** the ethical, political, and epistemic dimensions of **their teaching role**, to unveil the educational purposes teachers have for their students.

SQ Nº3 purpose is to explore what relation with power has been signified by pre-service teachers as a product of their ITF, especially in the fields of **knowledge** and **human interaction**.

SQ Nº4 seeks to examine the teaching agency capacity developed by novice teachers as a product of their ITF, exploring the **possibilities** and **limits** to deploy pedagogical agency that teachers identify.

SQ Nº5 seeks to look at the pedagogical agency developed by novice teachers as a product of their ITF, in relation to the **use of their teaching agency´s resources**, to face the context in which they teach.

To gather the data needed to give answer to SQ Nº2, Nº3, Nº4 and Nº5, semi-structured interviews were applied to the novice teachers.

4.2.2.1 The sample: Decisions to conform it, process of communication with the potential participants and documents.

As expected in qualitative research, the sample is not probabilistic, but *significant*. In our case, the sample was defined at the beginning with a *purposive sample* and later, self-defined by *availability,* as teachers were accepting to participate in the study, but not all of them continued along the process.

To conform the purposive sample, the next were the eligibility criteria defined:

- To be a teacher graduated from a secondary education ITF program no more than two years ago.
- To have studied in institutions that publicly declare social commitment, as it is expected that this commitment is reflected in the formation provided.
- To have chosen to study pedagogy for their desire to contribute to social change.

To conform the sample, the first step was to send a formal invitation to secondary ITF programs of four universities placed in Santiago of Chile, that fulfilled with the requirement of declaring social commitment, this is to say, universities that

promote publicly a profile -through publicity or official motto- connected or concerned with social issues, social justice, social change or social transformation. The invitation sent to these institutions included a description of the research project and the ethics implied approved by Lancaster University, so the institutions knew about the research in detail.

Eleven ITF programs of three universities accepted to participate, providing a list of emails of recently graduated teachers. Some programs provided long lists - more than twenty recently graduated teachers, as it was the case of Musical Arts-, meanwhile others not more than three -as it was the case of the program of Philosophy and the program of Mathematics-.

These lists allowed to have a list of fifty-five novice teachers potential participants. A formal invitation was sent to them via email, explaining the study in detail through the *Research Information Document*, a two-pages document offered in the next page (figure 4-1):

RESEARCH INFORMATION DOCUMENT

Research:	"Developing agency capacity as an ethical-political-epistemic task to contribute to social justice: The role of initial teacher formation in a neoliberal scenario"
Researcher:	Priscilla Echeverria, PhD Student Educational Research Department p.echeverriadelaiglesia@lancaster.ac.uk
Supervisor:	Jan McArthur - Senior Lecturer Educational Research Department j.mcarthur@lancaster.ac.uk

For more information about how Lancaster University processes personal data for research purposes and your data rights, please visit our website: www.lancaster.ac.uk/research/data-protection

My name is Priscilla Echeverría De la Iglesia, a PhD student at Lancaster University and I would like to invite you to participate in the research entitled "Developing agency capacity as an ethical-political-epistemic task to contribute to social justice: The role of initial teacher formation in a neoliberal scenario", which seeks to describe the capacity for agency from the teaching role that managed to develop after completing initial teacher formation.

You have been invited because this research requires graduated teachers who are in their first or second year working as teachers of secondary education to tell experiences from their teaching role at school and how they deal with school culture.

Your participation is important because working in schools is a complex task, and it is important to raise knowledge about whether the initial teacher formation you received at the university has allowed you to perform to carry out your intentions and expectations in your teaching role. Understanding this complexity could help to point out some guidelines to improve initial teacher formation.

If you participate, you will be asked to develop two or three written stories about situations experienced at school in your role as a teacher, and then a brief interview to clarify possible doubts about these situations; plus an interview some time later to delve into your experience as a novice teacher.

The possible benefits of participating in this study are being part of a friendly space where you can share your own experiences in your first experience as a teacher, which could help you learn new things; feel that you contributed to developing knowledge to understand the necessary improvements to be made in initial teacher formation in the ethical-civic field; and receive a book related to the research at the end of the process as a reward for your collaboration.

The possible risks involved in participating are zero. Participation is unlikely to have any disadvantages. However, in the context of a pandemic, interviews in this study will be conducted online. Additionally, you must consider that you will invest a certain amount of time being part of this study.

In relation to your willingness to participate, it is entirely up to you to decide whether you want to participate or not. Your participation is voluntary. If you change your mind, you can withdraw at any time up to two weeks after the interview.

(page 1 of 2)

In relation to confidentiality, your participation in the study would be completely anonymous, and all the information you may provide will be handled strictly confidentially, in accordance with the ethical commitment that my research and Lancaster University require me to adopt as a researcher.

Therefore, all information you can provide me will be treated confidentially for research purposes only. This implies that I will work with names other than the original ones, both of people, institutions, and communes, in order to protect the source that relates the situations.

After the interviews, only I, as the researcher conducting this study, will have access to the ideas you share with me. The same will happen with your written narratives and your interview responses. I will keep all personal information (for example, name and other information that may identify you) confidential, that is, I will not share it with anyone. All reasonable measures will be taken to protect the anonymity of participants involved in this project.

Regarding the use of the information that participants will provide and the results of the study, I will use the information that you have shared with me for educational and research purposes only. This will include doctoral theses, academic conferences and journal articles. I will only use anonymous quotes, so although I will use your exact words, all reasonable steps will be taken to protect anonymity in my posts.

In relation to data storage, all information provided by you will be stored in encrypted files (which cannot be accessed by anyone other than myself and my supervisor) and on password-protected computers. I will store hard copies of any data securely in locked cabinets at my personal address. I will keep data that can identify you separately from non-personal information (for example, your opinions on a specific topic). In accordance with University guidelines, I will keep data securely for a minimum of ten years.

If you have any questions or concerns, please contact me at p.echeverriadelaiglesia@lancaster.ac.uk or my supervisor, Dr Jan McArthur, j.mcarthur@lancaster.ac.uk You can also contact the Educational Research Department directly:

Professor Paul Ashwin
Educational Research Department
Faculty of Arts and Social Sciences
Lancaster University
paul.ashwin@lancaster.ac.uk

This study has been reviewed and approved by the Faculty of Arts and Social Sciences, Lancaster University, United Kingdom.

Thank you very much for considering your participation in this project.

(page 2 of 2)

Figure 4-1: Research Information Document created to send to let the potential participants to know about the research project

From the mails sent, twenty teachers accepted to be part of the study. Some of them asked more detail about the research via email, in a process that made some participants to decide to participate meanwhile others not, as the participation considered an amount of personal time. Those who decided to participate were asked to sign the *Informed Consent*, the document shown below:

INFORMED CONSENT

Research: "Developing agency capacity as an ethical-political-epistemic task to contribute to social justice: The role of initial teacher formation in a neoliberal scenario"

Researcher: Priscilla Echeverria, PhD Student Educational Research Department
p.echeverriadelaiglesia@lancaster.ac.uk

Supervisor: Jan McArthur - Senior Lecturer Educational Research Department
j.mcarthur@lancaster.ac.uk

PLEASE PRINT THIS SHEET AND COMPLETE IT BY HAND. SCAN IT TO SEND IT BACK TO
p.echeverriadelaiglesia@lancaster.ac.uk

Please mark with a tick (✔) each of the following statements if you agree to be part of this study.

1. .... I confirm that I have read and understood the investigation information letter. I have had the opportunity to consider the information and ask questions.
2. .... I understand that my participation is voluntary and that I am free to withdraw at any time during my participation in this study up to two weeks after the interview.
3. .... I understand that any information provided by me may be used in future reports, academic articles, publications or presentations by the researcher, but my personal information will not be included and all reasonable measures will be taken to protect the anonymity of the participants involved in this project.
4. ...... I understand that my name will not appear in any report, article or presentation without my consent, nor will the name of the people and institutions that I may mention when participating in the narratives or interviews.
5. ...... I understand that all interviews will be audio recorded and transcribed, and that data will be protected on encrypted devices and kept secure.
6. ......I understand that data will be maintained in accordance with University guidelines for a minimum of 10 years after completion of the study.
7. .... I agree to be part of this study.

_____   _____   _____
(name of the participant)   (date)   (signature)

I confirm that the participant had the opportunity to ask questions about the study and that all questions asked by the participant were answered correctly and to the best of their ability. I confirm that the person has not been forced to give consent, and that consent has been given freely and voluntarily.

_____   _____   _____
Priscilla Echeverría De la Iglesia   (date   (signature)
Researcher

A copy of this form will be given to the participant and the original will be retained in the researcher's files at Lancaster University.

Figure 4-2: Informed Consent to sign by the novice teachers once accepted to be part of the study

Once I received the *Informed Consent* properly signed, I sent to every participant the instructions to develop the exercise of *critical incident*. They were asked to write between one and three incidents, as their time and will would permit them. The document sent to guide the exercise, called *Critical Episode Recovery Exercise* is shown below (figure 4-3):

> Critical Incident Recovery Exercise
> Field work stage
> Research: "Education for Social Justice:
> Strengthening the ethico/political/epistemic agency
> in initial teacher formation
> for empowering pedagogical practices"
> Priscilla Echeverría De la Iglesia
> PhD Student-Educational Research
> Lancaster University
>
> ### Critical Incident Recovery Exercise
>
> First of all, I would like to thank you for your participation in this study. It is very important to be able to count on the experiences lived by teachers who begin their working life, in order to better understand what they are facing and from there be able to improve the training they need.
>
> This exercise requires that you have around 30 minutes alone and with the greatest peace of mind possible. Any distraction could affect the depth of the situation that you could share.
>
> In this first stage, I will ask you to focus on your day-to-day work as a teacher: on everyday issues in different areas of the school: the teachers' room, the classroom, the playground, the entrance to the school, the room where meetings are held with the management team, the library, a laboratory or special room, among others.
>
> Now I want to ask you to think about the different times at school: at the beginning of the day, recesses, lunch time, the extension of the day, the meetings of parents, the teachers' councils ...
>
> Now that you have been able to concentrate on space and school time, I would like to ask you to remember since you started working as a teacher and remember those first days when you first saw yourself as a professional in charge of teaching a sector Learning. And I would like you to stop at how you felt about all these situations that were presented to you.
>
> I want to invite you to think about your day-to-day work as a teacher, and how this day to day passes by interacting with different actors in the school: students, colleagues, heads of UTP or coordinators, directors ...
>
> Try to review the emotions / sensations that invade you when you remember these different spaces, times and relationships. I would like you to try to stop yourself in those situations that come back to your memories and that have to do with the *relationship with the actors in the school*. They can be managers, teachers, students ... in short, anyone with whom you have had to relate from your role as a teacher.
>
> Please try *to identify a specific moment in which, interacting with one of these actors, you have felt that that you have or not been able to carry out something that as a professional you wanted to do*. Any *tension* that you have perceived and that you have had to face. Try to focus on the emotions that you have felt, that allow you to identify that moment ... It does not matter if that tension was resolved in favour of your will or that of others, the important thing is the situation *per se*.
>
> Now, I would like to ask you *to write down that situation, as descriptively as possible*. In other words, imagine that it is a scene in a film, in which you have to say when, where, and what happens, who acts in that scene and what is the plot of that scene (what do the actors present in it).
>
> Start by writing the first thing that comes to mind. The most significant for you. What happened, who was present, what did you do, what did the others do, what did you feel about it - which is not necessarily the same as you feel now). Write, read it again, and then return to include the details that allow you to complement your story.
>
> Please, when you have the situation already written, try to identify in your memories another similar incident, but having faced another school actor (for example, if the first story has to do with a coordinator, a second story may have to do with students). It would be ideal if you could achieve 3 significant situations for you.
>
> Thank you very much for this effort. When you have it ready, please send it to me in a Word file at p.echeverriadelaiglesia@lancaster.ac.uk
>
> Remember that each situation will be handled only by me, with a maximum level of confidentiality, according to what is indicated in the informed consent that we signed. It is not necessary that in the stories you give real names, you can alter them, a matter that I will also do to protect the confidentiality of the information.

Figure 4-3: *Critical Incident Recovery Exercise sent to the participants once signed the Informed Consent to develop their written narratives.*

The definite sample was finally defined by an *availability* criterion, as from the twenty participants, some did not complete the critical incidents exercises. Some communicated their decision by mail, some simply did not continue communicating themselves, so I had to make the decision of not consider their participation anymore after at least two months not getting response from them. The participants that finally completed the process were twelve, who remained participating until the end of the study.

The process continued asking the participants a brief interview to clarify and comment the narratives given in the critical incidents written by them. Once agreed a date and time suitable for them, we met via Zoom or Skype, which allowed us to know face to face. These sessions were recorded with their consent, and later transcribed, and, as it will be explained later, translated from Spanish to English once the data analysed.

Later, approximately two months after the critical episode interview, I contacted again every participant to book an appointment for the semi-structured interview, the last stage of the field work. Again, once agreed a date and time, we met via Zoom or Skype to develop the interview, which lasted around 90 minutes. Like the previous interviews, these sessions were recorded with their consent, and later transcribed, and, as it will be explained later, translated from Spanish to English once the data was analysed.

With this activity, the communication with the participants was closed, confirming that the sample was definitely constituted by twelve participants.

4.2.2.2 The achieved sample: Participants

As just explained, the definite sample was finally defined by an *availability* criterion, remaining twelve participants that completed the whole process. According to specialized literature, this sample is adequate.

Guest et al. (2006) say that in homogeneous studies using purposive sampling, 12 participants should be enough to achieve saturation. What is more, Mthuli et al. (2022) affirm that *saturation* cannot be the only criteria to define the size data.

Sandelowski (1995, in (Mthuli et al., 2022) states that the research method and the sampling technique adopted is a matter of judgment and experience of the researcher, so there are no agreed ways to determine a priori the *minimum* number of sampling units required. In our case, the sample is of twelve novice teachers, and the nature of the data collection tools allows to collect plenty data to provide a multi-layered and multidimensional perspective of the phenomena.

Concretely, this research has the participation of 12 novice teachers graduated from 8 different ITF programs that are part of 2 universities that declare publicly to have a social commitment, placed in the capital of Chile, Santiago. The participants are graduated from ITF programs of Mathematics, Language (mother tongue), Foreign Language, Philosophy, Musical Arts and Biology.

4.2.2.3 Ethics

As informed to the participants in the *Research Information Document*, this research considers ethical safeguards, validated by the Research Ethics Committee of the Faculty of Arts and Social Sciences of Lancaster University, that I, as a researcher, have the responsibility to protect.

Between the safeguards, all the participants were properly informed about the research, the scope of their participation, risks and benefits, willingness to participate and issues of confidentiality.

About the participation, the teachers were informed about the tasks to do and the approximate time to dedicate to the research, considering the writing of the critical incidents and the two interviews. Once developed, all the information provided by the participants puts me in a position of responsibility and deep respect for the trust placed by the participants, which means to listen to carefully, not to judge, to embrace their feelings in those situations when they show affected by them, protect their anonymity, and in general, to respect the subjectivity from which they communicate.

In relation to their willingness to participate, the participants were informed that it was entirely up to them to decide whether they wanted to participate or not, as

their participation was voluntary. They were informed also that if they changed their mind, they could withdraw from the study even if they had participated in the whole process, at any time up to two weeks after the interview.

In relation to confidentiality, they were told that their participation in the study would be completely anonymous, and all the information provided would be handled strictly confidentially, in accordance with the ethical commitment in my position as researcher of Lancaster University. It was also informed that all information provided would be treated confidentially for educational and research purposes only, which implies to work with pseudonyms to refer to people and institutions, in order to protect the source that relates the situations. Besides, my commitment is not to share personal information with anyone, taking all reasonable measures to protect the anonymity of participants involved in this project. When mention quotes in this thesis, academic conferences, and journal articles, I only use anonymous quotes, that although use exact words, does not provide extra information so to protect anonymity.

In relation to data storage -interviews, tables to link real names with pseudonyms, interview recordings, interview transcriptions, interview translations-, in short, all information provided by the participants has been stored in encrypted files (which cannot be accessed by anyone other than myself and my supervisor) and on password-protected computers. In accordance with University guidelines, I will keep data securely for a minimum of ten years.

Finally, all the participants were given the information to contact my supervisor and the head of the department in case they needed to clarify any aspect of their participation and my research.

4.2.2.4 Data collection instruments.

The data collection instruments defined for this study are **Critical Incidents** and **Semi-structured Interviews**, as they privilege the appearance of actors´ voices fostering conversation and reflection challenging assumptions and beliefs.

4.2.2.4.1 Critical incidents narrative

The instrument that allows to see the novice teachers´ action is the *critical incident narrative*. As agency is not placed in a conscious level easily and literally verbalized, but shown in real circumstances, critical incidents methodology is powerful, as *recover real experiences* to be analysed later.

A very important issue to consider is that to satisfy the formulated questions is not easy, as it is not observable or extractable from interviews, so *to dig beneath the discourse surface* is crucial to understand the influences and effects of ITF in the construction of pedagogical agency. As Alvesson & Sköldberg say, *we can hardly go around asking people about their "psychic prisons" or "false consciousness", or about "communicative distortions"; nor do such things allow themselves to be readily observed* (Alvesson & Skoldberg, 2009, p. 162).

The incidents are series of speech acts that constitute human engagement and the situated context in which they occur (Lowry & Cartier, 2017). As they are unplanned, unanticipated, and uncontrolled, as flashpoints that illuminate in an instant some key problematic aspect or aspects of the teacher's role (Woods, 1993), can be significant and illustrative enough to be considered as a piece of narrative to be analysed to know the kind of preparation novice teachers have.

As Angelides considers following Tripp, critical incidents, critical episodes or critical events are *the common-place events that occur in the every-day life in the classroom that are not all dramatic or obvious, that indicate underlying trends, motives, or structures* (Angelides, 2001, pp. 430–431). As Tripp explains, critical incidents are *created*. Incidents happen, but critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event (Tripp, 1993, p. 8). Then, the criticality of the episode *is not how sensational is, but its justification and significance, and these incidents can be used as a means for collecting qualitative data* (Angelides, 2001, p. 431).

To apply this data collection tool, novice teachers were asked to construct narratives about critical incidents lived by them as teachers. The instructions of

the exercise to ask the participants to develop the critical incidents are detailed in the document shown in fig.4-3, and consider the following characteristics:

- the narrated situation is an everyday thing, unplanned and unanticipated.
- the situation is a critical point that accounts for a problematic aspect in the pedagogical role (in which it is seen how pedagogical agency is deployed)
- As they occur in everyday life, they are not obviously dramatic, but they do indicate implicit motivations or tendencies.

The purpose of analysing their narratives focused on their experiences when they started to teach at schools is to understand how they have responded to this space as a political context, this is, dealing with power. These experiences might show their micropolitical literacy, *the competence to understand the issues of power and interests in schools* (Kelchtermans & Ballet, 2002, p. 765). Immediately after developed the critical incidents, participants have been interviewed to go deep in their narratives and explore their stories. These interviews are not the semi-structured interviews explained in the previous section, but free and unstructured conversations which purpose is to clarify the narratives and complement with useful information that can enrich the incident.

4.2.2.4.2 Semi-structured interview

It is a *qualitative data collection strategy in which the researcher asks participants a series of predetermined but open-ended questions, with the in-built flexibility so the researcher can, if necessary, follow up something the participant has said* (Atkins & Duckworth, 2019, p. 219). The purpose of apply semi-structured interviews is that serve the research objectives acquiring information on what the actors think, know, value, and believe (Cohen et al., 2018a), and to go deeper into the motivations of respondents and the reasons for responding as they do (Cohen et al., 2018a).

The purpose of analysing the answers obtained through semi-structured interviews is to focus on the beliefs absorbed in ITF that guide their pedagogical practice to understand how they behave in the school as a political space, this is,

dealing with power, which implicitly influences what they feel they are able to say and to do. The richness of semi-structured interviews is that allow to detect sensitive or critical topics -for example, issues with power, capacity of making decisions, fear of authority - at the very moment, so ask the interviewee to elaborate and explain themselves.

The semi-structured interviews in our research look for answer four specific questions, from SQ2 to SQ5, which were asked applying shorter and smaller questions designed to facilitate obtaining the required data. The following table shows the relation between every SQ and the questions asked to the teachers:

Specific question	Interview question
• **SQ2** What sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role do novice teachers acquire throughout their ITF?	• What would you say is your pedagogical role, the role you play as a teacher...? How would you describe that role? • What do you feel is your social responsibility as a teacher? • How did you come to understand your role in that way? • What role do you think your initial formation played in forming that idea of your pedagogical role?
• **SQ3** What conceptualization of knowledge and pedagogical relationship acquired throughout their ITF do novice teachers put into practice when teaching?	• What does the word *knowledge* mean to you? how do you *know* you know something? how do you *know* that students *know*? • What does the term *pedagogical relationship* mean to you, what is it, how important is it?
• **SQ4** What possibilities and limits for teaching action do novice teachers identify at school when teaching to channel their educational intentions?	• Why did you want to be a teacher? What were your pretensions/aspirations/intentions? After your formation, does the same answer remain? • Do you feel that you can channel those pedagogical intentions in your daily work? What is your ability to act intentionally and achieve your pedagogical purposes? • Do you feel it is possible to carry out those intentions now working as a teacher? What do you feel their limits are? • Did you feel empowered as a novice teacher? why?
• **SQ5** What resources for teaching action do novice teachers identify have learned in ITF when teaching to channel their educational intentions?	• Those intentions that you have regarding wanting to be a teacher, do you feel that you know how to carry them out through your work as a teacher of your subject? • What resources did the initial formation give you to be able to carry out those intentions? Do you feel that your initial formation empowered you as the teacher you wanted/want to be?

Table 4-2: Relation between research specific questions and the questions asked to the participants in the semi structured interviews.

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4.2.3 Data analysis

The data analysis developed was a **qualitative data analysis**, which focuses on *in-depth, context-specific, rich, subjective data and meanings by the participants in the situation with the researcher him/herself as a principal research instrument* (Cohen et al, 2018, p.643).

The process has been mainly inductive. Cohen et al (2018), following Thomas (2006), remind us that *this means that the researcher develops interpretations of the data and derives themes, concepts, theories, explanations, understandings, summaries, models etc., which fairly and comprehensively explain the data or phenomenon* (Cohen et al., 2018b, p. 65).

In order to interpret the information that emerged from the processes of analysis of interviews and critical incidents, the methodology relied on the **frame of reference** developed on chapter 2. As Alvesson & Sköldberg say, in critical theory the theoretical frame of reference possesses a special importance, because can help to make good interpretations to go beyond surface meanings (Alvesson & Skoldberg, 2009). But not only a frame of reference, but *critical inquiries asking the affirmations and behaviours of the participants, enquiring action and motivation, questioning what ideas are being taken for granted, because what seems natural and self-evident should be problematized* (Alvesson & Skoldberg, 2009, p. 167).

This analysis might allow to develop critical research considering some important elements: 1) insight (hermeneutic understanding in the critical tradition); 2) critique and 3) transformative re-definition (Alvesson & Deetz, 2000). Taken to this research, this design is expected to develop a comprehension about the pedagogical agency capacities developed by initial teacher formation programs (insight), in order to develop then a problematization of the results, particularly considering the tension between domination versus emancipation (critique).

The next sections detail the data analysis for every data collection tool.

4.2.3.1 Analysis of the data obtained from critical incidents narratives

In general terms it has been observed the relation of the novice teacher with the environment, especially in the field of interactions, paying attention to how the agency capacity unfolds in its epistemic, ethical, and political dimensions, observing how and why the novice teachers act in the way they do.

Methodologically speaking, critical incidents are treated in the literature as a technique to *gather* data, not *analyse* it. About analysis it can be said, following Fernández *et al*, that the analysis depends on the purpose of the critical incident exercise, and can be done: a) identifying the context in which they occur, b) developing a description of the problem, c) estimating the possible causes that explain what happened, and d) proposing solutions that seem most appropriate to the problems raised (Fernández et al., 2003).

I considered just the first three points proposed by these authors and not the fourth, as our purpose is not providing solutions. So, the analysis was done then:

- First, exploring for more information in the post-incident interview, looking for deeper levels of explanation that can help to decipher the assumptions taken for granted.
- Secondly, combining deductive and inductive analysis, considering those elements provided by critical literature as indicators of the political, ethical, and epistemic dimensions that work as critical theoretical categories (table 4-3).

The first level of analysis emerges in the post writing *interview,* which is recommended to do immediately finished the narrative (Angelides, 2001). For this process, no specific interview structure is needed, just knowledge about the event that has occurred. Thus, the ``outsider'' researcher, as Schein suggests, should help the ``Insider'' teacher to search their own mind for the deeper levels of explanation that can help people decipher the assumptions and to expose facts that insiders take for granted. The outsider must be sensitive to the best way to probe without arousing defensiveness (Schein, 1985, in (Angelides, 2001).

Once made the interviews, that have contributed to extra information to understand the incidents, the analysis of the narratives can start, combining deductive and inductive analysis.

The **deductive analysis** considered the identification of political, ethical, and epistemic elements in the actions described in the critical incident. For that, it has been done a thorough reading of arguments by different authors covered in the theoretical framework about agency from a critical perspective, **to identify specific ideas that work as indicators** of the political, the ethical and the epistemic dimensions of pedagogical agency. Once identified, these elements were organized in a table used as a *guidance to orient the analysis of a dialogical pedagogical agency*. Table 4-3 is shown in next page.

The description of the elements in the table 4-3 is important: they have been described with its possible *opposite*, to keep in mind the spectrum of possibilities that lie in between. Thus, for example, in the political dimension one of the elements of pedagogical agency can be: "criticism over naturalisation"; in the ethical dimension, "dialogicity over monollogicity", and in the epistemic dimension, "reflection over acritical acceptance".

This first analysis was done reading the critical incidents, looking for pieces of narrative that can be represented by one or more of these conceptual categories. After identifying these pieces of narrative, and also considering the absence of them, the methodology process continued with an **inductive analysis**, relating all these findings, looking for new relations or regularities that allow to interpret a critical reading about the pedagogical agency.

GUIDANCE TO ORIENT ANALYSIS OF CRITICAL INCIDENTS	
Dimension of pedagogical agency	**Elements of pedagogical agency** expressed into reflection and/or action with its corresponding author (those without cite are descriptions deducted from critical theory in general)
Political dimension: Understanding of issues of power and interests that exist in the school, exercising rights and responsibilities in contexts of debate and decision.	- **Creativity** over bureaucracy (Arendt, 1990) - **Resistance** over powerlessness (Giroux, 1989) - **Criticism** over naturalization. Examination of reflection and action, pointing out on what kind of assumptions, on what kind of ways of thinking, not questioned, not considered, the practices we accept rest (Foucault, in (Johnson, 1997) - **End over means.** Going beyond the instrumental, breaking the condition of bureaucrat. - **Analysis of the whole picture of the system** they are in, recognition of own and others' power (political literacy, Kelchtermans & Ballet, 2002) - **Resistance to** curriculum standardization (Bourn, 2016) - **Creativity in learning experiences** to provoke in students new forms of understanding reality (Jarvis, 2005) - **Empowerment of others** proposing activities leading students to reinterpret their frames of reference to build new interpretive frameworks (Alhadeff, 2014) - **Spontaneity** over programming (Grundy, 1987) - **Making justified decisions that defiance the norms** over immobility, acceptance, docility and/or obedience to what is instructed - **Having control of resources** over being powerless - **Capacity to influence the context** with the own action over incapacity to do it
Ethical dimension: The weighting of criteria of justice, equity and dignity to support the decisions that are made.	- **Relation to others beyond the instrumental** (…) understanding teaching as a communicative phenomenon to validate messages communicatively (Lee, 2019) - **Dialogic relationship** to encourage students to become someone recognized (Martínez et al., 2003) (dialogicity over monollogicity) - **Proximity and help**, to gain warmth and recognition from others, giving space to relational and affective forces that emerge in the classroom (Zapata et al., 2019) - **Negotiation** over imposition - **Decision making** considering others´ development and wellbeing - **Power regulation**, careful with the repercussions that own decisions have on others - **To be oriented by critical values** over by technical values - **Care of others** under his/her power - **Comprehension of the demands of the context and capacity of taking responsibility** for the consequences over not comprehension of the demands - **Inclusion** over exclusion
Epistemic dimension: Personal epistemology concerns the cognition that an individual has regarding the nature of knowledge and the nature of knowing.	- **Aware conceptions** about what knowledge, what is known and processes to know - **Problematization over naturalization**, to question reality as something that is not natural, and therefore can be different. Going beyond "objective appearances" - **Reflection** about own beliefs - **Inquiry of underlying assumptions** over accepting things as objective or neutral - **Producing meaning** over consuming meaning - **Active self-involvement** in epistemic processes over passive / unconscious - **Acceptance of reality as something socially constructed** over naturally given - **Deep comprehension of the context in different layers and dimension**s over naïve or superficial understanding of the context (Criticism over naturalization. (Foucault, in (Johnson, 1997)

Table 4-3: *Guidance To Orient Analysis Of Critical Incidents. Process of extracting meaning from the critical incidents.*
Source: Own elaboration from theoretical framework revision.

Analysis process to extract meaning to critical incidents: from collection

1 → Every episode is read to identify the presence of elements of the different dimensions of pedagogical agency using the table "Guidance to orient analysis of critical incidents"

2 → From every time the previous exercise is done, a description is generated

3 → A synthesis is generated per participant from the set of descriptions, called "findings summary"

4 → Each summary is emptied into a general table where all the participants are included. This allows a general overview of the findings, which facilitates internal comparison and discussion.

EPISODE 1

EPISODE 2

EPISODE 3

(narrative)

GUIDANCE TO ORIENT ANALYSIS OF CRITICAL INCIDENTS
from the dimensions:
-political
-ethical
-epistemic

(TABLE 4-3)

1st description

2nd description

3rd description

Extraction of the significant elements of the episode

FINDINGS SUMMARY PER PARTICIPANT

Commented synthesis of the more relevant findings of all incidents to have a more general perspective of the teacher

PANORAMIC SYNTHETIC TABLE OF TEACHERS´ PEDAGOGICAL AGENCY

Analytical synthesis per participant from all incidents

Emptying of meaning to the table of synthesis

PANORAMIC SYNTHETIC TABLE OF NOVICE TEACHERS´PEDAGOGICAL AGENCY											
University	Novice teacher identification	Participant´s incident	Relevance interaction teacher/ environment	Presence of elements in every dimension according to how the teacher acts (yes/no)			Strength pedagogical agency	Elements of every dimension according to how the teacher acts (qualitative detail)			Comments Aspects to highlight Possible explanation / Any distinctive feature?
				Political	Ethical	Epistemic		Political	Ethical	Epistemic	
1		E1:									
		E2:									
		E3:									

Figure 4-4: Criteria to orient deductive analysis of critical incidents.
Source: Own elaboration.

4.2.3.2 Analysis of the data obtained from semi-structured interviews

The analysis of the data obtained from the semi structured interviews was developed exploring and making meaning of the data developing a codification process, *a process by which data is fragmented, conceptualized, and integrated to form a theory* (Strauss & Corbin, 2002), ordering data according to its properties and dimensions. Specifically, what was done is an *analysis of the content based on emerging categories*. *Content analysis* is used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e. text).

The process of codification develops *organizing and categorizing data into key concepts; identifying the units of analysis; coding; inductive processes; identifying and refining key concepts and key points; identifying linkages and relationships between the data; summarizing; patterning. In other words, it involves data assembly and re-assembly, recombining them in new ways, synthesizing and integrating data to create a meaningful account and analysis* (Cohen et al., 2018b, p. 644).

In more specific terms, the methodology developed what Coffey & Atkinson (1996) call a **coding** framework. Once the data of semi-structured interviews is obtained, the coding process starts extracting some ideas as general guides. All the information is read to seek and identify those *discursive fragments* that capture the essence of the extract representing some meaning.

This process is developed to generate **codes**, which are words or short phrases that assign an attribute to a set of data (Saldana, 2021). A code also can be understood as a construction generated by a researcher that symbolizes data, therefore an interpretation of meaning (Vogt et al., 2012). This process is repeated in a new cycle of analysis to group data as long as they share common attributes. As Saldana explains, coding is organizing data in a systematic and defined order to establish categories. As it is done in cycles, data is grouped, reorganized and linked in order to consolidate a result -meanings- that allow an analysis to be developed (Saldana, 2021)

Thus, the coding process links all the fragments of the data creating a relationship among themselves (Coffey & Atkinson, 2003), which changes as the data is grouped and regrouped, in a dynamic process that is not considered exhausted until all the information has been reviewed. As Coffey & Atkinson point out, the important part of analytic work is establishing these links and thinking about them (Coffey & Atkinson, 2003). Throughout coding and categorizing, Gross explains, the analysis follows with a thematic analysis, which is in essence *pattern recognition*, reviewing the coded data finding out how it is connected, looking for big ideas that permeate the data and links within and across categories (Gross, 2018)

All said, far from being mechanical, coding is a dynamic and flexible process as the criteria and gaze of the researcher are actively involved throughout the process. The process of creating categories is a way of reading and thinking about data in an organized and systematic way. Thus, *there is not a "correct" set of codes but proper links between data segments and the categories we want to use to conceptualize these segments* (Coffey & Atkinson, 2003, p. 54)

Bearing in mind that the coding process itself is important, I carried out this process manually because assigning codes to data and generating concepts allows us to keep close to the data and *have insights in the process* (Taylor, 2015, p. 161). The analysis itself then lies in the way we use the codes and concepts, not in whether we use a computer program or rely on manual signalling (Coffey & Atkinson, 2003).

At this stage of the analysis, it is possible to understand what the data say. As Coffey & Atkinson put it, coding is much more than simply assigning categories to data: it is also about conceptualizing it, asking questions, providing tentative answers about the relationships between and within data, and discovering data (Coffey & Atkinson, 2003). Strauss proposes that the codification must be used to open the inquiry and move on to interpretation. Thus, *coding* tries to fragment the data in important analytical ways, to lead to more questions being asked about the data (Strauss, 1987). Once the coding is finished, it is necessary to interrogate the data and explore it systematically to generate meaning.

Coffey & Atkinson point out that the passage *from encoding to interpretation* has several levels. First, the encoded data needs to be retrieved, which means that the recontextualized data has to be exposed in such a way that it can be easily read (Coffey & Atkinson, 2003). In the case of this study, a numbering of the lines of the Word files will be carried out, to transfer the meaning units to tables -as a database- that will be related to the extent that groups are created around a shared meaning. Thus, the visuality of these groupings allowed us to systematically review their order and regrouping.

Second, the move from encoding to interpretation requires playing with the codes and categories and exploring the ones that were created (Coffey & Atkinson, 2003). Once the data is displayed in its coded form, the categories can be retrieved, divided into subcategories, spliced, and put together again (Dey, 1993)

This leads to an additional level of the process, which consists of moving from *encoding to interpretation*, that is, the transformation of encoded data into meaningful data, which requires a search (Coffey & Atkinson, 2003). Delamont proposes to search for patterns, themes, and regularities, but also contrasts, paradoxes and irregularities, to finally move on to generalization and theorizing from the data (Delamont, 2016)

For reasons of space, the complete version of every interview is not included in any chapter. All the interviews have been developed in Spanish; the language spoken by the interviewed teachers. The translation has been made at the end of the process, after all the category groups were obtained. Once recorded and transcribed, the first analysis was done manually, using Word and Excel.

The process has been done like this: the 12 interviews -around 10 Word pages each – have been read to identify and highlight meaningful parts, *units of analysis*. These units have been moved to an Excel file, placing them in a column with an assigned tag or label to describe what this fragment refers to. This exercise has been repeated with every fragment, as indexing every piece of information. This exercise of assigning tags has been made twice and even three times, identifying linkages and relationships between the data, and refining key

concepts to be integrated in a coherent and distinctive group, which have been assigned a distinctive name -*category*-. This exercise has been developed using two additional columns: the name of the *source* of the analysed fragment -a code to identify the novice teacher´s interview- and the lines in that Word file in which that fragment appears, so the fragment origin is easily identifiable and traceable.

The Excel file has been organized in different sheets: one per specific question, so every SQ is answered then as a sum of category groups. This list of categories with the correspondent tags and fragments have been put in a different sheet. A category at this stage of process looks as follows:

Category	Freq	Tag	Freq		Representative fragment for the tag	Interviewee	Source
Purpose of teaching	19	Help others	8		There is a social role of solidarity... I come from a family that seeks that, that is what I learned in my family, that you have to help. So sometimes I feel that I'm in a private school I'm not helping as much as if I were in a public school. That has been a concern of mine. Maybe he could give more tools to those who need it the most. I hope it happens in the future...well, this is my first year working.	U1-MAT-FEM	101-104
		Help people broaden their view of the world	6	EXAMPLE	For example, in the classroom one asks them "what do they think of such a problem"... and... 10 raise their hands, of those 10, 8 give you the generic answer because they saw it on social networks on TV, because it told them their mom, dad... but who can give you an explanation of what is happening, who understands the problem... there are very few... then you realize that you need to work on it, that's why that continues to be my number 1 motivation to do the lessons	U2- FIL-MAL	140-146
		Contribute to society	5		I studied in a very traditional high school, in an emblematic high school...in which, in addition to working hard on the PSU and entering the university, they also trained, or made us aware of how we wanted to contribute to society...the university was not a option but rather an obligation. How are you going to contribute? That's what a professional does: contributes	U1 - MAT-MAL1	78-80

Figure 4-5: Example of a category with its frequency, tags and representative fragments

In the example, the category has been called "Purpose of teaching" and gathers 19 units of analysis that refer to a sense of purpose of teaching. The three tags that compound this category are: "Help others", "Help others broaden their view of the world" and "Contribute to society". Every of these tags are conformed, respectively, by 8, 6 and 5 unit of analysis or fragments. The examples given by the right table are representative of these tags and are textual fragments of the interviews. This table indicates the fragment, the author, and the interview´s line it was taken from.

Once all fragments are grouped into categories, finally a collection of categories is obtained, giving a preliminary answer to every specific question, considered *findings*.

4.3 Summary

This chapter has discussed the decisions taken in the process of design, from the declaration of the approach in which the research positions itself, the questions to be asked, the definition of the sample, the design of the data collection tools and the way the analysis was done. Between this chapter and the next ones, there is an important milestone: the field work in which all this design has been applied thanks to the participants. Thus, the next chapters, 5 and 6, develop the process of analysis to observe the data obtained once applied all this design.

Chapter 5: Findings about the *doing* of novice teachers. Revision of critical incidents.

This chapter is dedicated to show the findings obtained from the analysis of the data collected with the **critical incidents**, which will allow to give answer to the SQ1, *What is the capacity of ethical political epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers?.* Here the reader will be able to appreciate the richness and complexity that is behind pedagogical action, as it is a very human activity where beliefs, intentions, and expectations, but also fears and prejudices, come together, sometimes in contradictory ways, sometimes in consistent ones.

Due to the large amount of information obtained from the different data collection instruments, this chapter shows the data found for give answer to SQ1 in merely descriptive terms, as the discussion of the findings will be done in chapter 7.

This chapter then shows the reading made to every incident in light of the political, ethical, and epistemic dimensions detailed in table 4-3, and it is organized *by participant*, from 5.1. to 5.12, showing every participant´s critical incident, providing:

- a paragraph with a brief description of the incident, to which a name has been given.
- three more paragraphs giving detail of the elements identified in the political, ethical, and epistemic dimensions, respectively.
- After reviewed all the incidents for every participant, there is an extra paragraph titled "findings summary". There, it is offered a synthesis of the elements of pedagogical agency found in the total of incidents for that teacher, to have a more general perspective of the teacher´s pedagogical agency.

Due to space issues, the original incidents written by the participants do not appear here, but rather in the annexes section at the end of this work.

The next table gives detail of the participants to identify them from now on.

University	ITF program	Participant		Number of Incidents provided	ID in the chapter
Univ. 1	Mathematics	male 1	Osvaldo	3	5.1
	Mathematics	male 2	Cristian	3	5.2
	Mathematics	female 1	Amanda	2	5.3
	Language (Spanish)	female	Liliana	3	5.4
	Foreign language*	female	Ana	1	5.5
Univ. 2	Philosophy	male	Tobias	1	5.6
	Musical Arts	female 1	Lorena	3	5.7
	Musical Arts	female 2	Carol	3	5.8
	Mathematics	male 1	Ruben	3	5.9
	Mathematics	male 2	Carlos	3	5.10
	Biology	female	Fernand	2	5.11
	Foreign language*	female	Pamela	2	5.12
2 universities	8 ITF programs	12 participants		29 incidents	
*It has been omitted the specific foreign language of these teachers as it could facilitate the identification of the institution they did their ITF, as some of these specific languages are not common to be taught in Chile.					

Table 5-1: Detail of participants: university and program of origin, pseudonym and incidents provided

In order to understand in a better way the context of the incidents, the next notes are helpful to be considered:

-       Dates. All the incidents happen between the years 2020 and 2022.

-       Use of italics. All the episodes included here are originally written by the novice teachers in Spanish and translated into English by me as a researcher. Even tough English is not the original writing, they are presented here in italics to remind the reader that the story is written as a personal experience.

-       Levels in the educational system. In the Chilean system there are two big levels to attend to complete compulsory education: Enseñanza Básica, which goes from 1o básico to 8o básico (first basic level to eighth basic level), equivalent in U.K. to Primary school, from Y1 to Y8; and Enseñanza Media, which goes from 1o medio to 4o medio (first medium level to 4th medium level), equivalent in U.K. to Secondary Education, from Y9 to Y12. Many schools offer both levels,

Enseñanza Básica and Enseñanza Media; meanwhile others are only dedicated to one level (*básica* or *media*)

- Modalities in the secondary education. There are also different modalities of Enseñanza Media, which consists in differentiated curriculum for the last two years (3o Medio and 4o Medio), according to the preference of every student. The most common modalities are: Humanist Scientific Education, generally chosen by those students who aspire to continue their studies in higher education after 4o Medio, and Professional Technical Education, which enables them to obtain a technical level certificate to be able to work after 4o Medio, in a specialty in the commercial, technical, or industrial area.

- Academic year. The Chilean academic year goes from March to December, so there is whole correspondence between the academic and the calendar year. It is usually split into two semesters, separated by one period of two-week's vacation in July. The other period of vacation is summer, from December to end of February.

- Emphasis in some subjects. The Chilean school system is highly framed by a standardized and prescriptive curricular and evaluation policy, in which great importance is given to the subjects of Language and Mathematics. This information might help to understand some experiences. For example, Language and Mathematics teachers are more demanded by the school in terms of results, meanwhile other areas such as Arts are less controlled. Or, in case of need more preparation in Language and Maths, other disciplines can be affected with less curricular hours.

- Role of Head teacher. Every class has a Head teacher, the teacher in charge of that group. There are two curricular activities linked with this role: *Orientation* and *Course Council*, in charge of the head teacher but oriented to giving space to the wellbeing of the students. The head teacher also teaches his/her specific discipline. The head teacher is in charge of informing the evaluations to the parents, organizing the parents meetings and in general, any aspect of the class before the school community.

- Role of parents. The parents participate in the school in a regular way, attending meeting parents in the school with the head teacher, every two or three months. These meetings are for to be informed about the students´ performance, but also about the students group as a whole. The parents use to organize themselves in a course directive, which organizes different activities throughout the year with the head teacher, such as the school anniversary, the student´s day, teacher´s day, National day, among others, as also preparing activities to collect financial resources to prepare activities for the students at the end of the year.

- School units. Chilean schools are usually made up by two big areas that depend on the general direction:

- An academic area, formerly called UTP (Unidad Técnica Pedagógica), in charge of curricular issues related to the subjects. This area can be taken, depends on the school, with more or less emphasis in a bureaucratic approach -merely controlling the work of teachers- or a formative approach -accompanying teachers so that they can perform their work in a better way.

- A coexistence area, a cross unit in charge of the coexistence in the school institution. Formerly called "inspectoría", the old authoritarian approach centred on control of behaviour. Modern approaches about this unit propose to promote a positive environment involving students in having a more active role in the processes they participate in, considering emotional developing, inclusion, among other issues. In this case, this unit is called "Coexistence unit" and is integrated by people prepared for it. Unfortunately, in some schools the name has changed but not the paradigm behind.

All this considered, now the incidents of the participants are introduced in the next page.

5.1 Novice teacher Nr. 1: Osvaldo (male, Uni1, Mathematics)

<u>Incident 1</u>: Questioning made to his class

Osvaldo narrates an incident that he considers positive, which consists of the questioning that was made to the class to which he was assigned as head teacher. Despite his lack of experience and nervousness having to respond as such, he was well evaluated, earning congratulations from his colleagues.

From a **political dimension** perspective, it is noteworthy that his story (and subsequent interview to comment on it) is quite flat, without elements that allow to have any degree of depth. The teachers congratulate him, and he finds it well, not giving more detail neither in the story nor in the subsequent interview, not adding, for example, more information about what those teachers might be seeing that make them congratulate him, or what criteria he puts into play to know if it coincides or not with the evaluation that others make of his class or his performance as a head teacher. He mentions, for example, that the group was able to achieve the expected results, however, he does not mention what they were, or what he thinks about them. When asked about decisions he had to make in his role as head teacher, he only mentions that the school let him do what he wanted, so he felt very free. He does not define criteria to specify what he means when he tells his story. Although it could be due to the fact that in the written narrative, he did not know how to refer about it, he does not mention it either when he is asked verbally in the post-incident interview. He does not give account of the rules or question them. Nor is it possible to observe a personal position regarding the role he played as a head teacher. It seems to be, as he reports, that the students "improved", without really knowing in what sense they mean it or why they did it. It is as if there was an implicit understanding on what a head teacher does without specifying what or why, as if he had naturalized how things work.

From an **ethical perspective**, he does not mention relational, interaction or dialogical aspects to somehow make visible the way in which he approached the relationship with his students. No reflective features of what he tells in his incident

are observed, nor the way in which he established the relationship with the students or the tensions that could arise in that process.

Lastly, from an **epistemic perspective**, Osvaldo does not express any degree of awareness or reflection regarding his way of understanding things at school and how the experience of inserting himself generates new comprehensions towards his role of head teacher. On the contrary, the writing of the incident and the subsequent conversation occurs in an apparent naturalization of everything that happened without explicitly giving an account of his beliefs or the assumptions.

Incident 2: Working with PIE to improve math results

Osvaldo narrates a meeting of teachers in which the team in charge of the school inclusion program reports the results of the student evaluations and blames the mathematics area for the low results obtained. Osvaldo faces this situation with a lot of frustration and a feeling of injustice because he believes that to improve the results, the PIE[1] team must work together with the mathematics department, which has not happened so far. Osvaldo takes the initiative to ask the school administration to increase the hours in his contract so he can work more closely with the PIE. His request is accepted, and he feels very satisfied for that.

Regarding the **political dimension** of his position on the situation, it is noteworthy that his story (and subsequent interview to comment on it) is flat, without elements that allow any depth. It does not question, for example, possible explanations to the low results obtained, nor questions the existence of certain types of evaluations, or their purpose. He only mentions that the students failed, implicitly naturalizing the existing system, and stating his desire to collaborate to improve the results within those *predefined conditions* - that Osvaldo seems not to see. It is interesting, however, that, within that predefined field of action to do his work, he wanted to make a change, and pushed to increase the hours

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[1] PIE is an area of the school worried about inclusion and integration of students, especially those with special learning needs.

assigned to mathematics to work with the PIE. Osvaldo saw a problem -his area is not responding with the required results - and proposed a solution -that they be assigned more hours to work with the PIE team. This accounts for his ability to move within the institution by seeing that a possible solution could come from his ability to propose and implement a concrete action, showing decision making and capacity to influence the context. However, even when he shows initiative, there is no ability to question the origin of the problem.

From an **ethical** and **epistemic perspective**, Osvaldo does not reflect about possible reasons to explain the poor performance of the students, such as relational aspects that could explain the poor results. He does not question, for example, what opportunities students have had to learn or how they have had to learn. Osvaldo makes decisions with initiative, which is laudable, but without questioning the framework for action that the institutional context offers to him. He doesn't question the margins as he doesn't seem to see them.

Incident 3: Giving time to students to talk about personal issues

Osvaldo narrates an incident that focuses on his relationship with the students. As background, he points out that he wanted to develop his role as head teacher with responsibility and empathy, and that the first session of the year was devoted to discussing the joint development of projects for the year. He says that at recess after that session, a student gave him a letter, telling him she had concerns about her gender identity, asking to talk about it. Osvaldo sets an appointment with the student, and they were able to talk about the doubts that the girl had, which made him happy because he felt that someone had trusted him.

In this situation, like the previous ones, Osvaldo poses a situation that he considers positive in which he performs satisfactorily. However, again the speech is very flat, without further reflect to see beyond what literally counts.

From a **political perspective**, it is striking that his story lacks elements to give it some degree of depth. For example, he seems to be sure that his way of proceeding in a delicate situation was the correct one. He makes the decision to

talk to the student beyond the school policy about gender issues -which is not mentioned by him-, moved by a genuine concern about his student.

From an **ethical perspective**, no relational, interaction or dialogical aspects are mentioned to make visible the way in which he approached the relationship with the group or the student, neither in the written nor the oral narrative.

Lastly, from an **epistemic perspective**, Osvaldo does not express any degree of awareness or reflection regarding his way of understanding things at school or how the students with whom he relates understand them. The writing of the incident and the subsequent conversation occurs in an apparent naturalization of everything that happened without explicitly giving an account of his beliefs.

Findings summary

Osvaldo has chosen incidents in which is hard to see him explicitly playing his teaching role, which makes not easy to analyse his teaching agency. By looking for elements of the different dimensions of pedagogical agency, it is not possible to see elements such as resistance, criticism, dialogicity or problematization.

Thus, in the three incidents there is a weak pedagogical agency in the three dimensions, which coincides with the lack of critical spirit from which he tells his stories: there is no examination of the action carried out or of the motivation that moves it. There is no problematization about the incidents reviewed, neither in the writing nor in the subsequent interview, which suggests a weak pedagogical agency and weak reflective capacity, lacking a critical spirit to know from where he positions himself as a teacher. The only manifestation of agency is in incident 2, when he asks an increase of hours to work more hours with the PIE team.

In sum, and considering political, ethical, and epistemic dimensions, these incidents and subsequent interview reveal a weak pedagogical agency. From the dialectical notion of agency this study is working with, defined by a reflective capacity that allows to see the frameworks within which doing is sustained, it is observed that both the actions and the reflective capacity are consistently weak.

5.2 Novice teacher Nr. 2: Cristian (male, Uni1, Mathematics)

<u>Incident 1</u>: Being questioned in the meeting with parents

Cristian recounts a situation that took place in a parent meeting of the class group he was head teacher, 3ºMedio[2] class, in which he had to face constant questioning from one of the parents who was displeased with the institution, which made him uncomfortable in front of others.

From a political dimension, the incident, and his comments about it in the subsequent interview, are quite flat, without elements to see depth. Although he began the story by saying how nervous he was about to be his first parents meeting, he quickly closes that tension by saying that he did it well, without giving details about it, or without explaining what allows to say that it went well. He does not give details of his interaction with the student´s parent who was questioning him, but only limited himself to say that she had a problem with the institution outside of him, not analysing more. He does not account for tensions that could have occurred in the incident in that meeting of parents to reflect on what the role implies. It seems that the meeting went "well", without detailing the own or institutional expectation (or that of the parents). It is as if there was an implicit agreement on what a meeting of parents is for and what he should do, without specifying what or why. Thus, a prominent element of political dimension reflected in this incident is *naturalization over criticism*.

From an ethical perspective, there are no relational, interaction or dialogical aspects to make visible the way he approached the relationship with the parents, if he listened to them or motivated their participation, or if he limited himself to playing an administrative role to comply with a checklist to complete.

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[2] Equivalent to Y11 in the U.K. school system

From an epistemic perspective, Cristian does not express awareness or reflection regarding his way of understanding things at school and how the experience of gradually inserting himself generates new understandings about the role of head teacher in his relationship with parents. The writing of the incident and the subsequent interview occurs in an apparent naturalization of everything that happened without reflecting or questioning it. He explains himself the situation with the mother in the parents´ meeting as individualizing the problem.

Incident 2: Learning administrative issues

Cristian does not recount an incident as such, but rather a period that was tense for him because when he started school, he felt overwhelmed having to learn administrative issues, which implied learning acronyms and procedures, issues that he solved thanks to the support of his colleagues.

From a **political perspective**, his position in relation to the situation is merely descriptive, very flat, without elements or reflections of some degree of depth, almost without relevance. Although he began the story by telling how nervous he was about quickly learning how things worked, he quickly closed that tension by saying that his colleagues helped him, without stopping to reflect on what it means, for example, how the institution works. What is most striking is the *absence of the pedagogical.* He is recounting how nervous he felt about starting to work as a teacher, but he never mentions that the nerves had to do with taking on the role itself, with issues related to teaching, or with future students. It is only about learning the operation of the place -acronyms, systems, processes, procedures-. In this sense, the concern of an official or a bureaucrat is more noticeable than that of an educator or a teaching professional. The element of political dimension that highlights in this incident is *naturalization over criticism*.

From an **ethical perspective**, there is no mention of relational, interaction or dialogic aspects that concern Cristian, nor are reflective features observed in this sense of what he recounts in his incident. Nor does anything related, **epistemically**, appear with his way of understanding things at school and how the experience of gradually inserting himself generates new understandings

regarding the role he plays there. The writing of the incident and the interview occurs in an apparent naturalization of what it describes, without explicitly giving an account of their beliefs, without asking or reflecting on it.

Incident 3 Challenging the class in a presentation dynamic

Cristian narrates a situation lived at the beginning of the academic year with his class group, 3⁰Medio[3], in which a student has difficulties to introduce himself during the presentation dynamics being mocked by his classmates. Cristian faced the situation challenging the class, and wondering how he could help the student and the class, feeling he did not have the tools to address the situation.

Reviewing the **political dimension** of his position in relation to the situation, he intervenes to support the student who was in a diminished position of power with respect to the rest of the classmates, explicitly rejecting the class's attitude. It seems positive that he cares about this student who has special educational needs and want to do something for him, and not only the student but the class itself, for not respecting their classmate. However, his account -and subsequent interview- does not mention predefined conditions -institutional and social- that explain the existence of the bullying problem. It is interesting, however, that, within this predefined field of action to do his job, he wants to make a change by relying on the differential educator[4], since he recognizes that the university did not prepare him to work with diversity. Although his claim and concerns are understandable, the problem he talks about goes far beyond of a differential educator work, as it is a problem that alludes to human formation, while the lack of solidarity, empathy and respect are key issues of coexistence, so they appeal to him as a teacher, and he seems not to be aware of.

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[3] Equivalent to Y11 in the U.K. educational system

[4] The differential educator is a professional, specialised teacher, formed in university programs of 5 years, specialized in special educational needs. They usually work at schools in the PIE unit, dedicated to special needs of the students of a school.

Even when he shows initiative, there is no ability to question the origin of the problem, which in a secondary school is probable that the problem has been gestated in previous years. It also does not give a clear account of how he dealt with the taunts of the students, leaving the relational, interactional, or dialogical aspects that he put into play to deal with the situation unclear, which reflects a weak **ethical dimension**. From a traditional perspective - expository, monologically - the correct way to be is proclaimed as a moral to be assumed, not having an impact on students as conscious development.

Regarding the **epistemic dimension**, Cristian does not reflect about why or how the students have built the understandings that make them act as they do. Cristian does not question, for example, before the reprehensible behaviour of his students, what opportunities the students have had to learn or how they have had to learn (if they have) issues related to coexistence. Cristian knows that it is wrong, which is good, but without questioning the framework of action that the institutional context -the structure- has offered to these students so that in the third grade they can be who they are.

Findings summary

Two of three incidents offered by Cristian have in common that are not explicitly related to his teaching work, revealing concerns more proper of any worker, not necessarily a teacher. Looking for elements of pedagogical agency in every dimension, the incidents show weak pedagogical agency.

In the incidents he tells situations that contain a tension that he quickly closes, either individualizing the problem as something of the person, isolated from the context, or saying that it is solved. Even though the narratives involve people interaction, he does not stop in it. He does not question formative issues in students that could explain the problematic situations he is concerned about -as it happens in the incident 3- as he was only a math teacher, to whom educational matters do not concern. This lack of elements to confirm pedagogical agency coincides with the weak critical spirit from which Cristian tells his narrative, not examining the assumptions or action carried out.

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Cristian does not problematize in the 3 incidents, neither in the writing nor in the subsequent interview, which suggests a weak agency capacity and a weak reflective capacity. From the dialectical character of the notion of agency on which this study is working, defined by the reflective capacity to see the frameworks within which doing is sustained, both actions and reflection are consistently weak.

5.3 Novice teacher Nr. 3: Amanda (Female, Uni1, Mathematics)

Incident 1 Supporting a student that asks help

Amanda narrates an incident in which, during a class, a female student suffering emotional difficulties approaches her to let her know that had self-injured her wrists the day before. Since there was no one to turn to in the middle of class, she as a teacher continues with the class and waits for recess to talk carefully with the student and find out what had happened. After containing her, she goes to one of the school's management people, who notifies the psychologist and other people to care for the student. As a teacher, she returns to the student and lets her know that they will help her.

This situation that Amanda recounts is interesting from the perspective that she gets involved and does everything possible to help her student, who clearly needed help. From the **political dimension** of her position regarding the situation, it highlights that Amanda became actively involved in the situation, not limiting herself to a mere transfer of the student to another person to take charge. This can be seen in how she communicates, pointing out to the student "you are not alone" and "everyone at school will support you". She is committed to the student, prioritizing her well-being. This is interesting in the sense that she commits to others. She does this before knowing what protocol exists in the school for these cases (she found out later precisely as a result of this situation, as she confirmed in the interview). However, there is no reference or reflection on Amanda's part regarding the situation that the girl lives in relation to the class, or to the school institution. It seems to address her concern, more than from the formative point of view, from an individual and psychological perspective, so the case is isolated from the reality of which it's part.

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From an **ethical perspective**, Amanda's caring, and empathic attitude to face the situation is remarkable, not leaving neither her class alone when the incident occurred, nor the student at recess. Instead, Amanda commits to seeking help even before she knows what she's in for. It is interesting to highlight the way in which she speaks to the student, demonstrating her commitment and empathy: "Nicole, I promised you that you will not be alone, and we will all help you"; then, "I'll go find the nurse to check it out"; and finally, "Since we care about you, that wound may become infected or a bug may enter. Is it okay for the nurse to check it out?" These relational aspects that are evident in her words allow to observe that her student is not something to manage, she is someone to take care of, relating to her beyond the merely instrumental.

Regarding the **epistemic dimension**, the narration of the incident and the subsequent interview allows to see that Amanda is aware of her action in this incident and how she justifies it. She states, for example, that she does not know if she should have reacted sooner, or if she had to wait for the school to tell her what to do, but she acted in accordance with what she believed was appropriate.

<u>Incident 2</u> Refusing to talk about someone that is not present

Amanda narrates a situation that makes difficult to analyse her capacity as a pedagogical agency, because although is related to her department headteacher, it is a situation that does not appeal to her capacity of agency. Amanda says that in the context of the approach in the vehicle of her head of department so that she could take a bus, since the school is in a remote place, he has told her on several occasions that he is satisfied with her performance, unlike from the other teacher's performance, which he doesn't like because doesn't seem motivated. Amanda deals with the situation by staying out of the conversation and avoiding comment because does not like to talk about people that are not present.

In **political terms**, Amanda acknowledges that the department head is putting her in a difficult situation since she is new in the institution, and he is indirectly asking her for complicity in badmouthing the colleague. Therefore, Amanda implicitly acknowledges that it is delicate ground and decides not to become part

of it. On the other hand, in **ethical** or **epistemic** terms, she decides not to speak behind the colleague's back, not providing more elements to evaluate this.

Findings summary

Of all the situations that she could have chosen to portray her first experiences as a teacher, Amanda chooses two in which it is not clear to see her teaching role, which makes difficult to see on what assumptions the decisions she makes in her teaching role rest. Even so, in the incidents that she chooses to share, the ability to problematize what happens is not displayed either. She focuses on personal issues -the emotional difficulties of her student, or the inappropriate behaviour of his department head-not reflecting about the institution or the social system in which she is inserted and generates situations like those, which reflect a weak capacity for pedagogical agency.

In the first incident there are some elements that make possible to see some degree of pedagogical agency, such as care of others, help and taking responsibility, all rather intuitive given the urgency of the situation. This might be related to the nature of the incident: since it is not focused on teaching per se, it does not allow extrapolation to the teacher's regular work environment.

In the second incident, she no longer questions the situation, so it is not possible to see visible elements of pedagogical agency. In deeper terms, from its political, ethical, or epistemic dimensions, it seems a lack of critical spirit since she does not make explicit the assumptions from which she positions herself as a teacher.

From the notion of agency on which this study is working, which has a dialectical character, strongly defined by the reflective capacity that allows to see the frameworks within doing is sustained, it is possible to observe that both the actions and the reflective capacity from which she tells her stories are consistently weak.

5.4 Novice teacher Nr. 4: Liliana (female, Uni1, Spanish as mother tongue)

<u>**Incident 1**</u>: Measuring forces with defiant students

Liliana recounts a class situation that clearly portrays a "measuring forces" that a student poses to her in her first class with the group. The student defies her by using his cell phone in class, which she responds taking the device from him to continue the class, to which the student in turn responds repeating the same action with a second cell phone, while leaning back in his chair in a defiant and mocking attitude. This second time she decided to ignore it but feeling frustrated and angry about what had happened that she cried when she got to the teachers' room at the end of class. Her colleagues comforted her by telling her that he was a student that always behaved defiantly. The next class something similar happened with another student.

Liliana recounts an incident that is quite characteristic in schools -this school is located in a marginalized neighbourhood- and it undoubtedly represents a challenge to her scant work experience and a challenge to any teacher's agency. She positions herself, first, as the one who decides what happens in the room, so she takes the student's cell phone. But the surprise factor of the situation -that the student repeated the action with a second cell phone- leaves her without knowing how to react and she decides to ignore him -or, one could also say, she decides to allow him to win -hence the subsequent anger and frustration.

In **political terms** this situation clearly represents the measurement of opposing wills or forces, where power is manifested from imposition -first, putting on the headphones connected to the cell phone, implicitly declaring the lack of interest in the class- , then, in response, the imposition of the teacher response, implicitly declaring that in the class no music is played, so the cell phone will be taken-, and finally, an act of resistance to the teacher's response, taking out a second cell phone insisting on imposing his will. From a political perspective, Liliana is strongly determined not to tolerate the student's attitude by resolutely removing the cell phone, but then, faced with the student's disobedience, resigned to ignore the situation because -she explains in the interview after the incident- the student

looked at her so defiantly and intimidatingly. Her narration accounts for a complex situation, but her reaction and reflection do not account for a greater depth. In fact, the helplessness she feels - one of the five forms of oppression defined by Young is precisely *violence* (Young, 2011b)- due to the fact that she does not have tools to deal with the situation. For example, Liliana does not show understanding of the situation from a perspective of power. What's more, she comments on it as a motivation problem, when in the interview after the incident she says, "he didn't want to participate or answer the questions I asked, he didn't pay attention to the "inquiry sticks" or any other participation strategy" (the *question sticks* are a participation strategy that consists of choosing a stick at random, on which the name of a student is written. By drawing a stick, someone in the class must answer the question asked by the teacher). This single comment shows that she does not seem to realize that the type of interaction she offers students is extrinsic, instrumental motivation, and therefore she will have to accept that some students will try to rebel against that, because there is no authentic link from which a commitment or reciprocity arises between teacher and students.

Continuing the political perspective, Liliana does not realize if understands the tensions reflected in the incident, seeming to be satisfied with the explanation that her colleagues give her about the students who challenged her: "this student is problematic.", individualizing a problem that frequently appears in the schools. Neither in the incident nor in the subsequent interview, there is no reflection, criticism or questioning regarding why there are students like this, what role the institution plays or what to do about it beyond participation strategies. She doesn't seem to realize that the background of the problem goes far beyond a motivational problem. When she reports that she applies participation strategies such as "inquisitive sticks", she does not seem to see that her teaching is based on an instrumental logic that could possibly work with those students who are adapted to the system, but not with those who resist it. Both in one type of student and in the other, Liliana does not give an account of her formative purposes to her students. It is as if there was an implicit agreement on what she should do from her role, without asking herself beyond her subject/discipline. Thus, it is

evident the absence of elements such as creativity, resistance, criticism, and capacity to influence the context.

From an **ethical perspective**, the relational aspects addressed show an instrumental rationality present in the interaction, an issue that she does not seem to realize. There are no reflective features of what she tells in her incident, such as how to approach the relationship with these students in the future. To the cell phone student, for example, was allowed by her to do what he wanted, -which, in the case of that particular student, was to sleep in class. So, it is as if the implicit alternatives were the students participate in my class, or if he/she defies me, then allow them to do what they want, not seeing other alternatives, as if, for example, to try to develop a bond to imply these students little by little.

Lastly, from an **epistemic perspective**, Liliana does not express any degree of awareness or reflection regarding her way of understanding things at school in tensions related to power like the experienced. On the contrary, the writing of the incident and the subsequent conversation occurs in an apparent naturalization of everything that happened -the student is problematic- without explicitly giving an account of her beliefs -that her class works using extrinsic motivation, a behaviourist perspective , and by pointing out that even that didn't work, she is implicitly telling us that she does not notice the perspective from which she propose her class, let alone what its implications are. There is no questioning about her pedagogical beliefs and the relation this has with the narrated conflict.

Incident 2: Resisting boss´ pressure

Liliana tells a situation she experienced with one of her bosses, who is a rather dominant and authoritarian person. In the context of several teachers on leave in the language department, she is asked to take work left behind that the school needs finished. Liliana, feeling pressed to saying yes but knowing that she would not have time to do the job, dared to reject it in a very solid and well-argued way.

In the interview after the incident, Liliana says that she felt very satisfied with having dared to say no, especially to a person who manages power and is famous at school for changing her attitude towards a person who does not do what she

asks. She says that in the past she she's working on improving this aspect of her through psychotherapy, and fortunately helped to manage the situation well.

Reviewing the **political dimension** of her position, Liliana reports that she managed well, because she noticed a situation of tension, of opposite wills, and felt the pressure to accept what the authority wanted to impose on her. However, she knew how to handle herself with correct and clear arguments so as not to let the will of the authority impose on her. However, at a discursive level, both in how she narrates the incident and in the subsequent conversation in the interview, her story is quite flat, without elements that allow to give it any degree of depth. She poses the problem from a *personal* perspective, unaware that it is a situation in which power is at stake, implicitly naturalizing the existing system, predefined conditions that Liliana seems not to see. Even when she stated that she was able to exercise her will in the face of the imposition that was being given to her, it seems that Liliana does not show an ability to question the origin of the problem, and it is how power conflicts develop in the school institution.

From an **ethical** and **epistemic perspective**, there are no elements from these dimensions that allow to see any evidence of pedagogical agency.

Findings summary

Liliana has offered two relevant incidents as in them is possible to observe her pedagogical agency capacity on test.

In the first incident, she shows a weak pedagogical agency, consistent with her lack of reflection in the narrative and later interview, in which she seems not to see what assumptions orient her decisions, both when had the tense situation with the student that defied her, and when reflects about his behaviour not understanding why he does not respond to motivation strategies as the "inquiry sticks". By individualizing the situation, she does not see structural issues.

In the second incident there are some elements that reflects some degree of pedagogical agency, such as *resistance* and *decision making*. However, in deeper terms, it can be said that in these incidents I Liliana lacks a critical spirit,

as the assumptions from which she positions as a teacher seems not be recognized.

A naive conscience regarding the school institution is noticed, and she debates between imposition -the case with the student who challenged her- and resistance -when she was able to assert her will and not accept the job that her boss wanted to impose on her -. However, Liliana does not problematize the situations, neither in the writing nor in the interview, which suggests a weak pedagogical agency. From the dialectical notion of agency this study is working, defined by the reflective capacity that allows to see the frameworks within doing is sustained, both incidents reflect weak action and reflection capacities.

5.5 Novice teacher Nr. 5: Ana (female, Uni1, foreign language)

Incident 1 Uploading information to the school system

Ana recounts a situation in which she describes the pressure she felt for being in her first year of experience as a teacher in a private school with the seal of the foreign language she teaches, where the parents pay expensive monthly fees, who make teachers feel like they work for them. In this context, she had to learn to respond with her role as a teacher of foreign language and as a head teacher, in a very well-organized school where she saw that everyone worked well, feeling personally barely able to keep up with the commitments.

The incident that Ana shares consists in the fact that the computer system in which she had to upload important information for a meeting that would take place soon, was closed before what she understood not fulfilling the commitment, which made her feel extremely worried. Fortunately, a couple of days later she knew the same thing had happened to other teachers, so the deadline had been extended, which finally allowed her to fulfil, to her relief. Ana does not recount an incident as such, but rather a limited period that was complicated for her because she felt overwhelmed to comply and achieve her obligations.

From a **political perspective**, her position in relation to the situation is merely descriptive, very flat, without elements or reflections. The tension that the

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situation caused was resolved when she found out that there were more colleagues in her situation, without stopping to reflect on any institutional aspect. What is striking about her story *is the absence of the pedagogical*. When asked in the interview why she had chosen this situation, she said that there were several situations, but none had seemed more significant to her than this one. She was worried for not complying. And while that is understandable, it seems that by telling the incident she is positioning herself in her role as a worker instead of a teacher. In this sense, just like Cristian, the concern of an official or a bureaucrat is more noticeable than that of an educator or a teaching professional.

From an **ethical perspective or epistemic** perspective, there are no mentions of relational, interaction or dialogic aspects that concern Ana, nor are reflexive features observed in this sense of what she recounts in her incident. The writing of the incident and the subsequent interview occurs in an apparent naturalization.

Incident 2: Dealing with students 'mess

Ana tells a situation she had to face in her role as a head teacher. It is a conflict between classmates, which has led to a coexistence problem that finally involved the girls' parents. Since the problem was not dealt with on time due to internal school protocols, the problem became larger, taking up a lot of time on Ana's part.

From a **political perspective**, it is striking that her account (and subsequent interview) is quite descriptive and without elements give it any degree of depth. Although it is a problem of coexistence, Ana does not dwell on that aspect of the problem to base her actions or to reflect on why it occurred. It states that the young woman who started the problem is part of a problematic family, and from there she seems to ignore the formative aspect of the problem for the young student. When she recounts the situation, Ana repeatedly points out that it has been an exhausting problem, because unlike a class in her subject/discipline, "you dedicate yourself to your subject and that's it, but as the head teacher you have to reach out to the students, know them…". In other words, she seems to be affirming that the academic and the formative are on different paths, feeling more committed with the first one.

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From an **ethical perspective**, relational, interactional, or dialogical aspects are not mentioned to somehow make visible the way in which she approached the problem with the students, or she is limiting herself to playing an administrative role to solve the coexistence problem. She doesn't seem interested or committed in something deeper related to the formation of the students.

Lastly, from an **epistemic perspective**, Ana does not express any degree of awareness or reflection regarding her way of understanding things -that formation is also a deeply pedagogical issue- or how she is generating new understandings regarding the role of head teacher in her relationship with students. The writing of the incident and the subsequent interview is given without an explicit account of her beliefs, without questioning or reflecting what is there. The explanation she finds is that this student who started the problem has a reputation for being problematic just like her family. The problem is individualized and the structural or systemic aspects that trigger it are no longer seen.

Findings summary

The situations that Ana choose to portray her first experiences as a teacher are far from her teaching role. In the incidents, neither in the actions nor in the comments in the later interview, Ana does not give an account of what motivates her actions, the why or for what, nor the assumptions or ways of thinking the decisions she makes in her teaching role rest. On the contrary, it seems far from pedagogical concerns in the formative sense of the term. Ana does not seem to have an interest in issues beyond administrative matters, which suggests a weak pedagogical agency. The first incident, for example, shows a narrative that is not distinguished by the pedagogical, as the concerns told there could have been expressed by any worker in any context different from a school.

By looking elements of pedagogical agency in the political, ethical, or epistemic dimensions, the most prominent are *naturalization over criticism* and *programming over spontaneity*. This coincides with the lack of critical spirit from which she tells her narratives: there is no examination of the action carried out or

of the motivation that moves it. She does not seem to recognize the assumptions from which she positions herself as a teacher.

From the dialectical notion of agency on which this study is working, defined by the reflective capacity that allows to see the frameworks within which doing is sustained, both the actions and the reflective capacity are consistently weak.

5.6 Novice teacher Nr. 6: Tobias (male, Uni2, Philosophy)

The context is a high school located in a vulnerable context, of professional technical secondary education.

Incident 1 Defying an order that threats a pedagogical decision

Tobías narrates a situation related to an online class he did in the Covid context, in which a person from the high school, higher in rank, calls him on the cell phone during the lesson to tell him that he was not authorized to continue with the audio-visual resource he was showing because it was not appropriate for the age of the students. He, certain that he was doing the right thing, decided to ignore her, and continued using the audio-visual resource until the end of the class.

This incident reveals that, despite his lack of experience, Tobías was able to put himself in his place as a teacher and defend a professional decision. This incident clearly accounts for a situation in which Tobías' will as a teacher was in tension with the will of another actor in the institution, higher in rank, so it is an opportunity to see how his capacity for pedagogical agency manifests itself.

From a **political perspective**, the elements of pedagogical agency present are *resistance to institutionalized oppression* and *decision making* to defy an order, as Tobias decided confident and clear, based on strong arguments: the students met the required age based on the film qualification (+13), and this activity worked well as he knew by experience, as he had observed in another teacher. In the incident he acts like a professional who knows how to justify his pedagogical decisions and has the security and autonomy to do so. However, the justification

has to do with being able to work on the content of the subject -epistemology-and he does not mention in any case issues of a formative nature for the students.

From an **ethical perspective**, no mention is made of relational, interaction or dialogic aspects to make visible, for example, why this pedagogical resource was a good option to be worked on in classes -for example, that in a difficult context, the film would help to make students more involved with the class or participate more. There is a very professional and correct speech, but it seems to be detached from the context for which he teaches. For example, in the interview he refers to the students in very impersonalised way – "the students", "the subjects". There is no mention of situations in which is possible to see how the relationship with the students was established or the tensions that could arise in that process. Thus, there is an absence of elements from an ethical perspective, such as *dialogicity, spontaneity* and *proximity*.

Lastly, from an **epistemic perspective**, Tobías does not manifest, either in the incident or in the subsequent interview, any reflection that would allow to make any observations regarding the relation with the students. However, Tobias is clear about why he makes the decisions he makes.

Findings summary

Tobías has offered a strong incident, as it is possible to observe his pedagogical agency capacity on test, which seems to be strong in political and epistemic terms, consistently with his reflection about it in the interview.

In the incident there are clear elements to see his autonomy and the ability to maintain his own will standing, as has good reasons to justify the pedagogical decisions made. However, this contrasts with the weakness in the ethical dimension, as there are not dialogicity or affective elements, neither in the narrative nor in the reflection, or expression of motivation about the students themselves beyond justifications related to the subject/discipline.

From the dialectical notion of pedagogical agency on which this study is working, Tobías is a very autonomous teacher, but not with pedagogical agency to see

that his way to relate to the students is not based in dialogue as authentic recognition, but a cold respect from the role.

5.7 Novice teacher Nr. 7: Lorena (female 1, Uni2, Musical Arts)

Incident 1 Chaos in reception

Lorena narrates an incident in which she is unable to do the music lesson in a reception level because the children misbehaved, causing such a mess that she could not control the situation. Given this, she asked the school inspector for help, who took several children out of the room. This was the only way Lorena was able to do her class, leaving her with a very negative feeling.

According to the post interview, the first element that can be rescued is that Lorena seeks to respond to institutional demands, seeking to be responsible with her work. However, when alluding to the immediacy of the problematic situation she is facing, she seems not to visualize the structural conditions that give rise to these situations, and therefore the unnecessary wear and tear that trying to control everything to do her class means. Her way of wanting to bond with the children is from control, and since this doesn't work out, she enters a spiral from which she only manages to get frustrated.

From a **political perspective,** some elements present in the narrative are *powerlessness over resistance, naturalization over resistance*, *programming over spontaneity* and *(lack of) capacity to influence the context*. It is hard for Lorena visualize issues of power and interests that exist in schools. Her response is adaptive to the context, at the same time that she demands the adaptation of her students, instead of trying to dialogue with this context - trying to understand why it is like this - or even trying to have a more active role in it.

It is striking that in reflective terms her story lacks elements that allow to give it some degree of depth: although in the interview she expresses her frustration at the lack of meaning of the context, she does not seem to be able to ground this frustration in reflections to understand what role she could play as a teacher in front of it. In this sense, Lorena seems more like a frustrated official in a context

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in which people do not fulfil the role they should fulfil -in the case of the students, respecting the class so that she as a teacher can dictate her lesson-. Lorena seems unable to find other ways to relate to the environment other than control. Neither in the situation narrated in the incident nor in the subsequent interview she reflects on the complexity of the context to see that the students are not part of the problem. Faced with this, it seems that she does not have the pedagogical resources to face the situation creatively.

From an **ethical perspective**, Lorena does not mention relational, interactional, or dialogical aspects to somehow make visible the way in which she approached the relationship with her class group or how she could approach it in the future, because she does not seem to have the tools to imagine other ways to develop her class to challenge the order of things. She does not seem to be able to read the children's reaction as a form of unconscious resistance to the system, on the contrary: her complaint is that they are not normalized, even when it comes to kindergarten children. Why is being adapted to the traditional class system expected a priori as normal? Where does that belief come from, and why is it held to be expected? Although the narration deals with a difficult situation, in her later reflection in the interview there is no mention of different ways of imagining school and teaching, as if the only problem were misbehaving children. Although she seems to be aware of the meaninglessness of being in school, at the same time, paradoxically, she expects the children to behave like *normal* students. Lorena is focused on a technical rationality, moved by the interest in controlling the environment, that is, how to solve the immediate problem, and with an absence of dialogue with the students -not as a literal chatting, but of having a common harmony that allows understanding beyond explicit verbal messages-. Although dealing with young children, dialogue is possible understanding it as the ability to interact -in a more playful way, for example- to create conditions to develop a welcoming encounter, a shared climate for learning together. In this dimension, is prominent the lack of dialogicity, overcoming the instrumental orientation.

Lastly, from an **epistemic perspective**, Lorena does not show awareness or reflection on what she knows neither in the incident nor in the later interview. She does not go in her own beliefs to explore where the problem might be, or how to

find possible ways to deal with the situation. She accepts reality as something given, not having a deep comprehension of the context.

Incident 2 Receiving feedback from the supervisor

Lorena narrates an incident in which she meets with the head of UTP, who is her direct boss, to receive the results of the evaluation of her work after having been observed teaching in sixth grade. Lorena was nervous about this meeting, both because she felt insecure that she had done a good class, and because of the person who would give her feedback, since she had a reputation for being an unkind and tactless person. It was a surprise for Lorena to receive positive feedback on some aspects of her class, but she was also very frustrated because in terms of the subject/discipline, *music*, the person who observed her could not give her any kind of feedback, since it was not her specialty.

Reviewing the **political dimension** of her position and acting, Lorena seems to understand her work as a teacher limited to the *teaching of music*, not noticing that the other criteria that her observer put into play could also be valuable -such as, for example, when he told her about the structure of the class, or the type of interaction she achieved with the students. Although it is understood that she, as a music teacher, may need feedback in didactic terms, this does not exclude that she could also value other aspects of her pedagogical practice.

It is clear, as she stated in the subsequent interview, that she does not feel empowered as a music teacher, but she is not empowered either, it seems, about the formative role that she can play as a teacher, and this latter aspect seems not be visible for her. In terms of pedagogical agency capacity, Lorena lacks creative elements that allow her to trust herself to develop didactics that allows her to generate learning in her students. As a good student that she always was throughout her initial formation, it seems being waiting for an external canon to reaffirm herself and feel that she is doing it properly.

From an **ethical perspective**, it is possible to observe that Lorena's interest in control guides her actions, which keeps her from trusting herself to experiment

and in this way to improve as a teacher. She does not evidence a dialogical orientation to see other aspects of her pedagogical practice beyond the subject.

Finally, from an **epistemic perspective**, as with the previous incident, Lorena reveals a weak awareness or reflection on what she knows or the assumptions that guide her actions to find possible ways to deal with the situation.

It is interesting to note that Lorena does not realize that she needs something different from feedback in her area: it seems that initial teacher formation of secondary teachers makes invisible what does not qualify as didactics or the subject/discipline, as if that defined what it is to be a teacher. Why doesn't she realize that she also needs to know how to develop a pedagogy that contributes formatively to these students?

Incident 3 Working in the playtime

Lorena talks about her frustration at having to take care of the children in the yard while they play, which would not allow her having lunch. She emphasizes, when asked, that she chose this incident because it bothers her to feel mistreated as a teacher, because -the headquarters that order this- have their time without respecting that I may have other things to do.

From a **political perspective,** she responds to the demands of the institutional context by noticing that something is wrong, but without noticing if she can do something about it. In fact, when asked in the post-incident interview, Lorena points out that she supported herself by sharing her discomfort with colleagues, and then with her psychologist when she asked for leave due to depression: "but I did not go to my supervisors. I adapted externally, not internally. I never complaint, I didn't dare, I was very new", she declared. From an agency perspective, Lorena surrenders to circumstances with frustration and annoyance because she feels wronged, but powerless to do anything to change them. It is clear the *lack of resistance, decision making* and *capacity to influence the context.*

From an **ethical perspective**, it is possible to observe that Lorena understands things oriented by an interest in control, this time she is the one who submits. He can't see as possible to change something or expressing her opinion. She does not show eagerness to negotiate or resist, assuming the vertical relation imposed to her.

Lastly, from an **epistemic perspective**, Lorena seems not to be aware of her way of understanding things. She does not go to her own beliefs to explore where the problem might be, or how to find possible ways to deal with the situation, accepting reality as something given.

Findings summary

The situations chosen by Lorena to write her incidents are interesting in terms of all of them reflect how powerless she feels as a novice teacher. The first situation seems to be the most representative to observe her capacity of pedagogical agency as illustrates interactions with students.

In the three incidents, the lack of elements to visualize some degree of pedagogical agency in Lorena from the political, ethical, or epistemic dimensions is observed, which coincides with the lack of critical spirit from which she tells her stories. Lorena expresses her frustration from a great sensitivity, she is not a harsh or superficial person, however, she seems to be trapped in an instrumental rationality that prevents her from growing because from there she is unable to look at or question the assumptions from which she positions herself as a teacher. Lorena is not empowered and is clearly greatly affected by the experience. The elements that appear repeatedly in her incidents are *powerlessness over resistance, naturalization over criticism, lack of decision making, incapacity to influence the context, monollogicity over dialogicity, naturalization over problematization and lack of inquiry of underlying assumptions* to explain herself how the context works.

From the dialectical notion of agency on which this research is working, defined by the reflective capacity that allows to see the frameworks within doing is sustained, both the actions described by Lorena and the reflective capacity are

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consistently weak. Sadly, at the time of share her narratives to this research, she had left the teaching profession, after a year and half exercising it.

5.8 Novice teacher Nr. 8: Carol (female 2, Uni2, Musical Arts)

<u>**Incident 1**</u>: Pressed to be a teacher of another subject

Carol narrates the interview for her first job as a music teacher in a school. In it, they offered her a job, which she was very enthusiastic about, until she was told that the offer was under condition to accept to do additionally 10 hours of another subject that she knew nothing about. Finding herself in an important professional dilemma, she decided to accept the job, even knowing that she was being faced with a complicated situation, which she says felt unfair because they impose on the students a teacher who knows nothing about what she teaches, and irresponsible on the part of the interviewer, who downplayed the matter. She faced the situation raising her concern that they imposed this obligation on her, which she accepted because they told her that the offer was either two subjects or none, but that they would support her in what she would have to do.

From a **political perspective**, her position regarding the situation she recounts is fully aware of what was happening and the decision she made: she says that at the time of the interview she knew that her status as an inexperienced teacher and need to work were being taken advantage of, and on the other hand, wanting to accept the job, she accepted knowing that she would have to take responsibility for the subject she knew nothing about. Carol states very clearly in the interview that she knows that the power in that situation was held by the institution, and that in the face of that she decided to accept knowing what it implied. Both in the incident and in the interview, Carol shows clarity regarding power and resistance.

From an **ethical perspective**, Carol mentions both in the incident and in the subsequent interview that once accepted the position she is aware of the responsibility that assumed, willing to learn whatever was necessary to do it with the best as possible, as she finally did. In terms of the **epistemic**, Carol

approaches the story reflexively, but does not offer clear elements to evaluate this dimension.

Incident 2 Looking for a way to be respected

Carol tells about how she felt the days before receiving the students at the school for the first time, after her first year of work had been in virtual mode due to the Covid context. What made her uneasy was the many negative comments she received about the students from her colleagues, advising her to be tough and mean, since they were difficult students as they came from a difficult social context. Although he got through the first day without any problems, the second day was difficult when he entered to a classroom where the students were being disorderly and violent. By being unsuccessful to tried to get noticed to start the class, received the help of a student who helped by yelling at her classmates. Between scribbling and shouting that the students made to each other, the situation calmed down and Carol managed to develop the class. From that experience, she decided to look her own way to relate to the students.

From a **political perspective**, Carol expresses a clear own position regarding the different situations: for example, she respects the advice of her experienced colleagues, but after a day trying to show herself as was advised her, she changed her mind as she did not feel comfortable showing herself as someone she is not, declaring she would try to find a way to be respected from her own style, reflecting an autonomous attitude in her new role. She resists, taking care of herself, making decisions accordingly and preferring spontaneity over programming, feeling confident in her capacity to influence the context.

From an **ethical perspective**, Carol mentions relational or interactional aspects that concern her: for example, that violence is more validated for relationships than respect, in response to which she shares her concern at the time about how she would manage to relate to students. She seems interested in relational and formative issues, and reflective traits of concern and commitment are observed when she tells her incident. She shows an orientation to relate beyond the

instrumental, with proximity and help, understanding the scope of her decisions to assume her responsibilities accordingly.

Lastly, from an **epistemic perspective**, Carol manifests reflective traits from which she questions her understanding of the school reality, and how everyday experiences challenge her to look again at what she understands and how she will solve it. Even though this clarity, which impacts the ethical dimension of agency as it is related to relational issues, in her account she makes use of terms that show a lack of reflection on the scope of her language. She speaks, for example, that "I managed to impose myself on the students", which accounts for an instrumental orientation of the relationship, or that the class was "normalized", alluding to the fact that things worked as expected in a traditional classroom.

Incident 3: Dealing with a carefree mother

This incident is related to the role of head teacher of 1ºMedio[5] in the context of virtuality due to COVID. Carol says that one of her students never attended virtual lessons during the year, and that throughout the year she contacted the student's mother to see how to deal with the situation, which was unsuccessful because the mother did not give importance to the situation. Almost at the end of the school year when there was almost nothing to do with the student's academic situation, Carol continued insisting without success, since the mother insisted on her position that the responsibility was her 14-year-old daughter's and not hers. Carol recounts this situation with great astonishment because she would not have imagined before such a lack of interest from a mother with her daughter.

Reviewing the **political dimension** of her position, Carol expresses in the incident having acted with all the possible tools of the case to face the situation, and although she was not successful in getting the student to avoid repeating the grade, she did all possible measures in the case. In the subsequent interview,

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[5] Equivalent to Y9 in the U.K. educational system

she gives details of each action she carried out, acting aware of the roles, possibilities, responsibilities, and limits, facing the resistance of the mother of all the possible ways. The political elements that Carol puts into play are using the resources at her hand to change the situation and try to influence.

Her actions also show, from an **ethical dimension**, a great sense of responsibility towards her student, whom she did not get to know. Despite this, she did not renounce her responsibility as a teacher and acted accordingly. In the subsequent interview, she shows sensitiveness towards and reflects on relational issues that concern her, in this case, between mother and daughter.

Lastly, from an **epistemic perspective**, Carol manifests reflective traits from which she questions her understanding of the school reality up to then, and how everyday experiences challenge her to look again at what she understands and how she will face it and solve it.

Findings summary

From the incidents presented, Carol clearly demonstrates autonomy and justification of her own decisions, at the same time that she shows clarity regarding institutional and structural issues that explain the reality in which she operates. At the same time, she shows a developed affective sense, consistent with an ethical dimension concerned with *understanding over imposition,* and *ties over being authoritarian*. There are some weaknesses, however, in epistemic terms, as she uses some words to refer to school processes -*imposition, normalization of students*, for example- that shows that she is not aware of the inconsistency between her approach and language when refer to things related to school.

Some elements of pedagogical agency that consistently appears in the incidents are a determination to follow her convictions about what to do and how to be, which can be identified as *resistance, decision making* and *spontaneity*. Also, *power regulation, care of others, relation beyond the instrumental*, and comprehension of the demands and capacity to take responsibility accordingly.

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From the dialectical notion of agency this research is working, both the actions described by Carol and the reflective capacity from which she tells her stories are strong, but the dimensions among themselves are not. This is to say, there are clear elements of pedagogical agency in political and ethical dimensions, but they are not completely consistent with the lack of elements of the epistemic dimension.

5.9 Novice teacher Nr. 9: Ruben (male, Uni2, Mathematics)

Background: Private traditional paid school of academic prestige, Santiago Centro. Rubén is a former student of this school and developed his professional practicum there.

Incident 1 Participating in the academic council

Rubén talks about how he lived the first closing meeting of the academic year with his colleagues and bosses to define problematic situations of students. The meeting consisted of reviewing case by case and then voting, even if the teacher had not been the teacher of the student being evaluated. Rubén declares feeling strange for having an impact on the final situation of students he didn't even know. He did feel directly pressured when he had to discuss the case of a student of his who appeared at risk of repeating the grade, and, at the time of the meeting, he realized that he could be helped by not repeating given institutional aspects of the case. Rubén finally felt relief since the student was finally promoted, but at the same time, concerned thinking what he could have done different to avoid a situation like this happen again.

From a **political perspective,** this situation represents an opportunity to express publicly his own will in tension with that of others, which can be a challenge. Both in his actions and in the subsequent interview, Rubén states that he has elements to make a political reading of the problem -it is clearly a situation of power- and to act accordingly. But on the other hand, there is no questioning of the institution or the school system regarding the naturalization of the logics that are installed and that give rise to these councils in which the situation of the students is

defined. Although the tone of the story is reflective, it is always within the framework of what the school institution is, without questioning its foundations. His particular student's problem always explains itself from individual student issues: motivation problems and family problems. In no case is there a reflection or criticism of the school system, for example, regarding what happens to those adolescents who escape the rule of responding to the ideal role of student.

From an **ethical perspective**, Rubén shows in the subsequent interview understanding about the consequences of the situation, wondering what he could have done differently for his student would not have had to go to this council, and what he could change in himself so that a situation like this does not occur again. He shows a clear will of take responsibility about his role from this experience.

From an **epistemic perspective**, Rubén expresses awareness regarding his way of understanding things at school on issues related to power, and clearly explains that having channelled these concerns with his colleagues priorly, helped him to position himself more firmly in his convictions. What he does not do is take this reflection beyond to question the logic with which the school institution works to understand the problem from a broader framework, such as notions of success and failure, or good and bad student, for example.

<u>Incident 2</u> The questioned math test

Rubén tells a situation in which he took a test for his class group, which he had had little time to take beforehand because it was at the end of the academic year. He perceived that the type of test he had done had not been adequate because his students were not sufficiently prepared; but that nevertheless he had done that way to be aligned with his level´s colleague from the parallel class. However, during the test, seeing the frustrated faces of many of his students, he understood that he had made a mistake applying the test. In the middle of the test, he received an email from the mother of one of his students that had just finished the test, questioning it not just a mother but as a math teacher that she was, all in a confrontational tone, questioning Rubén about his intentions as a teacher when applying this test. All this, in an email with a copy to Rubén's direct boss.

Given this, Rubén immediately requests a meeting with his boss to discuss the situation and see how to deal with it, worried about not harming the students for having taken that test. The situation ends with the support of his direct boss, deciding together to apply a second test, the boss making clear that the problem was not the test, but the mother had meddled in matters that did not concern her.

From a **political perspective,** this situation undoubtedly put Rubén in tension with respect to the will of others and shows the proper way he faced it. It is also striking that he accepts the claim of the mother, which makes him question whether the evidence he had taken had indeed been adequate. It is the institutional look that his direct boss gives him that makes him look at the matter from another perspective: he stops looking at the problem of the test itself and how it would affect the students and sees that the problem is that the mother is giving her opinion about issues she should not to. It is when his boss makes him see the problem from this perspective that Rubén no longer feels responsible for responding to the mother. Rubén confronts the problem honestly, asking his superiors about his doubts regarding the evaluation instrument applied and what to do about it, but on the other, with the certainty of having made the correct decision with the tools he had at the time of making the evaluation. However, there is no reflection on the system itself that generates these situations, such as having to apply certain assessments and at certain times even when there is no conviction that it is the right thing to do.

From an **ethical perspective**, Rubén reveals a genuine interest in doing the right thing and taking the necessary measures so his students are not harmed, wondering what he could do - he finally decides to do a second test, after talking with his direct supervisor. Rubén does not take a position of control defending his decisions to avoid being questioned: on the contrary, he acts from the transparency of the reasons why he made the decisions he made, opening up to the possibility of carry out remedial actions if necessary, listening to the parties involved. It is clear his will to take responsibility, putting as a criterion his concern about students, willing to take care of them, which shows that his relation and interest is beyond an instrumental spirit.

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From an **epistemic perspective**, Rubén expresses a significant degree of awareness or reflection regarding his way of understanding things at school. In the interview he indicated that he felt satisfied with the support that the institution gave him in this situation, and that he knows that making mistakes does not define him as a bad teacher, because he is in the constant exercise of reflecting on what he does. What it does not do is take this reflection to a space that questions the logic with which the school institution works to understand the problem from a broader framework: for example, notions that support the evaluation paradigm from which the institution works. This is to say that he does not problematize the institution and the underlying assumptions behind its way of working.

Incident 3: Supporting a student´s transition

This incident is situated in Rubén´ role as a head teacher of 7º Básico[6]. He tells about one of his students who is absent regularly, whom Rubén has called Sofía. When interviewed, Sofía´s parents tell Rubén that she was going through a major depression that was being treated by specialists outside the school. Rubén offers to complement this support with internal departments of the school, such as Guidance and Inclusion, to which the parents responded favourably. This helped to implement measures, for example, allowing Sofía to leave class when she needed it -she suffered from panic attacks-, which made it easier for her to attend classes at least as much as possible. However, despite the measures taken, the situation worsened, and Sofia continued to miss a lot. In a later meeting to assess the girl's situation, the parents told Rubén that she had declared that she felt like a boy instead of a girl and decided to change his social name to Milo. This put Rubén in a situation of great responsibility to face the actions to follow, which included talking with internal instances of the school -such as the psychologist-with the parents of the class group and with the Guidance Unit to prepare the group regarding the reception of the student in his new masculine condition. All

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[6] Equivalent to Y7 in the U.K. school system

of this was fairly well received by those involved, which had a favourable impact on Milo's emotional health, who began to attend classes more regularly.

From a **political perspective**, Rubén adopts a respectful and collaborative perspective regarding the situation of Sofía and her family, mobilizing the necessary aid within the institution to generate adequate conditions to help the student. Rubén states that he has elements to make a political reading of the situation, in which he has an active role, involving all possible parties to generate a positive scenario for Milo. Some elements clear to see are that he does not react bureaucratically, he took initiative to do concrete things to help his student, making decisions accordingly and influencing the context, using the necessary resources available to empower others.

From an **ethical perspective**, Rubén reveals in the incident a genuine interest in doing the right thing to help Milo. In the last interview with the parents, for example, Rubén points out that at that moment he felt worried about what would happen to Milo in terms of social adaptation and the reaction of his peers, fearing a harassment situation, all issues he could not assure to the family. Despite these uncertainties, Rubén mobilized the support and participation of all possible instances within the school to raise awareness of the situation and generate a good reception. Rubén took care of the student and family, relating to them beyond the instrumental, valuing proximity and help, favouring inclusion, and comprehending the demands of the situation, taking responsibility accordingly.

Lastly, from an **epistemic perspective**, Rubén expresses a significant degree of awareness or reflection regarding his way of understanding things at school. In the subsequent interview, for example, he raises questions about how sensitive this topic is, expresses awareness about that not all children who go through this situation had the opportunity to experience it in the way Milo did, that not all colleagues have sensitivity to this reality to become part of the process of their students. It is in this context of reflection that Rubén firmly states that he, as a teacher, could not forget that education is never neutral.

Findings summary

The incidents presented by Rubén clearly accounts for elements that show autonomy, justification of his own decisions, understanding how the context works, having an honest attitude towards it.

From the dialectical notion of agency on which this study is working is interesting to observe the meaningfulness of the actions described and the reflective capacity from which he tells and explains his stories. There are elements that make possible to visualize pedagogical agency in Rubén from its political, ethical, or epistemic dimensions, such as *not being bureaucrat to face the situations, going beyond the instrumental, decision-making putting people over processes, capacity to influence the context, negotiation over imposition, care of others, proximity and help,* and *reflection capacity*. However, a concern remains, given that he studied at the school in which he works, and it is also a school plenty of resources. This makes difficult to distinguish his capacity for agency as something previously developed or triggered by the context, or both.

5.10 Novice teacher Nr. 10: Carlos (male, Uni2, Mathematics)

Incident 1: Assuming an unwanted responsibility

Carlos tells his experience of having his first job as a teacher, in which he was forced to teach in *5º Básico*[7] even though he is a high school teacher, that is, prepared to teach from *7º Básico* to *4º Medio*[8]. It is *after* the interview on the first day, when the school informed Carlos that he would have to teach in *5o Básico*, including being head teacher of that group. Carlos expressed that he was not prepared to assume this burden, but his boss seemed to downplay it, telling him that they would accompany him in the process. Carlos assumed this

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[7] Equivalent to Y5 in the U.K. school system

[8] From Y7 to Y12, according to the U.K. school system

responsibility, as he tells, in silence and as an obligation. He lived with a lot of anguish the first term because he felt that he was not helping the students to learn and was harming them. It was not until a colleague spoke to him and made him see that this was not his responsibility, that he began to communicate his concerns and needs to the head of UTP[9], being finally able to express his concerns. This resulted in an improvement in their disposition and pedagogical work, which they feel had a positive impact on the class group.

From a **political dimension**, it is striking that Carlos' story (and subsequent interview to comment on it), although it recounts a situation that clearly illustrates how the school institution took advantage of his inexperience to solve its needs instrumentally, lacks awareness in this regard. He does not mention how this situation reflects a question of power against which he finds himself without the tools to act or respond. It is understood that his reaction when assuming the imposition of having to teach to *5º básico*, on the first day of classes, was of surprise and submission, however, neither in the subsequent interview appeared elements that question the institution's actions in more structural terms. From a political perspective, Carlos does not show *resistance, criticism, decision making,* any *attempt to defiance the norm* or *capacity to influence the context*, but *immobility, acceptance*, and *docility*, with an inner increasing discomfort.

From an **ethical perspective**, Carlos expresses concern about relational issues that he does not know how to solve with young children because he has not been professionally prepared for it, which has a negative impact on the teaching process. Although he recounts that as he leaned more on the head of UTP his teaching improved, he does not give details regarding what this improvement consisted of. He wants to be responsible but do not know how. The ethical element clearly absent is the *capacity of negotiation* and *dialogicity* to be able to take care of others and himself.

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[9] The unit in charge of curricular aspects of teaching in a school, that usually control teachers´ work in terms of checking plannings and evaluations.

Lastly, from an **epistemic perspective**, Carlos does not express awareness regarding his way of understanding things at school and how the experience of inserting himself generates new understandings about how to be a 5th grade teacher. All his reflection is rather psychological, because he tells how as he seeks support his anguish decreases, he can focus more on his tasks and have a more proactive attitude towards what he lives, which allowed him to do his job more significant. It lacks *problematization* and *reflection about own beliefs.*

Incident 2: Confronting a defiant student

Carlos narrates this incident focused on *7o Básico*[10], in a blended context -due to the Covid pandemic-, in which a student accused him as a teacher, in front of the class, of having treated a Haitian[11] student as a "fool". Despite the fact that this was not true, Carlos tried to clarify the situation without success as the student insisted on her accusations. This led to a tense, unresolved confrontation with the student, in which she complaint that she did not like him as a teacher. This in turn lead to a subsequent conversation with his supervisor, who made him see that he was a teacher that used to focus on the negative aspects of the situations, advice that he valued and made him think about a change in attitude on his part, but disappointed as the supervisor ignored the attitude of the student.

From a **political dimension**, it is striking that Carlos' story clearly illustrates a situation of interaction with a student in which there is an obvious tension and power game. Carlos tells how he tried to validate his arguments in front of the girl and in front of the class, and how he also tried to validate them in front of the head of UTP. In both situations he tried to validate his point of view without success. There is no evidence of pedagogical agency from a political dimension

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[10] Equivalent to Y7 in the U.K. school system

[11] In the last years, Chile has lived an immigration phenomena from different countries of Latin America, such as Venezuela and Colombia. However, the most deprived ones are those who come from Haiti, because many of them arrive to the country not speaking Spanish. This has brought a huge challenge to public schools, and discrimination issues.

because neither in his way of confronting the situation nor in his reflection seems to be awareness about the power game and his role in it. The political elements present here are *powerlessness* and *lack of capacity to influence the context*.

From an **ethical perspective**, Carlos expresses concern for relational issues. However, the way he managed the situation with the girl who was accusing him was to engage with the accusation instead of attempting a form of communication different than "who beats who", so, there is no presence of dialogical interaction.

Finally, from an **epistemic perspective**, Carlos does not manifest, in the incident and in his subsequent reflection, a reflective spirit to realize the assumptions from which he positions himself as a teacher to face the situation, not considering political and ethical dimensions, but things circumscribed to psychological issues.

Incident 3: Helping a student despite the institution

Carlos tells how he tried to help a student who was going to move to another school, located in another region of the country, who needed a document that the school had to provide to be enrolled in the other one. Since the date of issue of the document and the date of acceptance at the other school coincided, Carlos saw a risky situation for the student in which he wanted to help. This meant putting pressure on the people involved to extend the document, which was difficult by bureaucratic issues. Without asking anyone for permission, Carlos decides to scan the document so that the mother of the student could present it to the other institution as a backup to demonstrate the document was being processed. Finally, the document was signed and could later be sent to the mother.

From a **political perspective**, Carlos takes a position regarding the school's actions and decides to ignore the bureaucratic aspects and do what is best for his student. He explains in the subsequent interview that the most important thing was the well-being of the student, so he did not hesitate to act on his own regardless of the consequences. Fortunately, there were no consequences for him or for anyone, and his actions show a conviction regarding the relevance of the case beyond the procedures that the institution had for the case. He made use of the power that was within his reach and used it in favour of the student

because for him that was the priority. This action clearly responds to a capacity for agency that, in its political dimension, makes it clear that he wellness of his student was first. This reflects *resistance, justified decision making defying the norms over acceptance or obedience*, and *capacity to influence the context.*

From an **ethical perspective**, Carlos expresses concern for his student´s situation, putting that in first place over institutional bureaucratic issues. He takes a position, aware of the consequences acting accordance with what he considers to be the greater good, which shows his capacity of *commitment, responsibility,* and *awareness* of the importance of his own actions to change circumstances.

Finally, from an **epistemic perspective**, there are not enough evidence. Carlos does not reflect about the logics of the school or structural issues to make a conscious position about it. There is action without its correspondent reflection.

Findings summary

Carlos has chosen interesting incidents focused on issues of power in the institution in which is possible see him from his teaching role, especially the number 2. However, he does not seem to understand neither that these are issues of power nor the assumptions from which he acts.

All considered, the elements that make Carlos' capacity for pedagogical agency visible from its dimensions: political, ethical, or epistemic, are in general terms *powerlessness over resistance, naturalization over criticism, docility* and *obedience and lack of capacity to influence the context*, in the political level; lack of *dialogicity* and *negotiation* in the ethical level; and finally, lack of *awareness regarding what is known,* lack of *reflection about the own beliefs and comprehension of the context*, in the epistemic level. All this is evident intermittently and not in all cases. Even though the power issues are the most evident in all incidents, he does not mention it neither in the narratives nor in the subsequent interview. In front of it, his reactions are also intermittent: It is prominent the powerlessness feeling in the two first incidents, meanwhile in the last one is the opposite. The only element that seems consistent is that Carlos

seems to position in powerlessness when the affected one is himself, meanwhile he is able to defy the procedures when the possibly affected is a student.

In sum, it can be said that in general terms is difficult to notice a capacity for agency, and that it appears rather intermittently and inconsistently.

5.11 Novice teacher Nr. 11: Fernanda (female, Uni2, Biology)

Incident 1: A non-compliance colleague friend of the boss

Fernanda talks about a meeting she had with the high school Science coordinator and the teacher who teaches lessons in a group parallel to hers. The problem she tells is related to her colleague: the way of working required by the school is that the teacher send his class planning and activities to the level colleague. But although Fernanda had sent her part to her colleague at the agreed time, he instead did not. This situation implied that, when realized the material did not arrive, she had to quickly improvised her lesson in *4ª Medio*[12], which harmed her because she left her in default in front of the class.

Even though the non-compliance was evident, Fernanda noticed that the coordinator justified the teacher's actions, treating each other in such a friendly way that Fernanda found herself in a no solution situation. Despite how tense and difficult the situation looked, she defended her position confidently and did not allow herself to be intimidated by these colleagues who had more experience, so she insisted on her point, and this led to the coordinator setting demands on her colleague's work that were being met up to the time of the post-incident interview.

From a **political perspective,** it is noteworthy that Fernanda acted confidently and clearly in expressing her discomfort regarding her colleague's lack of compliance, while in the story she manifests full clarity of knowing herself in disadvantage in the situation: "I'm the new one", "I'm very young", "my colleague

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[12] Equivalent to Y12 in the U.K. school system

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has the position secured because he is a friend of the coordinator" "I get nothing out of arguing with the coordinator because it covers everything", among other statements. Even so, Fernanda faces the situation and manages to get something straight. In the incident, Fernanda acts like a professional who knows that she has done her job, and who feels harmed by her colleague's non-compliance, which makes her feel entitled to defend herself and claim. She states that knowing how difficult the scenario was at the beginning, she tried to do the work on her own so as not to have to depend on her colleague, but that there came a time when they were required to be aligned and his failure to comply left her completely without tools in front of the class that they made in parallel. In her attitude is possible to identify clear elements of pedagogical agency from a political dimension: resistance, capacity to influence the context and an active role in the problem rejecting passivity, acceptance, docility, or resignation,

From an **ethical perspective**, no mention is made of relational or dialogic aspects to make the nature of the problem visible, nor it is possible to identify elements from an **epistemic perspective,** except that the way she acted and reflected shows awareness about how to move in this scenario, distinguishing powers involved and right thing to do in despite of the implicit pressure.

Incident 2: A teacher who bothers the girls

This incident focuses on a situation that Fernanda experienced with the class she is head teacher, *6º Básico*[13]. After several situations reported by girls from her class saying they felt uncomfortable with some attitudes of their substitute mathematics teacher -he had physically approached them and touch them making them feel uncomfortable-, Fernanda communicated this situation to different levels of the school, including the head. After the matter began to escalate with parents asking and complaining about the situation, the head confronted her in a meeting not supporting the girls' claim, pointing out that the

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[13] Equivalent to Y6 in the U.K. school system

girls "complain about anything" and "you know how children are, they misinterpret everything", giving clear signs of not supporting their students but the substitute teacher. Faced with this, he told Fernanda that he would ask *Convivencia Escolar*[14] to tell her what to do to manage the situation.

From a **political perspective,** Fernanda acts putting the welfare of her students above all in a scenario in which there are clearly different wills at stake. She supports the word of the girls and asks for help in the school to deal with the problem. In front of the head, who lowers the importance of the situation, questioning the credibility of the girls disavowing her as a teacher, she runs into resistance, acting very resolute not allowing herself to be intimidated.

In **ethical terms**, her capacity for agency is reflected in the clarity with which Fernanda supports her decisions, and what is the well-being of her students. Without instrumental spirit, but rather, to give credibility and empowerment to the girls, Fernanda relates to them through dialogue, trust, and honesty. Fernanda puts in first place the care of others, giving them validation to empower them, and comprehension about what the situation demands taking responsibility about it.

In **epistemic terms**, it is difficult to identify elements that explicitly show that Fernanda knows what she knows; her story rather reflects a genuine position regarding what it means to be a teacher and how to act accordingly. The only thing she says is that she was very angry about the way in which the head had hindered the process, but that in the end she thought of her students to encourage herself to continue.

Findings summary

It can be seen in these incidents, as well as in the subsequent interview some clear elements of pedagogical agency, mainly in ethical and political dimensions,

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[14] Convivencia Escolar is an area of the schools in charge of ensuring the coexistence and wellbeing of the school community.

such as: *resistance, active role towards problems rejecting passivity or resignation*, and *capacity to influence the context*. She shows awareness about how to move in the institution, distinguishing powers involved and doing the right thing in despite of the implicit pressure of others, putting in first place a sensitivity for justice, her students wellbeing and taking responsibility.

Fernanda is a teacher tremendously committed to her role who acts with great conviction motivated by the well-being of her students. It can be said that she is moved by a developed capacity for pedagogical agency, even when she is very young and knows herself inexperienced. However, she seems to be very clear about what is in the benefit of her students and what is not, and she puts that into play to act, not letting herself be intimidated by the age or authority. Even though epistemically is not easy to identify if she can intellectualize her speech or beliefs..

5.12 Novice teacher Nr. 12: Pamela (female, Uni2, foreign language)

Context: Vulnerable school in a marginalized area. Pamela stayed working at this school after completing her professional practice. She points out that she likes the institution because the work climate is pleasant and positive, in which she feels included, validated, and welcomed and with the possibility to do things.

<u>**Incident 1**</u>: Adapting to the pandemic

Pamela recounts a series of situations that she experienced in the first months adapting to the assigned courses in the new virtual condition given the context of the pandemic. The situation of teaching had become overwhelming as virtual context demanded to prepare different kind of lessons, having to solve different situations. Fortunately, she always had support from her colleagues.

As she does not focus on an incident but a general situation, the elements to evaluate her pedagogical agency are not clear. From a **political perspective**, Pamela seems an empowered teacher, as the way she told the situation in the post-incident interview. She has clear intentions about her subject and the space and validation from the school to do it. From an **ethical perspective**, Pamela seems to be able to relate to the environment from a dialogical approach.

However, as she does not focus on an incident but a general situation, the elements to evaluate pedagogical agency from an ethical or **epistemic perspective** are not clear.

Incident 2: Implementation of a new foreign language plan

Pamela tells about the implementation of a new foreign language plan promoted by the school and also testing a new form of assessment throughout the school. All this, added to her expectations of teaching in the best possible way, generating anxiety and frustration, knowing that the situation is uncertain but accepting that from there she had to work to achieve as much as possible.

From a **political perspective**, Pamela gives in the post-incident interview strong ideas about the change of the foreign language program and their role as foreign language teachers to implement a new one. She tells some difficulties in the process and how they have sort them out, which shows not only empowerment, but creativity and capacity of develop a new project with others. All this shows a strong political dimension of pedagogical agency. Pamela seems to be able to relate to the environment from a dialogical approach, testing different ways to do things with others and questioning their own decisions, which are manifestations of **ethical** and **epistemic** elements that are part of her pedagogical agency.

Findings summary

The situations chosen by Pamela to write her incidents are not critical events properly speaking, but interesting in terms of they reflect how empowered and comfortable she feels as a novice teacher, showing some key elements of pedagogical agency*: creativity over bureaucracy, decision making, spontaneity, control of resources* and *capacity of influence the context*, in the political level; *negotiation* and *comprehension of the demands* of the situation *assuming responsibility*, in the ethical level; and *development of personal conceptions about knowledge, producing meaning* and *reflection*, in the epistemic level.

Even though the first situation does not give so many elements, the second one shows something that had not appear in any other incident before, which is the

capacity of rethinking the curriculum of the subject to adjust it to the needs of the context. That action represents a powerful epistemic exercise that speaks louder about the pedagogical agency capacity of Pamela, which is complemented with a dialogical attitude towards the environment, all together a consistent construction of her pedagogical agency. Pamela does not seem to have a problem with feeling entitled to act and decide in the school context. In her words, she appears making decisions, confident as feels very supported by the institution. She makes explicit that accepts this uncertainty as part of her work, which says a lot about a *rationality not centred on the control* of processes.

From the dialectical notion of agency this research is working, strongly defined by the reflective capacity that allows to see the frameworks within doing is sustained, it can be said that the actions described by Pamela in her incidents and the reflective capacity from which she tells her stories are consistently strong.

5.13 The critical incidents: a synthesis

All the findings described per participant throughout this chapter have been emptied to a table that offers a panoramic perspective in every dimension of pedagogical agency. This table details the analysis for each participant in a summarized way, containing the following information:

- **Data** to identify the teacher (university, ITF program, participant, pseudonym)
- **The name of the incidents** as consigned in this chapter and detailed in table
- **Relevance of every incident** in terms of interaction teacher/environment, this is, if the incident illustrates the interaction of the teacher with different actors of the school to test the way he/she faces situations that demand different wills at stake. This is labelled as "weak", "medium" or "strong", depending on the *degree of relevance* the incident has.
- **Presence of every dimension** (political/ethical/epistemic) according to how the teacher acts. This is to signal the presence of elements related to pedagogical agency (political, ethical, or epistemic) implied in the way in which the teacher faces the situation. This is labelled as "yes" or "no" to indicate the *presence* of at least one element.

- **Strength of pedagogical agency resulting** of dimensions. This is a very complex column as it is an effort to describe in one word the pedagogical agency of the novice teacher, as a result of the three dimensions implied, per incident. This has been labelled as "weak", "medium" or "strong", considering the three dimensions together.
- **Elements of every dimension according to how the teacher acts.** These elements, the political, the ethical and the epistemic, refer to a description of the elements found in every incident, according to the detail of the table 4.3 *Guidance To Orient Analysis Of Critical Incidents.*
- **Comments / Aspects that highlight - Possible explanation. Any distinctive feature?** This column gathers with comments about peculiarities of the teacher, the situations narrated, the context or any other aspect that could help to the later analysis.

All this panoramic synthesis is shown in table 5-2, placed in the next page.

5.14 Reorganizing the data obtained to prepare the discussion

The table 5-2 allows to compare the data obtained from the critical incidents, as the different columns between participants illustrates what aspects are prominent, what similarities and differences can be found, which dimensions are weaker and stronger, and what common aspects are shared by the different incidents and participants. From there, the data will be re arranged based on the *dimensions* of pedagogical agency.

PANORAMIC SUMMARISED VIEW OF NOVICE TEACHERS PEDAGOGICAL AGENCY

| NOVICE TEACHER | INCIDENT'S NAME | RELEVANCE EPISODY | DIMENSION STRENGTH N= No, Y= Yes, S=Some | | | STRENGTH OF PEDAGOGICAL AGENCY | COMMENTS ASPECTS TO HIGHLIGHT POSSIBLE EXPLANATION ANY DISTINCTIVE FEATURE? |
			POL	ETH	EPIS		
1 Osvaldo Uni 1 Maths male	E1: Questioning made to his class	weak	N	N	N	weak	Incidents chosen don´t show teaching role / Consistency between lack of agency and reflexivity
	E2: Working with PIE to improve math results	some	Y	N	N	mixed	
	E3: Giving time to students to talk	weak	N	N	N	weak	
2 Cristian Uni 1 Maths male	E1: Being questioned in the meeting with parents	some	N	N	N	weak	Incidents don´t show clearly the teaching role / Absence of the pedagogical. The formative dimension appears fragmented from his work as a teacher.
	E2: Learning administrative Issues	weak	N	N	N	weak	
	E3: Challenging the class in a presentation dynamic	some	N	N	N	weak	
3 Amanda Uni 1 Maths female	E1: Supporting a student that asks help	weak	N	Y	S	mixed	Incidents barely show the teaching role / Consistency between lack of agency and reflexivity
	E2: Refusing to talk about someone that is not present	weak	N	N	N	weak	
4 Liliana Uni 1 Spanish female	E1: Measuring forces with defiant students	strong	N	N	N	weak	Her family has been part of her formation as a teacher. All family are teachers with strong social commitment
	E2: Resisting boss´ pressure	some	Y	N	N	mixed	
5 Ana Uni 1 Foreign lang female	E1: Uploading info to the school system	weak	N	N	N	weak	Incidents chosen are not relevant to see pedagogical agency in action, even though Ana clarifies these incidents were the most relevant to tell.
	E2: Dealing with students´ mess	some	N	N	N	weak	
6 Tobías Uni 2 Philosophy male	E1: Defying an order that threats a pedagogical decision	strong	Y	N	Y	mixed	Outstanding comprehension of political and epistemic, low in ethical en terms of relation. Teacher of Philosophy, just a matter of good argumentation and logic?
7 Lorena Uni 2 Musical Arts female	E1: Chaos in reception	strong	N	N	N	weak	Seems being waiting for an external canon to reaffirm herself / She left teaching profession after one year and a half exercising. She was considered the best student of her ITF generation
	E2: Receiving feedback from the supervisor	some	N	N	N	weak	
	E3: Working in the playtime	some	N	N	N	weak	
8 Carol Uni2 - Musical Arts female	E1: Pressed to be a teacher of another subject	some	Y	Y	Y	strong	Case of strong political and ethical dimensions, but not epistemic. She did the same ITF program than Lorena, very different profiles
	E2: Looking for a way to be respected	strong	Y	Y	S	strong	
	E3: Dealing with a carefree mother	weak	N	N	N	weak	
9 Rubén Uni 2 Maths Male	E1: Participating in academic council	some	S	S	S	some	Consistency between actions and reflection / Rubén studied and carried out his professional practice in this school / Is the level of agency related to that he knows this institution well?
	E2: The questioned math test	strong	S	Y	S	mixed	
	E3: Supporting student´s transition	some	S	Y	S	mixed	
10 Carlos Uni 2 Maths male	E1: Assuming an unwanted responsibility	strong	N	N	N	weak	Difficult to notice a capacity for agency, and that it appears rather intermittently and inconsistently. This case shows incidents with opposite demonstrations of agency capacity
	E2: Confronting a defiant student	strong	N	N	S	weak	
	E3: Helping a student despite the institution	strong	Y	Y	Y	strong	
11 Fernanda Uni 2 Biology female	E1: A non-compliance colleague friend of the boss	some	Y	Y	N	mixed	ITF program has a strong identity that links Science with Citizenship, proposing that the research focus allows people to develop autonomy.
	E2: A teacher who bothers the girls	strong	Y	Y	N	mixed	
12 Pamela Uni2 Foreign lang female	E1: Adapting to the pandemic	some	S	S	N	mixed	This ITF program has a strong speech about being "agents of change". Is it a learned rhetoric?
	E2: Implementing a new foreign language plan	strong	Y	Y	Y	strong	

Table 5-2: *Panoramic view of novice teachers pedagogical agency*

5.14.1 Political dimension of pedagogical agency

The political dimension in the whole group of novice teachers is a **weak dimension:** most of the cases show a presence of weak elements, and just a few cases show strong elements.

One of the weak elements that appears the most is **naturalization**. It appears in narratives linked to situations such as that told by Osvaldo in the incident "Questioning made to his class"; by Cristian and Ana about administrative concerns in their incidents "Learning administrative issues" and "Uploading info to the school system", respectively, where **they do not give predominance to pedagogical issues in their narratives**; by Liliana, Lorena and Carlos in their incidents "Measuring forces with defiant students", "Chaos in reception" and "Confronting a defiant student", respectively, who **used force measurement as the way to relate to students**, and neither any reflection about it. In all these narratives is possible to see that they speak about daily situations not questioning their nature or the frame in which they develop, naturalising them, reifying the nature of the school reality and the role they play in it.

Another element that appears repeatedly in the incidents and speaks about a weak political dimension is **powerlessness**. This is the case of Lilianas´ incident, "Measurement forces with defiant students", and Carlos in his incident "Confronting a defiant student", in both cases **unsuccessfully asserting themselves in front of provocative students.** By feeling powerless, they stop trying to do something to revert the situation they feel is imposed to them. Related to powerlessness, is the **lack of capacity to influence the context**, as can be seen as a transversal issue for Lorena´s and Carlos´ pedagogical practice reflected in the same incidents, when they accept that they cannot do anything to influence in that reality that bothers to them.

A fourth weak element that appears repeatedly is **to have an instrumental orientation.** This can be seen in Cristian´s incident "Learning administrative issues", when **the learning of being a teacher is reduced to administrative concerns** that not interrogate beyond the fulfilment of procedures; in Liliana´s

incident, "Measuring forces with a defiant student", in which she shows her understanding of interaction as a who-beats-who, asking herself why this student does not want to be part of the class, commenting that even the "inquiry sticks" strategy does not work with him; and in the case of Ana, who in her incident "Uploading info to the school system" shows, in a similar way of Cristian, a very procedural way to approach to school issues.

It can be seen a relation between all these elements, as they seem to reinforce each other: as more naturalized is seen the environment, the less is possible to imagine other ways, so less the effort to do something to change it, and more the feeling of being imposed something, deriving in powerlessness. The way to survive to this seems to be deploying strategic actions, trying to manage certain means to get certain ends. For example, as it is difficult to get the attention of students, Liliana uses an extrinsic motivation strategy ("inquiry sticks", mentioned in the incident "Measuring forces with defiant students").

By continuing examining the political dimension, some elements that speak of strong pedagogical agency can be found. These are **decision making** and **capacity to influence the context**, which appear in incidents of four novice teachers, and in all cases these elements appear both at the same time. For example, when Rubén decides, in his incident "Supporting a student´s transition", mobilize resources and people to create the best conditions to help his student´s process; or Pamela, who in the incident "Implementation of a new foreign language plan", make decisions as the process progresses to change as necessary, in discussion with colleagues, deploying a creative process respecting the context.

In some cases, decision making and capacity to influence the context present themselves with a third element: **resistance**. That is the case of Tobías, who in his incident "Defying an order that threats a pedagogical decision" decides not to obey the order of stop projecting the video with which he was doing his lesson; or Fernanda, who in her incident "A non-compliance colleague friend of the boss" stood firm in her decision of demanding her colleague to fulfil his part of work, to not be harmed by his lack of compliance of responsibilities.

In other cases, resistance appears alone, as it is the case of Carol, who, in her incident "Looking for a way to be respected", receives pressure from her colleagues to be in a certain way to be respected by the students, resisting when realize that she does not feel comfortable being like that, expressing she will look for her own way. In this case resistance is lived as an internal process.

It is striking that the political elements that appeared less are **creativity** and **spontaneity**. It is worrying to see that these are scarce features in teachers that are just starting their professional career, being present in just two of them: Rubén, who questions his own decision to have taken the test to his students knowing that they were not well prepared, backing down and proposing a new situation; and Pamela, who in the implementation of a new foreign language plan has to improvise and create new forms to teach her subject. Maybe the last incident is the most interesting pedagogically speaking, as the curriculum of the subject is considered, a thing that did not happen with any other teacher. Paradoxically, one of the most important issues to refer when speaking of pedagogical agency, as curriculum is the device where rationality is transmitted. In the case of Pamela, it was possible to see an interaction between her and the curriculum of her subject as something flexible and changeable.

It is even more interesting to see that these fewer present elements, *creativity,* and *spontaneity* -maybe the strongest in terms of opposing to instrumental rationality- are present in those incidents in which teachers do not need to put resistance to the environment. These elements emerged when resistance was not necessary, which makes us wonder about the role of the context to mobilize pedagogical agency: Would have these elements appeared in Rubén and Pamela incidents if they had been in more constrained contexts?

5.14.2 Ethical dimension of pedagogical agency

By examining the **ethical dimension**, it is possible to see a **weak dimension**, as at most shows weak elements.

Some weak elements that repeatedly appear are **monollogicity, imposition** and **instrumental spirit.** This is the case of Cristian, who in incident 3 reacts with a speech to rebuke a group of students when in the presentation dynamic laugh a classmate, not reflecting about his way to face the situation or the formative dimension of his role, but saying this was a job of another unit of the school; or Liliana in incident 1, when her way to relate to the defiant student is who-beats-who, not reflecting about the formative implications of this. It is also the case of Ana, who en incident 1 shows a similar way of relating to her work issues as Cristian, and also in terms of relation to their students keeps a very procedural way to approach. It can be observed also this monollogicity in Tobias, as in his written and oral narrative refers to his students in a very formal and distant way, not evidencing affective bonds that can speaks about a communicative relation. These weak elements can be seen also in Lorena, who in the different incidents does not seem to interact with the environment in a way that implies herself and allows her to imply her own students. A similar situation happens with Carlos, who, like Lorena, are part of a system that oppresses them, not knowing how to resist. On the contrary, when they interact with their students, practice the same logic of trying to impose themselves to be respected. From these situations is possible to see that power regulation has not put into practice, reifying human relations in which one part should dominate the other.

Unfortunately, all these elements say that their opposite -**dialogicity, negotiation** and **communicative** or **critical spirit**- are the less present, observed in just two incidents: Carol, when in incident 2 back down from being as her colleagues had told them to be; and Rubén, who is able in the incident 2 to reflect about the test he was doing to his students and interrogate if his decision was correct, deciding finally to back down and do all over again.

There is even an element with less presence: **the validation of students to empower them**, which can be explained by the predominance of monollogicity, imposition and instrumental spirit. Not being negotiation or dialogicity, the implications of this ethical dimension in the pedagogical agency of teachers has important consequences in terms of human formation of students.

Linked with the last missed element is the **bond with the students**, not mentioned neither in the incidents nor in the interview. What it is more, a teacher even mentions it as something that is an additional burden she does not like to carry: Ana, in "Dealing with students´ mess", expresses in a frustrating and tired way: "as a subject teacher you dedicate yourself to your subject and that's it, but as the head teacher you have to reach out to the students, know them…", as if the pedagogical bond was not necessary when teaching the subject/discipline.

In terms of strong elements of ethical dimension that appear, can be found **care of others, proximity**, and **help**. This is the case of Amanda when in incident 1 helps her student that told her that she had hurt herself; or Carol, who in a more subtle way, acts very carefully to adopt her role little by little; or Rubén, who demonstrates reflection and action considering others: evaluating if the test he applied was correct to apply or not, and helping his student in his transition process. It is also the case of Carlos, who in case 3 went beyond institutional limits to help a student in need; and Fernanda, who in incident 2 defended her students that complaint against the substitute teacher.

5.14.3 Epistemic dimension of pedagogical agency

It can be seen that the **epistemic dimension** is a **weak one** due to the difficulty to find elements of evidence. It is not only that epistemic elements appear abundantly in its weak version (*lack of awareness regarding what is known, naturalization over problematization, lack of reflection about own beliefs* and *lack of inquiry of underlying assumptions*), but the strong version of the elements scarcely appears (*development of personal conceptions about knowledge, producing meaning over consuming meaning, comprehension of the context, problematization* and *reflection of own beliefs*). This shows that the **epistemic dimension is scarcely developed**.

In seven teachers, the predominant description of their epistemic dimension in pedagogical agency was the lack of *awareness regarding what is known, naturalization over problematization, lack of reflection about own beliefs* and *lack of inquiry of underlying assumptions,* reinforced by the no evidence of strong

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elements in at least one incident, becoming a consistent feature of this dimension. This can be observed in the incidents shared by Osvaldo, Cristian, Amanda, Liliana, Ana, Lorena, and Carlos. Very illustrative is the incident "Measuring forces with defiant students", told by Liliana, "Dealing with students´ mess", told by Ana, "Chaos in reception", told by Lorena or "Confronting a defiant student", told by Carlos. In all of them is not possible to see any expression of neither being aware of the underlying assumptions that explain the situation, nor the own beliefs about it, naturalizing the situation, not problematizing it.

The cases in which this dimension report strong elements are only five: Tobías, in his incident "Defying an order that threats a pedagogical decision"; Carol, in her incidents "Pressed to be a teacher of another subject" and "Looking for a way to be respected"; Rubén, in his incident "The questioned math test"; Fernanda, in her incident "A teacher who bothers the girls", and Pamela, in her incident "Implementation of a new foreign language plan". All of them acted in a very clearly reflective and argumentative way, reflected both in the action narrated and the interview. All these cases gave evidence of reflecting about their own beliefs about the decisions made and being aware of their repercussions.

Other elements that appear in the incidents that positively speak of epistemic dimension are *comprehension of the context, problematization* and *reflection of own beliefs*, appearing three times: in Tobías´ incident "Defying an order that threats a pedagogical decision"; Fernanda´s incident "A teacher who bothers the girls", and Carol´s "Pressed to be a teacher of another subject". Problematization and reflection of own beliefs are observed in Rubén´s incident "The questioned math test".

Even with less appearance, there are two elements that speak loud of pedagogical agency: *development of personal conceptions about knowledge* and *producing meaning over consuming meaning*. These elements are present only in the incident 2 of Pamela, "Implementation of a new foreign language plan", in which everything is under discussion, what, how and why to teach, elaborating new comprehensions about the discipline as this new plan is implemented.

5.15 Limitations of the study

This section looks for to reflect about how far the framework of teachers' pedagogical agency summarised in Table 4.3, used to characterize the pedagogical agency summarised in Table 5.2, constrain the potential findings.

As explained earlier in the methodological chapter, there are not studies from a critical perspective that study pedagogical agency, so all the process of bricolage developed throughout this research -these tables included- has no previous guide or orientation to start with, except the vigilance of internal coherence and consistency. From this unexplored path of developing critical research, the findings summarised in the table 5.2., analysed later in the following chapters, might have limitations. From this consideration, the methodological decisions and resources created to facilitate the analysis can be improved in further research projects that may develop complementary or new ways to explore pedagogical agency from a critical perspective.

To explore pedagogical agency is not an easy task. From the Bourdieusian perspective considered here, it is a complex construct in which individuals and context interact, implying not only the behaviour of the subjects but the unconscious motives that lead their actions. However, it is not impossible, as there are some literature resources that can guide an analysis to observe and reflect about pedagogical agency, which was the option taken methodologically. The process of bricolage considered, then, to start with a deductive analysis helped by critical literature about agency.

The table 4.3. represents this effort for opening a way to research pedagogical agency from a critical perspective. This table is a collection of criteria from different literature resources, internally consistent, that helps to identify in the observed teachers' actions a predominant rationality. The construction of this table was a long process of identifying literature that helps to distinguish critical action from a non-critical one. At the beginning of the construction, just the most evident arguments were put there. But as the reading of the critical incidents progressed, several actions were not possible to identify, which made necessary

look for new arguments in the literature to have more precise ideas to put in the table for every dimension -political, ethical, and epistemological-. This need appeared as teacher actions are in different areas: some in learning, some in interaction, some in planification, and so on. So, the question that accompanied the search of new criteria in the literature to include in the table was "How does this specific action looks like from a critical perspective?" and "What argument can the literature provide about it?". So, in a long, systematic, and dialogical process between the incidents and literature, finally the Table 4.3. resulted as it is shown in chapter 4.

However, considering the amount of data obtained from every incident, the analytical exercise led to take a difficult decision: how to characterize in a critical way the pedagogical agency capacity shown in the incident when the presence of complex elements was diverse, in some cases inconsistent, and in others inconclusive? It is at this point when the limitations of this study might appear.

The criteria to solve this complex problem was to facilitate the subsequent analysis, so, as explained in 5.13., the characterization of the pedagogical agency resulting was represented by one word, "weak", "medium" or "strong", considering the three dimensions -political, ethical, and epistemic- as a whole.

This effort to describe in one word the pedagogical agency of the novice teacher was not an easy decision, and it is limited by its reduced meaning. It is important to insist, however, that this characterization was about the capacity of pedagogical agency shown by the teacher *in that specific incident* and not the teacher itself, because it was not possible to have access neither to a continuity of their practice, nor to all the elements that move their actions.

Even this one word to characterize the pedagogical agency of every teacher in every incident might seem simplistic, reductionist and far from a critical perspective, it is important to understand it as *a way to facilitate the analysis that later does consider the complexity and richness of other data*, as it is developed in chapter 7. This apparently simplistic way to solve the characterization must be understood as a *facilitator* -the way found to deal with the complexity of data- and

a starting point to start a complex analysis later in chapter 7, not as a simple labelling to classify. So, this characterization shows the end of the deductive stage of analysis, to start the inductive one, and not an ending point. Otherwise, the study would seem limited and even contradictory with its critical spirit.

In methodological terms, it is also important to reflect about the procedure to collect the critical incidents: after receiving the written incidents from the teachers, they were interviewed to clarify any aspect of the narrative. I decided as a researcher not to interact with the teachers about the analysis of the incidents, not developing a more dialogic approach with them, considering that I would interview them later exploring data for the other specific questions.

Even though at the moment of the analysis I did not consider pertinent to do it, as a second consideration for a further study it could be interesting to develop this dialogic interaction to involve them more in the research and to discover new data to enrich the study. This dialogic interaction might lead to alternative questions not considered here and could contribute so the participant could reflect about their pedagogical actions, so the research methodology could become a learning opportunity for both, participants, and researcher.

Finally, it is important to consider that this starting point for studying pedagogical agency from a critical perspective can be perfected and improved by looking for new ways of identifying the development of pedagogical agency.

5.16 Pedagogical action: A look at a human doing.

As it has been said at the beginning, the incidents reflect a very human issue: that there are intentions, hopes, fears, beliefs, among other things, that make us act in a certain way, all of them influenced by the context. Chapter 7 will come back to them to understand in a deeper way what they say about the pedagogical agency developed in ITF to give answer to SQ1. We will leave the incidents for now to move on to something else in the next chapter, the semi structured interviews findings.

Chapter 6: Findings from the *voice* of novice teachers. A revision of the semi-structured interviews.

As in chapter about the incidents, this chapter offers an intimate world that the novice teachers open to us generously from their voices. From there, it can be understood that teaching is much more than their work: it is a personal project to where they arrived carrying dreams and expectations, and which along the way has brought them satisfaction but also disappointments. From their words it can be observed perspectives and reasons to be in teaching profession, explanations about their learning process to become teachers, and learning that this initial experience has left.

Thus, this chapter shows the findings obtained from the analysis of the data collected with the semi-structured interviews, to give answer to the SQ2, 3, 4 and 5. These findings are based on the rich words that the teachers offer, to appreciate the understandings from which they perform their role. These findings are shown in descriptive terms, as the discussion will be done in chapter 7.

6.1 The data obtained.

The data obtained have been organized *by specific question*, offering a detail of the categories obtained and their subcategories. The frequency of every tag is included just as a matter of interest.

6.1.1 Data collected to give answer to SQ2 (Teaching role)

After analysing and coding the information obtained from the interviews, the responses of the participants yielded categories and subcategories that allow us to visualize how novice teachers understand the teaching role and its dimensions. These categories are partly result of the preliminary organization given by the questions of the questionnaire and part the topics touched by the interviewees.

The resulting categories are:

PEDAGOGICAL ROLE
Categories:
The why of teaching
Functions of the teaching role
Way of understanding teaching
Way of teaching
Teacher evaluations
Origin of assessment by teaching
How the teaching role is learned
Role experiences

The answers of the participants refer to the teaching role in general terms from its purpose (for what) and its functions (things that are done from the role), and also to more specific issues, as the way in which teaching is understood and the way it is exercised. Other categories refer to more personal issues, such as *things that teachers value, why the role is valued,* and *how it was learned.*

Category 1: Teaching purpose

This category is made up of 12 tags or labels, which group 45 fragments:

CATEGORY	freq	TAG	freq
The why of teaching (Teaching purpose)	45	Help others	8
		Help people broaden their world view	6
		Help people realize their social reality	6
		Contribute to society	5
		Help people learn to make decisions	5
		Help people develop skills	4
		Form people	4
		Help people improve their lives	3
		scientifically literate	1
		That people learn to have their own opinion	1
		Leave a mark on students	1
		Charm people with discipline	1

In this **first category the idea of *help* predominates**, and some of this help refers to the development of agency in others: help people broaden their world view, help people to realize their social reality, help people learn to make decisions, help people develop skills, and help people to have their own opinion. The notion of help predominates not only in terms of many subcategories using the word help, but also in the many statements that refer to that.

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Other things that stand out is that all tags allude to an *impact in individual persons* -only one tag allude to society as a whole, *contribute to society*; only two allude to issues related to the discipline/subject -*scientifically literate* and *charm people with discipline*- meanwhile the other tags refer to *help people* in general ways. Some tags closely contribute to the sense of pedagogical agency of the question to be answered: help people: *to broaden their world view, to realize their social reality, to learn to make decisions, to develop skills,* and *to have their own opinion*. So, connecting to the question that orients this inquiry, this category contributes positively to the sense of responsibility and awareness of the teaching role.

Next there are some statements that illustrate the connection of these categories to the political, the ethical and the epistemic dimension of pedagogical agency:

• Statements that allude to political elements:

…my role as a teacher…to make society more equitable based on a more significant mathematical knowledge, more applicable…that the individual had management of that content to develop a better life (Carlos, 7-8)

…to form people who can function tomorrow: critical, (able to) make informed decisions (Fernanda, 65)

• Statements that allude to ethical elements:

Then I realized that this situation (of violence) had to be reversed. That at least the music class was a welcoming environment, an environment where the children feel valued, feel loved and accepted (Carol, 30-32)

My role is to form people...in this case...I'm going to relate it to my area...to form students who are critical, who understand that science is in everyday life. But above all, form people. How we face ourselves in everyday life, how we are going to function in society, how we are going to be with others tomorrow, that is why collaborative work, empathy... that is my focus. I will always be training to be scientifically literate but also so that they grow as people, with values (Fernanda, 7-10).

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- Statements that allude to epistemic elements:

I feel my social responsibility as a teacher lies in the fact of being able to charm people with a discipline that connects with their reality and allows them to generate tools to transform their lives (Rubén, 7-8).

…I consider important that students have a scientific basis to be able to function in society and make decisions (Fernanda, 67-68).

Category 2: Functions of the teaching role

This category is made up of 15 tags or labels, which group 51 fragments:

CATEGORY	Freq	TAG	freq
Functions of the teaching role (things to do)	53	To support emotionally someone/ To welcome/To listen	11
		Teaching beyond discipline	8
		Help students learn	6
		Assume multiple roles	6
		Help students see the link between discipline and the everyday	5
		Keep an eye on the students	3
		Connect people with their reality	2
		Accompany/guide students in learning	2
		Adapt knowledge for another to learn	2
		Take charge of teaching their discipline	2
		Charm with discipline	1
		Promote a positive classroom climate	1
		Play a character	1
		Being demanding with students	1
		Be available	1
		Make disciplinary knowledge more meaningful	1

This **second category precises functions mainly -again- by the idea of helping**, *To support emotionally/To welcome/To listen, Help students learn, Help students see the link between discipline and the everyday and Keep an eye on the students*.

The selected next statements illustrate how are connected to the political, the ethical or the epistemic dimension of pedagogical agency:

- Statements that allude to political elements:

We had to do a job… just the math curriculum contemplates talking about budget. So, I proposed "ok, let's talk about a family's weekend spending budget." And the students said: "Ah! It's just that I use my dad's credit card." So, they don't know how much they spend. So, they are on a naïve level... (Amanda, 36-39).

It's like a guide (…) it's like an accompaniment from me to the students... it's as if I'm not above or far ahead: "kids, it's not that I know that much...." It is to accompany these children who have so little world (Pamela, 7-10)

- Statements that allude to ethical elements:

Well, considering the context in which I am working, where the children experience violence every day, in their homes, in the environment... so, arriving at school and seeing more violence in their classmates or the teacher obviously generates more violence. Then, I realized that this situation must be reversed. That at least in the music class it is a welcoming environment, an environment where children feel valued, loved, and accepted (Carol, 30-35).

- Statements that allude to epistemic elements:

Before learning about the degree, it was like…teaching the importance of science. Now, with everything I've learned, it's for the students to understand that science is in everyday life. And to be able to scientifically literate students (Fernanda, 7-10).

Help them, poke them like that, motivate them. It is to push them little by little, telling them "wow, look, realize..." Those little moments of awareness. Telling them, "did you see? Did you see that it can be done? Come on, let's go!" (Pamela, 74-77).

Also, there are **many statements that reflect a conception about the pedagogical role as something *separated* from being a teacher**, as if being

a teacher was something just linked to teach subject contents, and any other function was in a different place. If it is understood in this way, then it is not comprehension of that pedagogical action and pedagogical relation transmit a hidden curriculum that models a type of human being no matter if is explicitly speaking about the subject contents or about life. Some examples:

…in the context in which I work, which is complex, you have to assume many roles apart from the pedagogical one. The pedagogical is the least. Because you have to have a super important social role, you have to assume a part of pseudo psychologist, pseudo social worker, you have to be super aware of the children, as a mediator... the pedagogical role is the least (Carol, 7-10).

I understand my role is like, "yeah. In my math hours, I am the math teacher. And I teach my discipline, and I try to teach it super well, and… I'm super demanding. And they have to do the things that I teach them in math backwards and forwards. But…outside the classroom, I am his teacher, and mathematics is more to the side because outside the classroom there are other needs. The classroom is a bubble, and in that bubble, we see only mathematics. We get out of the classroom, we burst that bubble, and there they are… softer skills. "Daughter, don't scribble, you won't be able to speak like that everywhere..." "Be cordial" "greet everyone, that will speak highly of you, you are an educated person, you are being trained...". Maths go aside, There are other needs that must be addressed (Osvaldo, 132-138).

Category 3: Way of understanding teaching

This category is made up of 5 tags or labels, which group 20 fragments:

CATEGORY	Freq	TAG	freq
Way of understanding teaching	22	Teaching must be contextualized	8
		Distinction between subject and human formation	6
		Teaching must make sense to students	3
		Importance of generating adequate spaces for learning	2
		The teaching-learning situation is a complex phenomenon	1
		Students must be charmed	1
		Teaching requires knowing the students	1

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In the **third category novice teachers allude mainly to things related to demands to teaching**, such as *teaching must be contextualized*, *must make sense to students,* and *students must be charmed.* The way of understanding teaching is from a general perspective, barely mentioning the discipline/subject. Only one subcategory contributes directly to the sense of pedagogical agency of the question to be answered: *the need of contextualizing teaching.*

The following statements illustrates this third category:

- Statements that allude to political elements:

You contextualize it around the different subjects that are in the room, then you contextualize the content around their lives, their daily lives. So, in this way, a meaning of the subject that one is teaching is generated... when I refer to its social context, it revolves around its own historicity, its own experience... and in this way, one makes sense of what is it is delivering (Tobías, 12-15).

- Statements that allude to ethical elements:

When I teach mathematics, I teach values. To be honest, to be empathetic. But I have to understand that they associate it with mathematics. But they are at a stage in which they associate it with mathematics "I have to teach my partner math, so he knows", "I have to go a little slower because my partner doesn't understand so fast" (Osvaldo, 141-143).

- Statements that allude to epistemic elements:

I realized that (contextualize) is something necessary. Not even a plus: it is something necessary. From my first practices, when I had a case in which a teacher taught but did not contextualize... or you could tell from the student's face that they remembered what they had seen but did not understand it... that's how I began to understand that if they didn't it makes sense what they were seeing then they didn't understand it. I

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*wouldn't make sense of it. So, in the same practice I understood that it is
necessary* (Tobías, 27-30).

As in the previous category, **here also appears some statements that
understand teaching splitting teaching itself from having a formative role**,
as if being a teacher was something just linked to teach subject contents, and
any other function was in a different place. This makes us think that responsibility
and awareness of the ethico-political-epistemic dimensions of their teaching role
in many cases is split from being a teacher of a subject.

If it is understood in this way, the comprehension of teaching ignores that from
the pedagogical action and the pedagogical relation a hidden curriculum is
transmitted, that models a type of human being no matter if is explicitly speaking
about the subject contents or about life, as it shows the next statement:

*Inside the classroom when I do mathematics, all the concerns are
mathematics, everything revolves around the mathematics content we
are dealing with, outside the classroom there are other needs,
mathematics is left aside, I have to address other problems first* (Osvaldo,
149-150).

Category 4: Way of exercising teaching

This category is made up of 9 tags or labels, which group 15 fragments:

CATEGORY	Freq	TAG	freq
Way of exercising teaching	15	Link discipline with everyday life	4
		Contextualize pedagogical decisions to the course group	2
		Orient the class to the students	2
		Orient the class towards yourself (as a teacher)	2
		Encourage students to make decisions	1
		Encourage skills in students	1
		Encourage students to think	1
		Motivate students	1
		Put the focus on the achievement and not on the error	1

The fourth category is understood from its orientation and contextualization. In
the first one appears *things to link discipline with everyday life, Contextualize*

pedagogical decisions according to the group, and *orient the lesson to the students*, mentioned as important things to consider to exercise teaching. Connecting to the question that orients this inquiry, this category contributes positively to the sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role acquired in ITF, as the following statements show:

- Statements that allude to political elements:

I am in a Catholic school, so they have prayer in the morning. But there are groups where one sees that the spirits are not very present in terms of faith. So, I like to do with the prayer in the morning: I like to bring news, or songs with a particular theme, situations to think about, rather than sticking to the structure. I try to exercise the space for reflection in the morning prayers, leaving the classical structure that always arises (Rubén, 114-118).

It is to accompany these kids who have so little world...they don't have to translate or speak in the past subjunctive...there are things that just happen...just trust, it will occur to you...I'll probably correct you...things like "do you?"...accompany each other (Pamela, 7-10).

- Statements that allude to ethical elements:

When I started my teaching practice, I always saw it as doing a class for myself, the ppt, for example, how I liked it, very directed towards me... because I also started my teaching practice in a pandemic, not thinking about another person yet... I didn't know how to handle certain things because... (at the beginning) I was very closed in my practice without understanding that my practice was also for others (Liliana, 8,9).

- Statements that allude to epistemic elements:

I do not like long exercise guides of 30 exercises just because. No, it's better that there be 10, and we put 4 or 5 problems, something that makes

them think to say, "this makes sense" or "this doesn't make sense" (Rubén, 129-130).

I need first: time. To plan my class, to study my class, to say, for example, "Oh yeah, they won't understand this word, so I change it. Or "I am not going to use this word, but I am going to add an exercise that leads them to think and understand that word" (Liliana, 25,26).

Category 5: Things that teachers value

This category is made up of 8 tags or labels, which group 12 fragments:

CATEGORY	freq	TAG	freq
Things that teachers value	11	Appreciation for discipline	2
		Valuation for education	2
		Valuation for teaching/pedagogy	2
		Importance of realizing what happens in reality	2
		Promote female participation in discipline	1
		Assessment for affective attachment to learn	1
		Assessment for learning	1

In the fifth category it can be seen a valuation for *general t*hings: education, teaching, pedagogy, and discipline. **Some statements are related to a very committed way to understand their discipline to educate, meanwhile there are others said from common sense**, without specifying much solid reasons or arguments, just general statements as "education is important for society", so category 5 alludes to things valued that are consistent with a sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role in some cases, as the following statements show:

To exercise citizenship, freedom, you have to be a being with a mathematical base to be able to defend yourself. It's not about everyone being engineers, no, that's not the point, but…mathematics set us free. And I completely adhere to that philosophy, to that faith. In order to exercise free citizenship, mathematics is essential. And there I recognize the role of change (Rubén, 125-128).

One becomes a factor of change in society...for example, gender equality. I am very supportive of the fact that there is participation, especially in mathematics, because women have been discriminated, that is why I point out that women are not bad at mathematics...There are messages from the hidden curriculum… in the university they taught us that (Amanda, 13-15).

(when I was a secondary student) I realized that, talking with students who came from other realities…they were not aware of the problems that were happening in society... I said to myself "there is a problem here". The problem was that people were not aware, they were not aware of their environment, of themselves, of social problems, of many things... the only interest was, for example, an advertisement...the only wish was what television showed them, not much more (Tobias, 121-125).

Other fragments, are **expressed as commonplaces**, from common sense:

What I realized, and later formalized is that…Education is the foundation of society. Without education, a society cannot develop (…) *I am going to form change agents because they are going to specialize in different areas, not necessarily professionals, in different areas of society... health, economy, education, mining...* (Osvaldo, 89-93)

Category 6: Origin of value for teaching

This category is made up of 10 tags or labels, which group 29 fragments:

CATEGORY	Freq	TAG	freq
Origin of value for teaching	30	Experience from a very young age the pleasure of teaching	7
		Have observed in others the need to learn	5
		Personal reflection on the scope of pedagogy	4
		Family climate close to the value of teaching	3
		Vocation / not knowing	3
		Tradition of the university made value the social and the critical	3
		Awareness of the needs of one's own social origin	2
		Taste for discipline	1
		Having observed the need for good teachers	1
		Field work in vulnerable contexts	1

In the sixth category novice teachers **refer in general to early experiences in family or close groups that help to realize the value of teaching**. Especially call our attention those cases in which novice teachers, being young, observed how their classmates had difficulties to learn something, realizing in that act that they could help others to learn. There is generosity in these experiences of value teaching, consistent with the sense of pedagogical agency of the question to be answered, as it is reflected in the following statements:

Since 2nd grade I want to be a teacher because I saw how hard it was for my classmates not being able to know mathematics...they felt bad, they behaved badly...and they always came to me, so I taught them. When I taught them, I saw that they were feeling better (Carlos, 62-64).

When I was at school, I was always the girl with the good grades, the best average of my generation... then it happened to me that I was bored in the classroom, and I ended up teaching my classmates. And I began to visualize myself as a teacher. And it happened to me a lot that my classmates asked, the teacher explained, and my classmates did not understand. So, I said to myself "I could teach it in such a way". That put me in the role of teacher... and I was in fifth grade, I was very young! I said, "I could teach this in such a way" (Amanda, 87-90).

(when I was a secondary student) I realized that, talking with students who came from other realities…they were not aware of the problems that were happening in society... I said to myself "there is a problem here". The problem was that people were not aware, they were not aware of their environment, of themselves, of social problems, of many things... the only interest was, for example, an advertisement...the only wish was what television showed them, not much more. That's when I began to think, what could be of use to me... teaching is something, but what …. well, what could help me to work around that is philosophy…and it motivated me…was to achieve how to open my mind, open this awareness of the people who are close to me…and that's why I started to study philosophy (Tobías, 121-125).

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Category 7: Learning of the teaching role

This category is made up of 6 tags or labels, which group 21 fragments:

CATEGORY	freq	TAG	freq
Learning of the teaching role	21	Observing ITF teachers	5
		Reflecting/discussing in ITF courses	4
		Observing the school reality in practices	3
		Teacher practice guide	3
		Experimenting in practice	2
		Attending practices	2
		Personal search / reading	2

In the seventh category novice teachers explain the way they learned to be teachers, being prominent a word present in almost all the tags: **p*ractice,*** which reflects **the importance of real classroom to learn to be a teacher.** This sense of learning the teaching role is consistent to the sense of pedagogical agency, as the following statements illustrate:

"I want to be like that kind of teacher." A teacher who is passionate about something and investigates it, studies it, teaches it, publishes it. And travels with her knowledge, and travels with what she knows, and she shows it (Liliana, 129-130)

I think that within my formation what helped me to have this vision comes a bit from the fact like the teachers I liked and the teachers I didn't like (Rubén, 13-14).

What I am most grateful for is having had an internship since the first year. In my initial formation, I had practicums from the first year, in the classroom. And from the observation I began to see things that perhaps as a child I did not see... (Amanda, 47-51).

In the reflection workshops at the university, I could put this into practice…I could see that contrasted with theory (…) to create a vision (Carlos, 24).

Category 8: Role experiences

This category is made up of 6 tags or labels, which group 13 fragments:

CATEGORY	Freq	TAG	freq
Role experiences	13	Grow in the performance of the role	5
		Not knowing how to handle certain things	2
		Not knowing how to focus teaching on students	2
		As a teacher you can continue learning	2
		The professional and personal spheres affect each	1
		There are different ways of being a teacher.	1

This is the last category to give answer to SQ3, and was not a result of a direct question, but from the spontaneous reflection that teachers throughout different answers. The six tags that emerged show that novice teachers learn throughout time, and this learning is identified **teaching as an activity in which you continually learn and grow.** This is related to pedagogical agency in the sense of experimenting a personal change to do things in certain ways. These experiences are told as individual experience, detached from the environment, the institution, or the social context.

The following statements illustrate how the teachers report that taching has been a matter of learning:

> *I did not know how to direct myself to others, nor did I know how to direct my teaching towards others. My pedagogy changed when I realized that what I was doing was not towards me but towards others* (Liliana, 13-16).

> *I see this teacher from my science group, who had a different education than mine... and he has a different way of seeing... but the idea is to grow, so that we can learn. I always expect that* (Fernanda, 15-16).

6.1.2 Data collected to give answer to SQ3a (Knowledge)

After analysing and coding the information obtained from the interviews, the responses of the participants yield categories and subcategories that allow us to visualize how novice teachers understand the notions of knowledge. They are:

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┌─────────────────────────────────────┐
│ KNOWLEDGE                           │
│  Categories:                        │
│              What can be put into practice │
│              what can be reasoned   │
│              What was experienced   │
│     It can happen in different ways │
│         Something that enables      │
│              Something to create    │
└─────────────────────────────────────┘
```

Next, there will be explored every of the six categories and subcategories related.

Category 1: What can be put into practice

This category is made up of 4 tags or labels, which group 6 fragments.

CATEGORY	freq	TAG	freq
What can be put into practice	6	Something that can be used	2
		Something that can be applied	2
		something that is mastered	1
		Something that is demonstrable in practical terms	1

This category speaks about a **practical dimension of knowledge** by the novice teachers, as the following fragments show:

It comes to respond to what I know, what I can describe and define with my words, what I can use as a resource, what I can explain (Liliana, pp.71,72)

For me, more than being able to repeat the knowledge to me, is that they apply it in real situations, taking examples from their lives, and then see how they handle the term or the content that is being viewed... basically, see how they handle it. apply and how appropriate they are (Lorena, pp.34-36)

Category 2: What can be reasoned

This category is made up of 5 tags or labels, which group 5 fragments.

CATEGORY	freq	TAG	freq
What can be reasoned	6	Justified understanding of something	1
		Something that is conscious	1
		Something to which meaning can be attached	1
		Appropriate something that can be questioned	1
		Understand in detail	1
		What can be described, defined, or explained	1

This second category speaks about a more ***cognitive* aspect of knowledge**. The tags do contribute to the sense of pedagogical agency explored by the question to be answered. As follows, some fragments to illustrate this category:

Knowledge could be the justified understanding of something (Tobías, pp.46)

(you know that you know something) *Because of the awareness I have of that knowledge. Knowledge is knowledge to the extent that it is conscious* (Carlos, pp.34)

Category 3: What can be experienced

This category is made up of 4 tags or labels, which group 4 fragments.

CATEGORY	freq	TAG	freq
What can be experienced	4	That something makes sense	1
		Something that can be experienced	1
		To appropriate something	1
		Something to interact with	1

This third category speaks about a **more active role of the person in knowledge**, especially in the last subcategory. All this contribute to the sense of pedagogical agency of the question to be answered. Some fragments as follows:

It has a lot to do with personal experience, like they appropriate something, and it makes sense to them. It is something that is part…and to create a resume…for example (Pamela, pp.50-52)

If I had to give myself a definition of what knowledge is... I think it would be experience. Experiencing things gives you knowledge. Either from a theoretical approach or from a physical approach... (Rubén, pp.31-32)

The first thing that comes to mind is the possibility of being able to interact with that something, with that object. Being able to know it, to read it, to work with it, having the possibility of interacting with him (Cristian, 39-40)

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Category 4: Knowledge can be given in different ways

This category is made up of 2 tags or labels, which group 4 fragments.

CATEGORY	freq	TAG	freq
It can happen in different ways	4	It is known at different levels	3
		You can know unconsciously	1

This **category** speaks about a **complex notion of knowledge that can shows itself in different forms***.* This is a very small category made up by only two subcategories, so this complex notion is scarce. Some fragments to exemplify:

In mathematics, if I wonder about an equation... if they answer that it has an X, I already know they know equations... or if they talk to me about the concept of "equality"... well, with the "x" I know they know something about equations, but if they talk to me about the term "equality", I know that they know it more deeply, because they know how to identify a part that is important within the content (Osvaldo, pp.38-40)

That is metacognition for students. It is reflecting on your own student work. This reflection is the result of "what am I doing right and what am I doing wrong", so that they realize what they know (Liliana, pp.64-65)

Category 5: Something that enables

This category is made up of 4 tags or labels, which group 4 fragments.

CATEGORY	freq	TAG	freq
Something that enables	3	What can be trained	1
		Information, skills and behaviors	1
		When it allows you to perform some skill	1
		Something that enables you to discuss	1

This fifth category speaks about something with practical ends, that enable the person to something*.* It is interesting in this category that the notion of knowledge contains the element of empowerment. So, even this notion is scarce, something there is. Some fragments next:

For example, a test is done. I take the test, review it, and I could hand it out to the students and say "that was your grade! Now, let's move on to the next class." But what we do is: "that was your grade….in question 15 we had 20% achievement. Let's see why. Why didn't we understand that question. And we reviewed the skill of that question (Liliana, pp.55,59)

Knowledge is a set of… information, skills, behaviours that one gradually acquires and can apply in their daily life. And you can see it represented in the world (Carlos, pp.32-33)

Category 6: Something to create

This category is made up of 1 tag or label, which group 2 fragments:

CATEGORY	freq	TAG	freq
Something to create	2	Being able to create something and justify it	2

This sixth category is a very small category as only is made up by one subcategory, which contains two statements, but very important, because **links knowledge to creativity**. So, the complexity of the notion of knowledge is scarce, but exists. This speaks about a dialogical pedagogical agency, especially because refers to a highly level of intellectual autonomy. Next, an example:

*For example, how can I realize that a student knows...it will not be clearly when he remembers something, but when he can create something around that knowledge and can justify the reason for such a thing...which obviously must be something true...then I would have to comply with those three clauses, that believes something, justifies it and is true. So, that this triad is achieved within the student's thought, there one could speak of knowledge. And we too (*Tobías, pp.46-50).

6.1.3 Data collected to give answer to SQ3b (pedagogical relationship)

After analysing and coding the information obtained from the interviews, the responses of the participants yielded categories and subcategories that allow to visualize how novice teachers understand the notion of pedagogical relationship.

The seven categories resulting from the process of codification are, part a reflect of the organization given by the questions of the questionnaire and part the topics touched by the interviewees.

> .**PEDAGOGICAL RELATIONSHIP**
> **Categories:**
> Essence (What is it)
> Characteristics
> Elements that make it up
> Expressions
> Requirements
> Scope/Impacts
> Hinderers

Next, every category and correspondent subcategories are explored.

Category 1: Essence (what is it)

This category is made up of 5 tags or labels, which group 6 fragments.

CATEGORY	freq	TAG	freq
Essence (what is it)	6	Affective relationship with students	2
		A type of relationship	1
		Adaptation of humanistic knowledge to each student to impact their formation	1
		Relationship to facilitate learning	1
		It translates into what can ultimately be accomplished in the classroom	1

This first category describes what pedagogical relationship is about, being the different subcategories very different one from the other, possibly due to the

scarcity of answers obtained, in terms of subcategories obtained and the few statements by each. The following fragment illustrates this category:

It is super important to be a teacher, it is not just a relationship of content, we spend many hours in the classroom with the children and fulfil roles... of maternity, of brotherhood, of generating teachings of responsibility, of respect... that should come from home, but one like the teacher also has to fulfil that role... of emotional attachment, especially post-pandemic. (Amanda, pp.7-9)

Category 2: Characteristics

This category is made up for 10 tags or labels, which group 16 fragments.

CATEGORY	freq	TAG	freq
Characteristics	16	Pedagogical relationship is very important	4
		Relationship is built	2
		Relationship assigns meaning to what is expected from the role of student and teacher	2
		Pedagogical relationship implies fulfilling roles: teacher and student	2
		The role of each one in the relationship gives meaning to what happens in the classroom	1
		The relationship implies an implied contract	1
		A delicate limit	1
		Different relationship from person to person	1
		It costs	1
		It can be fluctuating	1

This category gathers the features that the novice teachers give to pedagogical relationship. There are many subcategories, but each of them represents at most 4 statements, and just one in the majority, having a **huge dispersion in the meaning** of the few statements obtained from the interviews. This category touches some interesting observations about the pedagogical relationship, such as that *relationship is built, implies a contract,* and it *has a delicate limit,* all of them alluding to *dialogical issues.*

As follows, some fragments are included to illustrate this category:

Personally, it is very important from day one when we introduce ourselves to the children and they get to know us, until they begin to generate this learning on their part, it is important because it will finally define the pleasure that the children have for learning. or the disposition to learn and also one as a teacher the disposition to teach them. Above all, in the first classes, I think it is key to engaging children and enchanting them with the subject (Carol, pp.56-59)

*From that I am building our relationship. If I make decisions that are stricter or more flexible or not, in the end it happens with how I build that space with the kids…how do I like that connection? That there is trust, that there is room for laughter... but trying to make it clear that this is not an impediment to being able to study (*Rubén, pp.41-44)

Category 3: Elements that make it up

This category is made up for 8 tags or labels, which group 15 fragments.

CATEGORY	freq	TAG	freq
Elements that make it up	15	Teacher-student connection	4
		Respect for the teacher	2
		Affective bond	2
		Imposition of authority when the course group does not obey	1
		Trust	1
		Room for laughter	1
		Socio-emotional component that affects learning results	1
		Closeness, trust	1

This third category refers to what elements make possible the pedagogical relationship, being **the connection or bond and the respect the most mentioned**. As in the second category, there are many subcategories, having a **huge dispersion** in the meaning of the few statements obtained. The subcategories are very interesting, touching affective components, close to the dialogical notion of pedagogical relationship.

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As follows, some fragments are included to illustrate this category:

*I would say that the pedagogical relationship is to connect. I like to find an aspect with which to connect with the course (*Rubén, pp.41)

And the pedagogical relationship also has to do with a certain degree of respect and normalization that is needed. In other words, going in, and knowing that someone is ahead who knows more, who knows more, who has a certain level of authority even though I don't want to but needs a little respect. (Liliana, pp. 83,85)

Category 4: Expressions

This category is made up for 6 tags or labels, which group 10 fragments.

CATEGORY	freq	TAG	freq
Expressions	10	Close way of referring to students	5
		Depersonalized way of referring to students	1
		Likes to talk to students	1
		Getting along with students	1
		Generate pleasant spaces	1
		Distinction in the link as a subject teacher vs. head teacher	1

The fourth category is a category referred to **how the pedagogical relationship shows itself**, being *closeness* the most prominent one. As in the second and third category, there are many subcategories, but just the first gathers some statements, meanwhile the others represent just one statement. The subcategories are very interesting, touching affective components, close to the dialogical notion of pedagogical relationship. They were obtained not asking explicitly, but paying attention to the way the novice teachers refer to students.

The following fragment illustrates this category:

I know that I get along well with children, and I am very confident in that. I create very pleasant spaces. So, I have confidence in that myself. I know myself a little, I know that I am a certain way... and because I also like to teach (Pamela, 73-74)

This other fragment illustrates a very depersonalized way to refer to students, as "the subjects":

*As a teacher, you contextualize the content around the different subjects that are in the room, then you contextualize the content around their lives, their daily lives. So, in this way a significance of the subject that one is teaching is generated (*Tobías, pp.12-14)

So, it can be said that the way that this relationship expresses in some cases does not contribute to the dialogical notion of pedagogical agency, as it put the place of the teacher distant and not involved with the students, as another fragment of the same teacher shows:

In a specific level, this pedagogical relationship does not occur because students feel that they are there for other reasons (…) to have friends, to have a space where they can share their business…so they go with another intention. So, if a teacher doesn't teach, better for them (Tobías, pp. 62-65)

Category 5: Requirements

This category is made up for 16 tags or labels, which group 23 fragments.

CATEGORY	freq	TAG	freq
Require-ments	23	Requires students to want to establish such a relationship	5
		Requires fulfilling roles: teacher and student	2
		It requires regulating certain emotions that would hinder its development	2
		Requires the teacher to adapt his own personality to be a better teacher	2
		It requires the teacher to regulate flexibility in order to build that relationship	1
		Requires the teacher to bring the roles closer to achieve reciprocity	1
		Requires the teacher to be aware of their students	1
		Requires the teacher to know his students	1
		Requires that the teacher knows how to respond to the affective needs of students	1
		It requires that the teacher know how to relate to topics of more personal interest	1
		Requires the teacher to make students feel safe and welcome	1
		Requires teacher effort to know how to reach students	1
		Requires opening of the teacher to reach the students	1
		Requires dialogue	1
		Requires cordiality	1
		Requires reciprocity	1

This fifth category groups all those things required to develop or maintain the pedagogical relationship. It is striking the large number of requirements that are named by the participants to develop the pedagogical relationship. As in the second, third and fourth categories, here there are many subcategories, but just the first four gather some statements, meanwhile the rest barely represent one.

As follows, some fragments are included to illustrate this category:

> *I can think a lot about how I want to impact the lives of my students, but if they don't want to improve or change their lifestyle, or don't want to opt for or open other paths... no matter how much I work towards it, it won't work.* (Osvaldo, pp.62-64)

> *From one to ten I would give it a ten in level of importance. Because finally we have to stop seeing the teacher almost as a banner that gives his class and leaves...I don't know, to the teacher's room or to his house, but rather, on the contrary, the relationship has to be super close, it has to be super enjoyable, not in pairs, because there has to be a certain degree of…I don't know if it's asymmetry, really, but understanding the roles of each one: the role of the teacher and the role of the student. But... being close, knowing as a teacher the characteristics of my students, not only academic, but also personal, and how all these characteristics shape them as a person* (Cristian, pp.50-55)

Category 6: Scope/Impacts
This category is made up for 8 tags or labels, which group 13 fragments.

CATEGORY	freq	TAG	freq
Scopes / Repercussions	13	Impact on the teaching and learning process	3
		Enables teaching and learning	3
		Allows the student to feel safe and protected	2
		Allows the student to feel confident to raise their doubts and insecurities	1
		Bond affects willingness to teach	1
		Bond affects willingness to learn	1
		Facilitates adequate teaching according to the characteristics of the students	1
		Attachment as a factor of change	1

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This sixth category shows that *pedagogical relationship* is addressed in terms of scopes or repercussions, being the most prominent those related to learning. As in the previous categories, there is a huge dispersion in the meaning of the statements: just the first three gather two or three statements each, meanwhile the other six subcategories only represent on statement.

As follows, some fragments to illustrate this category:

For me the pedagogical relationship is super important. It is crucial when teaching. It is true that saying that it depends a lot on the teacher when it comes to learning (Lorena, pp.40-42)

I think it's the only way to teach...if there's a child who doesn't want to learn how I'm going to teach (Amanda, pp.71)

Category 7: Hinderers

This category is made up for 2 tags or labels, which group 2 fragments.

CATEGORY	freq	TAG	freq
Hinderers	2	Lack of interest in interacting with students	1
		Colleagues who promote not relating to students	1

This seventh category is a very small category, that gathers only two subcategories, one statement each: *Lack of interest in interacting with students, Colleagues who promote not relating to students*. Even scarce in terms of statements, this category is included as it is very meaningful.

The following fragment illustrates this category:

I have seen that there is no relationship...not even in the student's socio-emotional...we know that there are many factors, but they say, for example: "ah!" this kid is lazy" So they don't want to see that there are different problems that explain why the child is the way he is. So, they say "don't catch him, it's bad, we have to leave him". "If the child is sick, we don't get in there." So, it's still stupid...because if there are students who really have problems, one should be a contribution. We know that we are

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not going to solve the problem, but as teachers we must be there. But they
*tell you "You don't get involved, leave it" (*Fernanda, pp.46-50)

6.1.4 Data collected to give answer to SQ4 (Possibilities and limits for pedagogical action)

After analysing and coding the information, the answers of the participants yielded categories and subcategories that show what limits and possibilities teachers identify for their pedagogical intentions. These categories are part a reflect of the preliminary organization given by the questions asked and part the topics touched by the interviewees.

The seven categories resulting from the process are:

POSSIBILITIES AND LIMITS FOR PEDAGOGICAL ACTION
Categories:

Conditions external to the teacher (institutional) that facilitate
Intrapersonal capacities of the teacher that facilitate
Capabilities of the teacher in their relationship with the environment that facilitate
Conditions external to the teacher (institutional) that limit
Internal or personal conditions of the teacher that hinder

Now, it will be explored every category and correspondent subcategories in detail:

Category 1: Conditions external to the teachers (institutional) that facilitates the pedagogical exercise

This category is made up of 5 tags or labels, which group 17 fragments.

CATEGORY	freq	TAG	freq
Conditions external to the teacher (institutional) that facilitate the pedagogical exercise	17	Institution allows the exercise of a degree of pedagogical freedom to make decisions	13
		Additional spaces to the subject that the school grants to channel the formative purposes that you have as a teacher	1
		The large number of hours of the subject makes it easier to learn more about the students	1
		Decide a subject that has less institutional pressure than those more central to the curriculum	1
		Institutional support for performance as a teacher	1

The first category is made up by five subcategories. The first one concentrates almost all the statements, meanwhile the other four barely represents one statement each. This so **prominent first subcategory is a sensitive space to see the relation between subject/structure**. Novice teachers allude to have freedom to make decisions, which it had not showed up before in any answer.

The following fragment illustrates this category:

I understand the mission and vision of the school, which limits me a bit there. In a Catholic school I cannot stand in the middle of the patio and say: "Down with the Christian religion!" Sure, that's beyond my scope, unless you want to be instantly fired. But regarding the decisions in the room, I do feel that I have the freedom to exercise that personal vision. They do not impose things on me (Rubén, pp.81-84)

Category 2: Intrapersonal capacities of the teacher that facilitate the pedagogical exercise

This category is made up of 19 tags or labels, which group 27 fragments.

CATEGORY	freq	TAG	freq
Intrapersonal capacities of the teacher that facilitate the pedagogical exercise	**27**	Ability to justify one's own pedagogical decisions	3
		Feeling capable of carrying out what was planned	3
		Have initiative to go beyond the minimum requested	3
		Realizing how to play the role	2
		Ability to capture pedagogical intentionality in planning	2
		Dare to implement own decisions	1
		Feel conviction to innovate pedagogically	1
		Having pedagogical freedom means having to know how to deal with uncertainty	1
		Reflect on the things that happen	1
		Become aware of one's own pedagogical capacity to intention	1
		Be aware that there is a hidden teacher's curriculum as a space beyond what the school may or may not approve	1
		Ability to create pleasant spaces	1
		Own leadership capacity	1
		Review your own pedagogical options	1
		Have confidence in your own abilities	1
		Ability to change in the way of exercising the role	1
		Dare to let go of control over processes	1
		Have security to institutionally defend pedagogical decisions	1
		Security regarding tasks specific to the role, such as planning	1

The second category is made by the tags that referred to capacities of the teachers that make possible their teaching work, all **capacities that are part of themselves as a personal feature**. It is made up by many subcategories, but almost all the statements concentrated in the first three. Some fragments:

And when problems arise, I feel safe because I know I'm not doing anything wrong. I have my justification (…) it is not due to negligence. I have felt quite empowered (Tobías, pp.207-209)

I feel empowered by my role. I know that I have the openness that, for example, if I plan an activity, I can carry it out (Cristian, pp.133-138)

Category 3: Conditions external to the teachers (institutional) that facilitates the pedagogical exercise

This category is made up of 19 tags or labels, which group 26 fragments.

CATEGORY	freq	TAG	freq
Capabilities of the teacher in their relationship with the environment that facilitate the pedagogical exercise	26	Teaching skills promoting formative actions	2
		Take the liberty of making pedagogical decisions independently of the framework set by the institution	2
		Resist institutional limits by making proposals from one's own pedagogical perspective	2
		Take liberties whenever possible despite the limits given by curricular requirements	2
		Give yourself permission to make your own decisions in the classroom out of the conviction that you are doing the right thing	2
		Intend that students develop complex cognitive skills	2
		Intend that students link the content with their reality	2
		Intend a positive change in the disposition of students to the subject	1
		Conviction to innovate pedagogically	1
		Interpret student resistance to class as an opportunity to get closer to the student to help them learn	1
		Observe what students do to wonder about their own pedagogical	1
		Make pedagogical decisions based on what is discussed with	1
		Focus teaching on students	1
		Question whether what is decided as a teacher is relevant to	1
		Adapt pedagogical strategies according to the context	1
		Question whether what is decided as a teacher is relevant to	1
		Improve the way you deal with conflicts and manage the class	1
		Go building a less vertical relationship with students	1
		Ability to observe the learning needs of others	1

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This third category is very interesting because allow to how teachers exercise their agency in the school context. As follows, some fragments:

For example, and giving a specific case, I am in a Catholic school, so they have prayer in the morning. But there are courses where one sees that the spirits are not very present in terms of faith. So, what do I like to do in the groups with which I have prayer in the morning: I like to bring news, or songs with a particular theme, situations to think about, rather than stick to the structure. I try to exercise the space for reflection in the morning prayers, leaving the classical structure that always arises (Rubén, pp.114-118)

For example, I work in a school that has a Catholic vision of life, therefore, from that perspective there are certain limits that cannot be crossed. And I, respecting that, try to intention more comprehensive aspects. For example: morning prayer: "The message that God leaves us is..." Yeah, okay. But it turns out that, in my room, out of forty, perhaps only twenty are believers. And what do I do with the rest, with those twenty who are not believers? So, I must give it a spin and perhaps develop other learning that is for life and is transversal for everyone (Cristian, pp.140-144)

Category 4: Conditions external to the teachers (institutional) that facilitates the pedagogical exercise.

This category is made up of 9 tags or labels, which group 21 fragments.

CATEGORY	freq	TAG	freq
Conditions external to the teacher (institutional) that limit the pedagogical exercise	21	Limits to pedagogical action may be given by institutional rigidities	6
		Obstacles given by the bureaucratic demands of the institution	3
		Limits given by the conditions of the school, infrastructure and number of students	3
		Limitations associated with time or space conditions	3
		Limits given by the characteristics of the students (capacities, abilities, interests)	2
		Limits of the pedagogical action are given by the school project	1
		Limits to the pedagogical action given by the clientelism of the parents	1
		You have to invest time in remembering rules to be able to function	1
		Limits given by the support with other colleagues in the area	1

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The fourth category brings together all those structural conditions given by the institution and the school system in general that limit the pedagogical exercise. There are many subcategories, many of them barely representing one statement.

As follows, some fragments are included to illustrate this category:

Time. Because they consider…they like everything fast: "Yeah, April is coming. Let's do this, and this, and this" As super rigid, and the ideal is that we all do things like that. If you have to do a control, let it be there". So, I don't know, maybe...if they tell me "If you want to carry out a different strategy, everything we are doing here is going to be out of balance...perhaps it can be, for the next semester" And then the other semester arrives, and they go to say, "no, for the next year". But it's not as much as "no, you can't". They're not like that, but they kick it off for later (Fernanda, pp.126-129)

Well, obviously, as a first pedagogical experience there is a lot of not knowing, perhaps someone who was in the same situation as me could have managed better, or at least calmer. But at the same time there was a very great non-power. From being supervised to work in a certain way, from wanting to have more time to be able to deepen the preparation of lessons, because they fill you with useless work, paperwork (Lorena, pp.79-83)

Category 5: Conditions external to the teachers (institutional) that facilitates the pedagogical exercise.

This category is made up of 7 tags or labels, which group 11 fragments.

CATEGORY	freq	TAG	freq
Internal or personal conditions of the teacher that hinder the pedagogical exercise	11	Limits given by insecurity due to feeling inexperienced	3
		Channelling the formative in the subject class is perceived as something limited or not very clear to do	1
		Channelling the formative in the subject class is perceived as something fragmented of the content	1
		Not knowing how to guide the class	1
		Obstacles caused by insecurities due to not feeling prepared in the subject	1
		Not considering different ways of teaching	1
		Not knowing how to focus teaching on students	1

The fifth category shows some tags that reveal that **teachers do not seem able to see the hidden curriculum contained in their lessons**. Only the first category represents various statements, meanwhile the others, only one each. As follows, some fragments:

I think, is that in mathematics one is so focused on the contents, so perhaps the skills part is relegated to the background. Because I am a mathematics teacher. Yeah, I have to see this in class, for example, measures of central tendency. So, now, I begin to work on the content, and of course, in the most practical part, of exercises, of course, that's where I intend that too. Mathematics are not easy for children, especially in the secondary school... in different areas, for different reasons. But the difference is that when you have Orientation, you know that this space is destined precisely and solely for that. That is what happens to me. On the other hand, in mathematics it is like the focus of the content, like that is the focus of the learning objective. And of course, I know that I am developing other skills, but it is not as obvious to me as what I can do in orientation (Carlos, pp.239-235)

I feel that it can be channelled... but not in the same way as it could be perhaps in Orientation... Because the subject does develop life skills and that is how it is declared in the curricular bases in Chile: there is the part of skills, the content part, and the attitude part. So, does it develop skills? Yes, it develops skills. But in mathematics in particular they are rather technical skills, rather theoretical. That they know how to solve a problem, that they know how to argue, that they know how to represent different situations, that they know how to model different situations... so they are more technical skills than others of a more social nature. However, they are still equally important to function on a day-to-day basis (Cristian, pp.192-197)

6.1.5 Data collected to give answer to SQ5 (Resources for teaching)

After analysing and coding the information obtained from the interviews, the categories and subcategories obtained allow to visualize the resources for teaching that teachers say ITF gave to them. These categories are the result of

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the answers given by the participants to the questions made, so they are, part a reflect of this preliminary organization given by the questions of the questionnaire and part the topics touched by the interviewees. The categories are:

RESOURCES FOR TEACHING ACTION LEARNED IN ITF
Categories:
Intellectualize understanding of school and education
Contribution to the construction of a pedagogical identity
Sense of the pedagogical / educational
Practical knowledge
Knowledge to practice teaching
Knowledge of the pedagogical area
Pedagogical role modelling
Assessments to practice teaching
Missing resources

So now it will be explored every category and subcategories.

Category 1: Intellectualize the understanding of the school and the educational

This category is made up of 7 tags or labels, which group 10 fragments.

CATEGORY	freq	TAG	freq
Intellectualize the understanding of the school / educational	**10**	Think and reflect on the pedagogical	3
		Reflection on what happens in the school context informed by theoretical elements	2
		Distinction between teaching rooted in a context v/s the opposite	1
		The FID as a space to realize deeper issues	1
		FID allowed to formalize previous beliefs about the social	1
		FID allows formalizing why social phenomena occur	1
		Dialogue theory/practice	1

The first category *only* has two first prominent subcategories that gather 2 or 3 statements, meanwhile the others only represent only one statement.

Some fragments that illustrate this category:

Another tool goes like...in the different ways of seeing teaching, the understanding of the educational context, the different didactics in general...tools that were given...in what way can I teach such a thing, of the factors in which I must pay attention to teach ...from the bureaucratic within

an establishment to the pedagogical itself, when one faces the room (Tobías, pp.227-229)

Yes... I don't know if it will be a profile of the university, but most of my professors invited that critical thinking. Above all, those of pedagogical training, as well as those of didactic training of the career. So, the university played a role in my perception as a teacher, yes, because through the internships, through different experiences that I lived or that were reported from the school and in which we were participating, one was getting to know different realities... I had to know different realities, both municipal and private schools... upper neighbourhood, rural areas... and there you can form an idea of what role you also play, and where you want to be tomorrow working as a teacher... where do you feel your call is to generate those changes, from where you can contribute (Cristian, pp.26-31)

Category 2: Contribution to construction of a pedagogical identity

This category is made up of 2 tags or labels, which group 4 fragments.

CATEGORY	freq	TAG	freq
Contribution to construction of a pedagogical identity	4	Cultivation of one's own vision regarding pedagogy and the future role	2
		Theoretical support to cultivate a personal vision	2

The second category even though is made up by only two subcategories, is important because **alludes to a personal autonomy** consistent with the notion of pedagogical agency this study is working with.

As follows, some fragments are included to illustrate this category:

More with the observation of the context…we started to observe very early in the formation, and that helps to realize that everything is relevant. Maybe not at the moment, but afterwards it's like, yeah, why does this person always sit in the back? why is he always hiding? I will never have all of them participate, but what do I do with the ones that don't stand out, but aren't bad

either, but are there…? Well, looking at all those things helps you to be conscious (Pamela, pp.38-41)

…we started to observe very early in the formation, and that helps you to realize that everything is relevant. Maybe not at the moment, but afterwards it's like, yeah, why does this person always sit in the back? why is he always hiding? I will never have all of them participating, but what do I do with the ones that don't stand out, but aren't bad either, but are there…? Well, looking at all those things helps you to be conscious (Pamela, pp.38-41)

My initial formation was fundamental because there I found the theoretical references that helped me form all this idea and all these beliefs that I have. And reflect on it (Carlos, pp.26-27)

Category 3: Sense of the pedagogical / educational.

This category is made up of 3 tags or labels, which group 4 fragments.

CATEGORY	freq	TAG	freq
Sense of the pedagogical / educational	4	Notion of change / transformation	2
		Think and reflect about the world in general	1
		ITF allowed us to find meaning in the subject	1

The third category is made up by only four statements. Some fragments that illustrate this category:

When I went through all the teacher training, one of the concepts or ideas that stayed with me the most were those of the transformation or cultural change that can be brought about through education. So, the motivation no longer goes only for that basic or innocent joy that I had in school days... that was complemented or nurtured with the idea that teaching can cause a relevant cultural transformation (Rubén, pp.64-67)

Yes, it has to do with the change in curriculum as well... I would compare my friend's curriculum with mine, and he said to me "why are you studying a unit called "identity"? all those things were insights for me…and then he

said, "But why are they doing this to you… they are giving me phonetics, and I have to learn this question by heart". At my university they ask for things that go further. I feel that all my initial training helped me to have tools to analyse, to act, to have more confidence... (Pamela, pp.138-145).

Category 4: Practical knowledge

This category is made up of 3 tags or labels, which group 4 fragments.

CATEGORY	freq	TAG	freq
Practical knowledge	8	Development of initiative due to precariousness in study conditions	3
		Learn to reflect on what happens in the school context	3
		Learn to dialogue	2

The fourth category, *Practical knowledge,* speaks about concrete things that they say have learnt in ITF. Some fragments that illustrate this category:

*With respect to the initiative…it was promoted in the ITF but not directly by the university... as the university spends a lot of time at strike, or you move, or no one moves you. So: either do you have the initiative to go to the teachers and ask questions, ask them for material... or with the regular student certificates, that you must ask for it here, and then they throw you around and send you elsewhere, here, there …then, either you have the initiative or finally nobody has it. So, since this is so recurring at my university, it finally ends up being the daily bread. So, let's look at the practicums of the university. Practicums of two months, one month! So, you quickly must do things. You must have initiative. Sometimes without having the time to ask your teachers, "teacher, is this, okay?" (*Cristian, pp.179-186)

Category 5: Knowledge to exercise teaching

This category is made up of 5 tags or labels, which group 13 fragments.

CATEGORY	freq	TAG	freq
Knowledge to exercise teaching	13	Understanding the school context	4
		Didactic tools to adapt teaching to the needs of the context	3
		Knowledge associated with disciplinary knowledge	3
		Broad and diverse learnings about evaluation	2
		Review of schedules	1

The fifth category speaks about specific knowledge to exercise teaching in the school system, and it is related to cognitive and practical knowledge to understand contextual things. Some fragments that illustrate this category:

My initial formation I had from the first year in practice, in the classroom. And from the observation I began to see things that perhaps as a child I did not see... one begins to mature in the university that thought, begins to give it a focus, how to present it, how it is presented in the classroom... because it is daily life is very different from how it occurs in the classroom. So, he gave me those tools. What I am most grateful for is having had an internship since the first year (Amanda, pp.47-51)

(I received) Much theoretical foundation that made me create a critical criterion based on the context, I mean the reflection that I can have based on different situations that may appear, another, my mathematical skills that are important to carry out a class, and also the didactic tools to be able to face learning obstacles, obstacles presented by the same content -which is not specific to the student- and put all that at stake on the basis that I could do it. With didactic tools I mean tools that allow me to shape knowledge based on the cognitive or emotional needs of my students) (Carlos, pp.126-130)

Category 6: Knowledge on pedagogical area

This category is made up of 3 tags or labels, which group 5 fragments.

CATEGORY	freq	TAG	freq
Knowledge on pedagogical area	5	Relevant theoretical formation	2
		Reflection on educational issues	2
		Pedagogical area significantly linked the theoretical with reality	1

The sixth category speaks about knowledge that novice teachers say they learnt in ITF specifically related to pedagogical area, mainly in theoretical terms. Some fragments that illustrate this category:

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To attend lessons in courses such as Introduction to Education, Introduction to Pedagogical Practice, Curriculum, with a specific professor, and other spaces that I had with him, those are the spaces that sound the most to me when it comes to remembering my teacher training and achieving my empowerment as a teacher (Rubén, pp.155-157)

*Almost entirely at the university, but I still read philosophy on my own, and I had this idea of intellectual independence of the person, and the university helped me understand it more from a pedagogical point of view (specifically) It helped me with the practices and reflection workshops (*Carlos, pp.17-19)

Category 7: Teaching role modelling

This category is made up of 5 tags or labels, which group 5 fragments.

CATEGORY	freq	TAG	freq
Teaching role modelling	5	Modeling of content contextualization	1
		Outstanding teacher model in his academic work	1
		Model of professionalism understood as punctuality, order, and compliance	1
		Learn to distinguish between teachers with pedagogical tools and those who spoke from the academy	1
		Being able to observe and distinguish between teachers who were liked and those who were not	1

The seventh category refers to **what novice teachers report they learnt from their teachers in ITF about how to be a teacher.** It is important to keep in mind, when reading these results, that these are those learning that novice teachers can verbalize. It is not possible to affirm that these are the only learnings that they absorb from the teaching they were exposed to in ITF, as it is part of a hidden curriculum. Some fragments that illustrate this category:

I feel like it was a very marked difference overall. Obviously not all philosophy teachers did not contextualize, some did, but most did not, they passed the content through the philosophical content itself. On the other hand, in pedagogy they did contextualize, if it was lowered, then they modelled that (Tobías, pp.37-39)

"I want to be like that kind of teacher." A teacher who is passionate about something and investigates it, studies it, teaches it, publishes it. And she travels with her knowledge, and she travels with what she knows, and she shows it (Liliana, pp.129-130)

Category 8: Things to value from teaching practice

This category is made up of 5 tags or labels, which group 10 fragments.

CATEGORY	freq	TAG	freq
Things to value from teaching practice	10	Values the contribution of ITF to position him/herself as a teacher	6
		Importance of contextualizing content	1
		Order and punctuality as an idea of professionalism	1
		Social mark of ITF	1
		Assessment of specific knowledge, such as Educational Psychology	1

The eighth category is made up of all those **things that novice teachers learnt to value in ITF about their formation**, that they bring with them. Some categories that illustrate this category:

My alma mater gave me all the tools to be able to carry them out with the students in different contexts, since the practicums were an instance to be able to know the reality of the school, its school culture…and also to make us aware that our students are the protagonists of our classes, and we as teachers must be facilitate their own learning. Both my personal experience and that of the university allowed me to be the teacher I am today, to be able to work collaboratively, because not many people are used to working collaboratively and I consider it super important, especially in the school context, in an interdisciplinary job, and it is something that I have wanted to work on and be able to deliver my knowledge and tools that the university gave me to translate it in the establishment and with my other colleagues (Fernanda, pp.169-176)

I think I understood it at the university because at least in the u at least the professors who touched me made a lot of emphasis on that... especially what contextualize the subject (Tobias, pp.18-19)

Category 9: Missing resources

This category is made up of 11 tags or labels, which group 14 fragments.

CATEGORY	freq	TAG	freq
Missing resources	14	Didactic area is absent in ITF	4
		Specialty area (subject) disconnected from the pedagogical	1
		Specialty area (subject) unrelated to school	1
		Lack of connection between theory and school reality	1
		Does not recognize IDF contributions	1
		Deficiency in learning related to school and teaching work	1
		Practical knowledge not taught in the FID	1
		Rhetoric about being a teacher from authors, disconnected from concrete knowledge to put it into practice	1
		Not feeling prepared as a teacher	1
		Not feeling accompanied in the transition to teaching	1
		Not feeling treated as a teacher / fracture	1

The ninth category speaks about **things that the novice teachers mention as not satisfied by ITF**, so instead of resources learned, they are resources *missed* in their formation. This category is made up by many subcategories, and each of them represents only one statement, so the answers are very dispersed:

At the end you learn by trial and error once you're out of the ITF. At the same university I had a course of didactics that was of no use because it was…anything. They never taught me methods to teach music. Everything has had to be invented (Lorena, pp.110-112)

*…all the hard academic branch of the degree, I don't think it has touched me in the sense of the type of teacher I want to be in terms of pedagogical actions. Everything academic goes through the other filter at the end (*Rubén, pp.16-18)

6.2 Findings summary: A panoramic perspective

Just to facilitate the reader a panoramic view about the findings, a summary of all the categories presented in this chapter is offered in table 6-1.

CODIFICATION PROCESS FINDINGS	
Specific question	**Findings (categories)**
SQ2 What sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role do novice teachers acquire throughout their ITF?	**PEDAGOGICAL ROLE** - The why of teaching - Functions of the teaching role - Way of understanding teaching - Way of teaching - Teacher evaluations - Origin of assessment by teaching - How the teaching role is learned - Role experiences
SQ3 What conceptualization of knowledge and pedagogical relationship acquired throughout their ITF do novice teachers put into practice when teaching?	**KNOWLEDGE** - What can be put into practice - What can be reasoned - What can be experienced - It can happen in different ways - Something that enables - Something to create **PEDAGOGICAL RELATIONSHIP** - Essence (What is it) - Characteristics - Elements that make it up - Expressions - Requirements - Scope/Impacts - Hinderers
SQ4 What possibilities and limits for teaching action do novice teachers identify at school when teaching to channel their educational intentions?	**POSSIBILITIES AND LIMITS FOR PED ACTION** - Conditions external to the teacher (institutional) that facilitate the pedagogical exercise - Intrapersonal capacities of the teacher that facilitate the pedagogical exercise - Capabilities of the teacher in their relationship with the environment that facilitate the pedagogical exercise - Conditions external to the teacher (institutional) that limit the pedagogical exercise - Internal or personal conditions of the teacher that hinder the pedagogical exercise
SQ5 What resources for teaching action do novice teachers identify have learned in ITF when teaching to channel their educational intentions?	**RESOURCES FOR TEACHING LEARNED IN ITF** - Intellectualize understanding of school and education. - Contribution to the construction of a pedagogical identity - Sense of the pedagogical / educational - practical knowledge - Knowledge to practice teaching - Knowledge of the pedagogical area - Pedagogical role modelling - Assessments to practice teaching. - missing resources

Table 6-1: Summary of findings per each specific question (categories and subcategories)

Chapter 7: Discussion. Answers to specific questions.

This chapter aims to discuss the results of the inquiry made throughout the research process, to give answer to the questions that have guided it. As such, this chapter carefully examines the findings obtained from the codification process, *to advance from information to knowledge (…) to establish new theories or new ways of looking at things* (Evans† et al., 2014, p. 113).

As a researcher, my concern at this stage is to defy the challenge of organizing the revision of findings in such a way that nothing escapes, as the large volume of data. For this reason, this chapter recovers the findings shown in chapter 5-6 to discuss them and thus give answer to *every specific question*. The process per SQ that gives structure to this chapter is the following:

a) **Recovering every answer obtained in a summarised way,** complemented with internal comparison of the findings in a describe-compare-relate process (Bazeley, 2009);

b) **Discussion of the answer in the light of the conceptual framework** of this work (chapter 2); and,

c) **Adding comments** related to the limits of the findings, comparison with other research that can be related at some point, to find possible concordances or discrepancies.

This analysis is developed for every specific question, from 7.1. to 7.6.

7.1 SQ1: What is the capacity of ethical/political/epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers?

a) **Answer.**

As concluded in chapter 5 by analysing the critical incidents, pedagogical agency displayed by novice teachers in their early professional experiences:

- …is **weak in all the dimensions**: political, ethical, and epistemic. This weakness does not show distinctions between subject/disciplinary areas, and in general the three dimensions are internally even in terms of strength or weakness between each dimension.
- …the **political dimension shows weak** for the predominance of *naturalization, powerlessness, lack of capacity to influence the context,* and *instrumental spirit*, all of which influence and reinforce each other.
- …the **political dimension also is weak** due to the lack of *creativity and spontaneity*, present just in incidents in which resistance does not appear: The less need of resistance, the greater creativity and spontaneity?
- …the **political dimension in few cases shows strong**, being the strong elements *decision making* and *capacity to influence the context*, -in some cases accompanied with *resistance*, when the institution pressed.
- …the **ethical dimension shows weak** for the predominance of *monollogicity, imposition* and *instrumental spirit*, which speaks of teachers that do not interact or dialogue with the environment -people included- to develop a subjectivity together. On the contrary, they put their perspective over the situation not questioning other possibilities to see or interpret things.
- …the **ethical dimension is also weak** due to the absence of strong elements such as *dialogicity, negotiation* and *communicative orientation*, the less present in the whole.
- …the **ethical dimension shows stronger** when appear care *of others, proximity,* and *help*, which indicates that the relation to students is based on protecting or supporting them.
- …the **epistemic dimension shows weak,** for the absence of strong elements, such as *awareness of what is known, problematization, reflection about own beliefs,* and *inquiry of underlying assumptions.* This absence was a commonality in almost all incidents.
- …the provided incidents in general were **not relevant in terms of interaction** teacher/environment (just 10 of 29 narratives were

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relevant). This speaks about the kind of issues novice teachers take as important when they think themselves in the role.

- …from the incidents provided**, in only a few** -4 cases- **teachers show a strong pedagogical agency**, this is, strong political, ethical, and epistemic elements in the way the teachers interacted with the situation described: Carol, with the incident, "Pressed to be a teacher of another subject" and "Looking for a way to be respected"; Fernanda, with the incident "A teacher who bothers the girls", and Pamela, with the incident, "Implementation of a new foreign language plan".

- …from the incidents provided, **only nine report a mixed strength**. This is, only nine incidents had one or two dimensions with significant elements of pedagogical agency. This is the case of Osvaldo in "Working with PIE to improve math results", Amanda in "Supporting a student that asks help", Liliana in "Resisting boss´ pressure", Tobías in "Defying an order that threats a pedagogical decision", Rubén in "participating in the academic council", "The questioned math test", " and "Supporting a student´s transition"; Carlos in "Helping a student despite the institution", and Fernanda in "A non-compliance colleague friend of the boss".

- …from these mixed strength pedagogical agency cases, in some situations there is a similar presence of elements of pedagogical agency between incidents of a same teacher, which suggests that there is a kind of consistency in every participant, as in the case of Rubén, Carol and Fernanda. However, in other cases there is no consistency and pedagogical agency appears more intermittently, as the case of Osvaldo, Amanda, Liliana, and Carlos. This suggests that **there is not necessarily consistency in how pedagogical agency manifests itself**.

- This pedagogical agency **does not refer to curriculum** as something visible or important. Only one incident refers to school curriculum, Pamela´s *Implementation of a new foreign language plan.* From a critical perspective this is worrying, as curriculum is a powerful device of cultural reproduction.

- this pedagogical agency of teachers **lacks elements to overcome technocratic orientation**: *creativity,* and *spontaneity*, which did not appear at all in the different school contexts, except in those where teachers report not being pressed by the school: Rubén in "The questioned math test" and Pamela, in "Implementation of a new foreign language plan".

- this pedagogical agency **has weak elements that predominate**: monollogicity, *imposition and instrumental spirit*; not even mention the *lack of bond with students*. Let´s consider, for example, the case of Ana, who in her chapter "Dealing with students´ mess", expresses in a frustrating way: "you dedicate yourself to your subject and that's it, but as the head teacher you have to reach out to the students, know them…", as if the pedagogical bond was not necessary when teaching the discipline. So, **the understanding of the pedagogical relationship seems only functional**.

- at last, this pedagogical agency **does not show stronger between teachers** formed in university 1 or 2, or even in one ITF program or another. It is the case of three math novice teachers, Osvaldo, Cristian and Amanda, formed in the same ITF program in university 1, that show a very similar weak pedagogical agency development; it is the case of Rubén and Carlos, formed in the same ITF program in university 2 that show opposite development of pedagogical agency, meanwhile Rubén shows a developed pedagogical agency, Carlos is struggling with a weak one; and it is the case of the two musical art teachers, Carol and Lorena, formed in the same ITF program in university 2, who show an opposite development of pedagogical agency: meanwhile Carol is fairly strong, Lorena felt so powerless and frustrated that abandoned teaching profession after one year working as a teacher. The ironic issue is that when she finished her undergraduate program, was awarded by it as the best student of her generation.

b) Discussion.

The weakness of pedagogical agency speaks about a teacher that to some extent has difficulties to read reality as something that can change or have influence, difficulties to be conscious about the assumptions in which their actions rest, and also to perceive students as someone to be empowered. From this state of things, it is difficult to achieve social justice: from what frame can they see issues of *recognition* and *oppression* as important and related to their work?

A starting point to see from what frame teachers approach what things matter at their work is to examine *the relevance of the incidents provided*: many of them were weak in terms of their interaction from their role with the environment. Just a few were placed in the classroom, barely one referred explicitly to the curriculum, and just a few referred to situations related to injustices. None of them referred explicitly to the importance of empower students.

From here, it can be observed that novice teachers see the school in such a way that does not problematize what happens there, which indicates that realities are naturalised, this is, they stop being *seen* and discussed, and with this the possibility of updating their sense and relevance is lost (Gimeno-Sacristán, 2005). It had been interesting, for example, that the teachers had shown routinely teaching situations, and from there they had questioned the *normal* way to do things. Nothing is mentioned in relation to these naturalised realities: the length of lesson periods, the organization of the classroom, the (lack of) spaces to make decisions, the relation teachers/students, the sense of community promoted by the institution, just to mention some.

If it is added to this scenario the absence of *creativity* and *spontaneity*, there is the perfect recipe for a teacher that is closer to a bureaucrat or official than a pedagogue: the teaching work ends up being relegated, in Arendt´s terms, to *work* instead of *action* (Arendt, 2018). It´s not a way to disclose to others in a personal and collective pedagogical project to give sense to action, it is just a *task to do.* This is because the absence of *creativity* and *spontaneity* limit the capacity to dialogue with the context to develop a curriculum as a *praxis* instead

of a *product* (Grundy, 1994), which affects learning: A complex and vibrant knowledge cannot be engaged with by fixed, pre-determined or standardized means (McArthur, 2014, p. 77). The capacity to develop curriculum as a praxis is crucial to put *authentic learning* at the heart of the process of change (Bourn, 2016). Otherwise, it is just a matter of time ending up doing things because *they have to be done:* if so, the initiative of action atrophies and is replaced by the automatism of behaviours (Goyenechea, 2012).

From this panorama, it is also a matter of time to leave the teaching profession: as Assaél et al say, the distance between assuming an autonomous and professional role of teaching and the standardizing demands is generating growing frustration in teachers and a loss of meaning in their work (Assaél et al., 2018). This frustration might be the start of considering leaving the profession: let us remember the high 40% dropout rate in the fifth year in Chile (Castro, 2015).

Creativity and *spontaneity* are crucial to revitalize teaching practice as they are elements that allow to connect with the students, to develop a dialogical pedagogy, and to be able to offer a lesson as something emergent instead of a script to follow and knowledge something built in an intersubjective space. When dialogicity is developed, the lesson becomes a dialogue -a creative act (Freire, 2017) -between the learnings that the teacher intends their students reach, and the experiences and realities students have -invited to share by the teacher-, so *knowing* makes sense, becoming a political, ethical, and epistemic empowering experience.

It is not just a matter of students´ achievement by reaching learning objectives more efficiently -an instrumental purpose-: it is that the atmosphere created make students feel allowed to include themselves, participate and *say their word* (Freire, 2017), which is not a means, but a valuable *end* by itself. It is for this reason that the ethical dimension of students development is not satisfied by our novice teachers, as they assume this dimension mainly doing tasks related to *protective care* instead of the development of an empowering dialogue.

It also can be observed that this weak pedagogical agency does not make distinctions neither between universities nor subject/disciplinary areas, so it is a transversal issue, which reminds us that *Pedagogy* has a different epistemological status than the subjects in which secondary school teachers specialize (Sanjurjo, 1998).

Following with these despair internal differences, there are these two teachers that studied in the same ITF program with a diametrically opposite agency capacity between them. How to explain these huge differences? This raises questions for ITF related to pay attention to the *particularities* of the students to support them in the development of their capacity of pedagogical agency. What is more, a university formation could address these differences by being consistently dialogical. Unfortunately, the lack of studies that penetrate what can be called the *black box* of teacher training to study the characteristics of teacher training processes (Ávalos, 2011) does not allow us to know more about what happen in that internal process. This obviously open the need of further research in ITF teaching, which will be the projected continuation of this work.

Finally, and considering that the Chilean instrumental school context is highly standardized, which has become an obstacle to the exercise of autonomous, flexible, contextualized, and active teaching (Inzunza et al., 2019), the weakness observed in the pedagogical agency constraints novice teachers from elements to lean on to resist the needs of the system.

c) Additional comments. Other studies and methodology used

In terms of comparing these results with other studies, it was not possible to find any in the Chilean context, as pedagogical agency has not been explored empirically. There is recent literature about pedagogical agency from a critical perspective (Apple, 2023; Giroux et al., 2022) but not empirical studies about it.

In terms of methodology, critical incidents have been used in research in a different sense than our study. Meanwhile this research has used them to have a picture of a pedagogical practice to be analysed by us in terms of identify critical elements in it, in the literature, critical incidents have been used as a learning

resource, to the protagonists of that pedagogical practice reflect about it. Critical incidents also have been used in other senses, for instance:

- to help teachers to make sense of the complexities of the teaching practice by looking at their own practice described in critical incidents (Farrell, 2008, 2013; Lengeling & Irasema, 2016)
- as a learning process in professional formation (Santiago-Nocito et al., 2018)
- to sensitize students about a topic (Stakhnevich, 2002)
- to promote awareness and development of learning through conscious reflection of how past events are influential in their learning process (Finch, 2010)
- there is research that call "critical incident" what can be understood as a *case study*, as works with a story instead a specific event (Kim et al., 2013)

It was possible to find research based on critical incidents analysed *by the researcher*, but not in educational research field. In the study of Navarro, from around one hundred incidents, they were used as a technique to obtain data, specifically, frequencies and crossovers between variables (Navarro, 2018).

Unfortunately, it was not possible to find research that use critical incidents methodology to see an aspect of pedagogical practice through the eyes of a third party -the researcher. In this sense, our research design, by developing an analysis method, contributes to facilitate an analysis of pedagogical practice from a critical perspective. It must be considered, in any case, that in a formative process who should do the analysis by themselves are the protagonists of the pedagogical practice, as it could be this research developed as action research. But in the case of our research the third-party analysis is pertinent according to the design.

As a last comment, in the absence of research about pedagogical agency in general, and from a critical perspective in particular, it is important to reflect about this gap. It is worrying that teacher agency has not been considered as something important, as if to adapt to the given system was a naturalized,

accepted or expected idea, which affects not only teachers itself but overall, the recipients of their action, the students (future citizens?)

7.2 SQ2: What sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role do novice teachers acquire throughout their ITF?

a) **Answer.**

As concluded in chapter 6 after analysing the answers obtained from the semi-structured interviews, the sense of responsibility and awareness about the ethico-political-epistemic dimensions of the teaching role acquired in ITF by novice teachers is **developed up to some point, in a non-even or consistent way in all cases**. More specifically, it can be said that this sense of responsibility and awareness is:

- **dispersed and not conclusive**, as some elements do appear confirming the existence of ethical, political, or epistemic responsibility and awareness in some participants, but in others these elements appear weak or do not appear.
- **uprooted from a contextualized or collective project**, remaining as an individual matter that is done in isolation.
- **missing a stamp of wanting to empower others**, except some exceptional subcategories that are made up for one or two statements: *help people broaden their world view, help people to realize their social reality, help people learn to make decisions,* and *help people to have their own opinion.*

It also can be added that this sense of awareness and responsibility about the role is assumed by the teachers:

- from a purpose that puts help students as the main orientation
- in some cases, based on an instrumental notion of pedagogical role, reduced to teach subject contents, putting any other function in a different place.

- sometimes making a distinction between being a teacher of a subject and being a teacher in more general terms, limiting teaching to explicit things, not considering the existence of a hidden curriculum.
- giving importance to contextualize teaching and to facilitate students´ learning.
- declaring as valuable things *to form citizens* or *to contribute to a change of society*, but in other occasions, valuing more cliché things.
- valuing teaching due to family or close groups help them to see its value.
- having learned their role referring to *practice* as an important experience to learn to be a teacher.
- having lived role experiences, highlighting situations that allow to grow.

b) Discussion.

The answer tells us that there are some elements of responsibility and awareness about the ethical, political, and epistemic dimensions of the teaching role, but also some elements that indicate the contrary, assuming sometimes an instrumental or naïve conception about the teaching role.

Taking this to the dialectical notion of pedagogical role discussed in the conceptual framework, this means that **in some cases, these novice teachers can face their daily work with possibilities to make changes in their teaching spaces, and in many others they cannot, not noticing it.** These changes, in any case, do not seem to be critical, as their efforts are closer to *assist* that to do something more radical.

This can be connected, as suggested in SQ1, with a lack of capacity to *problematize* their own role as teachers, but mainly, *what for*. Following Gimeno Sacristán, the representations about compulsory education -the role of teachers included - have been assumed so uncritically, that are not *seen*, so lost the possibility of updating their sense (Gimeno-Sacristán, 2005).

One of the **not seen elements is the sense of community**. This is not mentioned at all, so any effort these teachers do is in a *one-to-one* context. This explains why in the category related to the purpose of their work it appears to *help students*, and not, for example, to develop a community feeling through the development of learning projects.

This can be explained as the reproduction of a naturalized individualistic representation of the school life. Presuming that these teachers did not develop a community sense in their school experience, it can be said that ITF has not provoked changes in their representations about the school world. This is reaffirmed by the school context they live as teachers, where there is a tension between productivity and coexistence (Bazán, 2017), which is frequently resolved by giving priority to the former, given the demands of the standardized context.

The lack of this community sense is serious: compulsory education should prepare for life in an integral sense *-to be citizens* included-. Following Prieto (2001), community sense is crucial to develop a coexistence based in values in which democracy is based: solidarity, truth, justice, tolerance, respect. However, it seems that in schools is easier to observe competition, success, power, consumerism, individualism, and pragmatism (Prieto, 2001). Unfortunately, novice teachers did not refer to the values they observe their students learn at school. So, again it seems that the sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role lacks criticality.

Maybe at the point when the sense of responsibility and awareness about the teaching role shows weaker, is when **teaching role is seen from a very basic and explicit, literal way**, making a distinction between being a teacher of a subject with very explicit teachings to do, and being a teacher in more general terms to teach things more related to daily life issues, as in the first one there was not a hidden curriculum in which many things related to daily life are learnt -self-validation, ways of interaction, learn to give an opinion, etc.-.

For example, when one novice teacher affirms: *Inside the classroom when I do mathematics, all the concerns are mathematics, everything revolves around the*

mathematics content we are dealing with, outside the classroom there are other needs, mathematics is left aside (Osvaldo, 149-150).

To think that the role of being a teacher of a subject does not portray formative elements is not to be aware of that the scope of their pedagogical work in a formative sense, and then, cannot assume responsibility about it. As Prieto (2001) says, the hidden curriculum -values, attitudes, expectations- develops in the interaction processes in the classroom and in the social distribution of power between actors, and it is filtered into every day and routine contacts through the interactions of the actors involved (Prieto, 2001).

From the lack of awareness that when teaching their subject, they are teaching *more than* the subject, it can be wondered about how these teachers assume *recognition* and *lack of institutional oppression*: how teachers, not aware about the hidden curriculum they develop, can become responsible about the forms of *recognition* they show or not in the classroom through the interactions they promote. Let us consider, for example, the cultural differences that there are among students, due to social class, ethnic differences, or gender. If teachers do not question their way of relation with these differences, there is at risk of not being considering a proper recognition.

This is serious, as *recognition* is a fundamental element of the constitution of human subjectivity, since the human being is only constituted as such in relation to other human beings in an intersubjective medium of interaction (Honneth, 1995). Many ways of relation with those students that not satisfy the school expectations portray the risk of 'humiliation' or 'disrespect', which avoidance are urgent to develop the own personality`s potential (Honneth, 1995).

This oblivion matches how absent of the discourse of the teachers is the purpose of *empower others*. This appears just in exceptional subcategories made up for one or two statements: *help people broaden their world view, help people to realize their social reality, help people learn to make decisions, and help people to have their own opinion*. As exceptions they are, unfortunately to empower students is not something considered by the teachers as part of their work.

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At last, it calls our attention that when are asked about important things desirable to do from their role, some mention things such as *to form citizens* or *change society,* but they seem detached from their concrete practice to do things to promote that, which seems to be an incoherence between ideas and practice. It must be considered how rhetoric they have learnt as desirable and altruistic purposes of teaching without authentic reflection to become aware of the implications of this in their pedagogical practice.

So, in general, it can be said that the sense of responsibility and awareness about the ethico-political and epistemic dimensions of the teaching role is not neither robust nor consistent in all cases, but it has some elements that can be a starting point to develop a more complex conceptions about the ethico-political-epistemic dimensions of the role, if the capacity of problematization is developed to consider elements such as *community, empower students* and *hidden curriculum.*

c) **Additional comments. Other studies and methodology used**

It was not possible to find research that explore the political subjectivities of teachers built through the ITF process, so there are not referents to compare the results obtained, neither methodological aspects. In the absence of research about this conception of their pedagogical role in general, and about the ethico-political-epistemic dimensions in particular, it is important to insist in the importance of developing research about it. It is worrying that these dimensions of the pedagogical role are silenced, as if to adapt to the given system was the expected.

7.3 SQ3: What conceptualization of knowledge and pedagogical relationship acquired throughout their ITF do novice teachers put into practice when teaching? (PART A: Knowledge)

a) Answer.
It can be answered that the conceptualization of knowledge acquired throughout their ITF by novice teachers is:
- **scarcely defined**, as in general they did not explain much about it.

- **a not easy thing to refer to**, as it was very difficult to find statements to give answer to the question. The few categories obtained are made up by for a few subcategories, made up in turn with only one or two statements. From there, these results must be understood as some few comments obtained mainly from those teachers that stood out in other answers for having a higher development of pedagogical agency.
- **something that goes from a basic notion to some more complex**: from practical and cognitive features to some related to experience, enabling and creation.
- **something uprooted from collective experiences**, remaining as an individual activity to be done alone.

This conceptualization of knowledge to put into practice their pedagogical role is assumed as…

- …something that can be put into practice, be it applying it, mastering it, or using it to demonstrate something with it.

- …something that can be reasoned, be it justifying the understanding of something, becoming aware, attaching meaning, appropriating to question, understanding in detail, or describing.

- …something that can be experienced, be it making sense, experiencing, appropriating, or interacting with.

- …something that can happen in different ways, be it knowing at different levels or even not being conscious about knowledge may have.

- …something that enables, be it being trained, obtaining information skills and behaviours, enabling to perform some skill and to discuss.

- …something to be able to create something and justify it.

From the analysis made to the statements to give answer to this question, it can be said that **the conceptualization of knowledge is developed at**

some point but in few cases, with consistent elements. This may be explained by the few statements found to answer this question.

b) Discussion.

This specific question is very important because knowledge is a crucial element that affects pedagogical practice and, in consequence, the epistemological worldview that students build in the process. This epistemic worldview is *a set of beliefs that define a person's attitude toward nature and the acquisition of knowledge* (Soto, 2005, p. 4), so prepares the person or not to actively get involved in their own epistemic processes (Rimoldi, 2018), and to develop epistemic activities, as seeking truth and developing knowledge (Gosselin, 2019).

The answer obtained from teachers says that the **conceptualization of knowledge acquired in ITF by them is scarcely defined**, as they in general did not explain much about it as it seems a not easy thing to refer to: this is serious, as teachers are supposedly the knowledge guardians/transmitters by excellence.

So, it was not possible to inquiry to much in their attitude to knowledge, neither how this affects their pedagogical decisions, nor what epistemic worldviews they help to build. Taken this to the dialogical notion of pedagogical agency explored in this work, this speaks about **novice teachers -with a few exceptions- that face their daily work putting into practice notions of knowledge not reflected** / aware about enough, which could imply that the teaching action is not necessarily coherent with the purpose of their teaching.

This is worrying due to the importance of having a clear perspective: the epistemological position influences teaching and pedagogical practices (Gorodokin, 2006), and can become an obstacle to achieving significant changes in teaching practice (Carnicer & Furió, 2002). It is also serious because it is not possible to think about knowledge (or "learning") without thinking at the same time about the type of relationship that is supposed to build that knowledge or that allows to achieve (Charlot, 2008).

Consciously or not, these actions impact the students subjectivities, according to the kind of learning experiences teachers offer. If teachers are able, for example, to propose processes that links thoughts, actions, and emotions into seeing a new form of reality, then students could experience *transformative learning* (Jarvis, 2005). Of course, this requires that the teacher understands knowledge as something complex that requires that they offer rich learning experiences, in which reflection, discussion with others and creative processes are proposed.

In the same line, when teachers are aware of that knowledge is something complex, and are concerned about, can think in offering their students learning processes that motivate the reinterpretation of the frames of reference they have developed throughout their lives, and learning experiences that motivate to build new interpretive frameworks in a more rational, negotiated, autonomous way, free of restrictions and cultural distortions (Alhadeff, 2014).

There was one complex notion of knowledge offered by one teacher that can offer basis to think in meaningful learning experiences:

> *¿How can I know that a student knows? It is not enough when he remembers something, but when he can create something around that knowledge and can justify the reason for such a thing...which obviously must be something true... (*Tobías, pp.46-48).

The opinion of this teacher shows that he would demand the student to do something relevant to express his knowledge, so it can be presumed that behind it would be an epistemically meaningful activity. This is very important as the epistemic "I" is not given: it is constructed and conquered (Charlot, 2008)

Other relevant thing in the answer about the conception of *knowledge* that novice teachers have, is that **the notion of knowledge obtained never links to collective experiences**, remaining as an individual activity to be done alone, instead of *a social act* (McArthur, 2014, p. 78). From a dialogical perspective, knowledge is a process of social production that occurs collectively (Díaz, 2018).

Neither was mentioned anything related to knowledge as product of a subjective encounter: again, *dialogicity*, crucial element to build shared comprehensions together, is left aside. This makes us wonder how naturalized is that knowledge is something individual, and the role that ITF has in changing this paradigm. Otherwise, the expository logic and transmission between expert-ignorant continues to be repeated - perhaps in a more sophisticated way using advanced technologies in the classroom-. As Freire says in his *Pedagogy of the Oppressed* (2017), there can be no knowledge when learners are not called to know but to memorize contents. They do not perform any cognitive act since the object that should be placed as an incidence of their cognitive act is the possession of the educator and not a mediator of the critical reflection of both (Freire, 2017).

It is crucial, from the dialogical pedagogical agency proposed in this work, that learning is understood as something that needs an intersubjective and dialogical space. There is a huge difference between a proven truth and a felt truth (Ardoino, 2011). As Freire (2020) says, when the educator positions from a problematizing practice to invite their students to a dialogical space, the knowable object, which the banking educator appropriates, ceases to be his property, and becomes the impact of his reflection and that of the students. In this way, the problematizing educator constantly remakes his knowing act in the knowability of the learners. These, instead of being docile recipients of deposits, now become critical researchers in dialogue with the educator, who in turn is also a critical researcher (Freire, 2020). This is key to understand that knowledge takes place in an *intersubjective encounter*: as ideas are shared are discussed, linked with the students realities and experiences, make sense and meaning. As Milankovic (2021) expresses: *Relational, dialogic pedagogy makes room for the learner's experiences to shape the way he or she learns and encourages the learner to value those experiences as part of his or her knowledge base* (Milanković, 2021, p. 189).

Other element not mentioned by the teachers in relation to knowledge is the role that *certainty* plays. When knowledge is assumed as something given, static, already solved, then the role of teacher is to be a means to deliver it to students, *banking education*, as Freire would say. If so, Carneiro (2006) says we are in

front of a notion of knowledge moved by *control*, made up by elements mobilized in an endless cycle moved by delusion and fear: homogenization, abstraction, fragmentation, and alienation. Instead, when knowledge is moved by *participation*, it develops an endless circle moved by hope and action: inclusion, diversity, and participation (Carneiro, 2006).

In conclusion, it can be said that the conceptualization of knowledge acquired in ITF by the novice teachers is scarcely defined, with absence of elements that allow us to think in a dialogical or critical perspective of pedagogical agency, such as the place that pedagogical relation plays in the learning process, the place that social/collective spaces play in the building of knowledge, or from what rationalities the concept of knowledge is understood.

c) **Additional comments. Other studies and Methodology used**

All considered, it is very important to develop more research about how the relation of teachers with knowledge in the teaching field is developed in ITF, this is, from what ideas of knowledge the learning experiences are designed, and what epistemic worldview that students learn from this. Obviously, this is beyond the possibilities of this study, but opens a future scope.

In terms of comparing these results with other studies, it was not possible to find research that explore the notion of knowledge built by teachers throughout their ITF process. In terms of the methodology, neither was possible to find any study that collected the conceptions of teachers about the meaning of knowledge.

7.4 SQ3: What conceptualization of knowledge and pedagogical relationship acquired throughout their ITF do novice teachers put into practice when teaching? (PART B: Pedagogical relationship)

a) **Answer.**

The conceptualization of pedagogical relationship acquired throughout ITF by novice teachers is **loosely defined** because there are some things said about it without connections between them. The **conceptualization of pedagogical**

relationship does not seem have been built in ITF, as some teachers reacted strangely to the question, as something did not have to think about before. As a teacher expressed: *It sounds to me like a kind of contract between teacher and student on how the different activities involved in the school context, the classroom, are finally developed* (Osvaldo, 46-47. Furthermore, it was not possible to find a transversal conceptualization of the pedagogical relationship. Seven categories emerged from the responses, but all of them were generally difficult to form as categories due to the high dispersion in the direction of the responses.

This conceptualization of pedagogical relationship, loose and dispersed, is understood…:

- from things that define it, such as its essence, characteristics, elements that make it up and expressions
- from its requirements, scope/impact and hinders.
- from scarcely but important elements mentioned, such as that pedagogical relationship is very important, that an element that makes up the pedagogical relationship, is the teacher-students connection; that an element that exemplifies an expression, is a close way to refer to students; that a requirement to this relation, is that students may want to establish the relationship; and that impacts on the teaching and learning process.

b) Discussion.

The pedagogical relationship acquired by novice teachers throughout their ITF is loosely defined, with scarce common elements between the participants. There are some interesting subcategories, but exceptions as they only represent one statement among many. For example, pedagogical relationship as a *delicate limit*; as a *space for laughter*; the importance of generating *pleasant spaces*; as a requirement to develop this relation, the need that the *teacher brings the roles (teacher/student) closer to achieve reciprocity*; and finally, as a repercussion, a

teacher mentioned to *allow the student to feel confident to raise their doubts and insecurities*.

In the next fragments can be observed exceptional allusions to the pedagogical relationship:

Personally, it is very important from day one when we introduce ourselves to the children and they get to know us, until they begin to generate this learning on their part, it is important because it will finally define the pleasure that the children have for learning or the disposition to learn and also one as a teacher the disposition to teach them. Above all, in the first classes, I think it is key to engaging children and enchanting them with the subject (Carol, pp.56-59)

*I would say that the pedagogical relationship is to connect. I like to find an aspect with which to connect with the group. From that I am building our relationship. If I make decisions that are stricter or more flexible or not, in the end it happens with how I build that space with the kids…how do I like that connection? That there is trust, that there is room for laughter... but trying to make it clear that this is not an impediment to being able to study (*Rubén, pp.41-44)

In general, however, there are not much solid allusions to a dialogical pedagogical relationship, that *pedagogy which invites the subjectivity, personhood, and personal story of each student into dialogue and bring ourselves to the task of teaching in similar ways* (Milanković, 2021, p. 189)*.*

This is serious as pedagogical relationship is intimately related to knowledge - this is why these two concepts were asked in the same SQ2, a) and b) – As Lysaker and Furuness say, *all knowing and learning comes from our human need for connection with others and with the world. Given this epistemic stance, it follows that our knowledge of the world is mediated by our relationships with those around us, particularly those to whom we are most attached* (Lysaker & Furuness, 2011, p. 187). From this, it would be interesting to know how attached our students feel to us to have the *desire to learn* (Charlot, 2008) from what we have to offer. As knowledge and pedagogical relationship illuminate each other, it is not strange that both appear consistently weakened in the answers obtained.

The first thing that called my attention during the process of obtaining the answer, was how difficult was to build the categories, as the statements had weak connection between them. Besides, **it was not possible to identify elements in the answers that allow us to recognize a more complex conceptualization** about what the pedagogical relationship is about or its importance, or connections with a dialogical pedagogical agency.

The teachers do not seem to see that *the crucial property of teaching is the relation between a teacher and pupils* (Milanković, 2021, p. 38)*.* It is possible to be seen as something so obvious, so natural, that has not been problematized. For example, the teachers **did not mention any importance of pedagogical relationship as the development itself of the human being, less the group as a collective**, but just in practical terms as facilitator of learning, or when they help students with something: the pedagogical relationship is seen as much as a means and not an end by itself.

It seems that the pedagogical relationship is not seen as part of the formative dimension of their role, which is consistent with SQ2 where it is not possible to find any dimension of the pedagogical role related to a formative dimension, such as form future citizens, for example. Teachers do not seem to see that the interaction is full of implicit messages -a hidden curriculum (Giroux & Penna, 1983; Prieto, 2001) of what is validated in the classroom, that the students absorb, producing identity transformations (Monetti, 2015), impacting the way students understand and act in the world, gradually shaping a type of citizen and society (Cerda et al., 2004). This is to say, teachers do not seem to see that hidden curriculum implicit in the pedagogical relationship is not the way but content itself.

This lack of a more transversal and solid response clearly speaks of an element that is seems not to be considered in initial teacher formation, which is the *relational character of education*, as it will be discussed in chapter 8.

It can be observed that novice teachers do not seem explicitly prepared to be responsible for their exercise of power in the field of human relation, as it cannot

be found evidence of arguments from a dialogical perspective, or the interest to empower others. Neither there seem to be a comprehension about the pedagogical relation as an essential part of the students formative process. Maybe the most paradoxical example is our novice teacher of Philosophy, who showed strong elements in the political and epistemic dimensions of his pedagogical agency, but in the ethical dimension does not show closeness or any other evidence of pedagogical relationship, as when he says: *As a teacher, you contextualize the content around the different subjects that are in the room, then you contextualize the content around their daily lives (*Tobías, pp.12-13)

In sum, it can be said that the pedagogical relationship acquired by novice teachers throughout their ITF is loosely defined, with scarce common elements between the participants, and a worrying absence of elements that can link this conception with a deeper way to understand teaching. There is not any mention about the pedagogical relationship as a crucial property of teaching that affects the integral formation of human beings, not only in individual terms but also collective. The relational character of education seems to be a learning not developed from ITF, as neither all the implicit problematic issues of power.

These results are consistent with what was found in the incidents: that the pedagogical relationship was not a strength in their pedagogical practice, as many situations related to power struggles showed.

c) **Additional comments. Other studies. Methodology used**

In terms of comparing these results with other studies, it was not possible to find research that explore the notion of pedagogical relationship built by teachers throughout their ITF process. Neither was possible to find any study that collected the conceptions about the meaning or importance of pedagogical relationship in the sense developed by our study in an empirical way.

7.5 SQ4: What possibilities and limits for teaching action do novice teachers identify at school when teaching to channel their formative intentions?

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a) Answer

The purpose of this question is not only to identify possibilities and limits for teaching, but to question, in a different way, what formative purposes they intend through their teaching of a subject/discipline, to see if appears something more than to teach the subject for the sake of the subject.

After analysing and coding the information obtained, the responses of the participants yielded five categories that allude to personal and institutional facilitators and obstacles, made up by several subcategories that allow to visualize what limits and possibilities novice teachers indicate for their pedagogical intentions, and to visualize more about their pedagogical intentions.

In all the categories, the prominent subcategories considered in this analysis are the first two or three, because all the rest barely represent one statement. However, this dispersion has been considered in the analysis as part of the results, and also if any of them is prominent in terms of meaning or relevance.

This question can be answered saying that the limits and possibilities to their pedagogical action referred both to institutional and personal conditions, and in both cases obstacles and facilitators are identified, plus an extra category associated to personal features that facilitate beyond the interaction with the institutional framework, as they come as personal features.

In the case of the institution -speaking in terms of agency, *structure*- the facilitator is that the institution *gives permission the teacher to exercise a degree of pedagogical freedom*. And the obstacle, the *institutional rigidities* that affect the pedagogical work.

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In the case of the teacher -speaking in terms of agency, the *individual agent*- the facilitators are identified as those that are part of a *personal feature*, and those *that emerge in interaction with the institution*. In both cases there were several dispersed subcategories -nineteen each-, and the majority of them barely representing one statement, so here took the first ones -gathering two or three statements- as the most prominent.

In terms of possibilities to display their pedagogical intentions, teachers mention **some intrapersonal capacities** that are seen as personal features independent of the context that facilitate to carry out their pedagogical intentions: *Ability to justify one's own pedagogical decisions, Feeling capable of carrying out what was planned, Have initiative to go beyond the minimum requested, Realizing how to play the role, Dare to implement own decisions,* and *Ability to capture pedagogical intentionality in planning* -just to mention those subcategories that gather 3 or 2 fragments: the rest of subcategories, of a total of 19, only represent one fragment- All these subcategories show very valuable capacities that allow to exercise pedagogical agency. The importance of these subcategories, even though they are just a few, is that represent the presence of important elements to foster agency.

In the same line of possibilities to display pedagogical intentions, teachers also mention **facilitators that appear in their interaction with the environmen**t: *Teaching skills promoting formative actions; Take the liberty of making pedagogical decisions independently of the framework set by the institution; Resist institutional limits by making proposals from one's own pedagogical perspective; Take liberties whenever possible despite the limits given by curricular requirements; Give yourself permission to make your own decisions in the classroom out of the conviction that you are doing the right thing; Intend that students develop complex cognitive skills; and Intend that students link the content with their reality* – just to mention those subcategories that gather 3 or 2 fragments: the rest of subcategories, of a total of 19, only represent one fragment. All these subcategories show positively the pedagogical agency in action. As in the

b) Discussion.

The answer gave by the novice teachers says that that the limits and possibilities to their pedagogical action refer both to institutional and personal conditions, and in both cases obstacles and facilitators are identified, plus an extra category associated to personal features.

The first prominent thing possible to observe in this answer is that when they identify facilitators and obstacles, **they do not name anything about the structural conditions beyond the school** that frame their work: neither related to standardized assessment, nor the curriculum, for example. This is strange, considering that the context of teaching is oriented by standardization and accountability mechanisms that restrict the possibilities of agency generating tension (Oyarzún et al., 2019). Why do teachers not see these conditions?

The teachers neither name anything about the conditions at the institutional level: they do not mention anything related to be part of formative guidelines of the students, or some participation in the institutional educational project. They seem to see themselves as teachers of a subject, splitting the formative purposes that they should contribute together to get through a consistent work with others.

In this sense, it is striking that from the answers of the novice teachers, few subcategories were obtained, with no relevant political, ethical, or epistemic issues: nine subcategories, from which only two allude to institutional rigidities and bureaucracies -which could open a discussion about political issues, but they do not do it; and the next one, related to students number or features. So, it seems that **the answer reflects a difficulty to read the school environment as a political space**, which could be interpreted as a lack of *micropolitical literacy*, the competence to understand the issues of power and interests in schools (Kelchtermans & Ballet, 2002, p. 765). It is known, however, that many reasons to abandon the teaching profession has a political or ethical nature: lack of

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influence on school policies and practices, insufficient freedom to make pedagogical decisions when taking classes (Gaete et al., 2017); disappointing with the purposes, operation, and organization of the school system (Díaz & Zamora, 2023); and issues related to the power structures present in school cultures (Hevia & Ramírez, 2011). However, none of this is mentioned by the teachers. Are these schools so different, or teachers do not see these power structures? Again, it is possible that it is a matter of a micropolitical literacy issue.

The relation of the institutional limits the teachers identify with pedagogical agency are faced in different ways by the teachers: Fernanda, who shows conviction and energy to defend the ways to do things supported in a professional conviction, and Lorena, who feels overwhelmed by the context not able to change anything. This comparison is interesting because the kind of schools are similar, so the fostering of pedagogical agency would not come from the institution -which would debate the idea of pedagogical agency as something prominently situational (Priestley et al., 2015). It would come from the professional preparation that gives these teachers different levels of self-confidence about the ideas they defend.

This does not mean that pedagogical agency is also situational (Priestley et al., 2015) -what I say is that it is not *mainly* situational, as it depends on the preparation given by ITF-. In this sense, the institutional facilitators are valued by the teachers as important to make pedagogical decisions as they feel necessary, This could explain the cases of Rubén and Pamela, who feel authorised by the institutions to make the decisions they feel necessary. The thing that is not known is if these teachers would have could display a similar pedagogical agency in more restricted contexts -or, asking in a different way, Would they have had to take out other tools to have been able to carry out what as teachers they considered necessary to do? -.

In terms of personal factors that could favour pedagogical agency, even though the highly dispersed answers, it is possible to identify very interesting elements present in novice teachers´ attitudes to enact their agency: intention, self-

confidence, resistance, initiative, and braveness, which are highly important attributes to exercise pedagogical agency.

c) Additional comments. Other studies and methodology used.

In terms of comparing these results with other studies, it was not possible to find research that explore the notion of pedagogical relationship built by teachers throughout their ITF process. Neither was possible to find any study that collected the conceptions about the meaning or importance of pedagogical relationship in the sense developed by our study in an empirical way.

7.6 SQ5: What resources for teaching action do novice teachers identify have learned in ITF when teaching to channel their educational intentions?

a) Answer.

The purpose of this question is not only to identify the resources for teaching action learned in ITF informed by the novice teachers, but also to question, in a different way, what formative purposes they have. Besides, it is important to keep in mind that the answer to this question will always be incomplete, as the resources for teaching action learned might have been incorporated in their practice without necessarily being aware of it.

After analysing and coding the information obtained, the statements provided by the participants allowed to name the resources for teaching learned in ITF from nine categories: *Intellectualize understanding of school and education, Contribution to the construction of a pedagogical identity, Sense of the pedagogical / educational, Practical knowledge, Knowledge to practice teaching, Knowledge of the pedagogical area, Pedagogical role modelling, Things to value of ITF*, and *Missing resources*.

In the first one*, Intellectualize understanding of school and education*, the two subcategories that gather the majority of fragments are related to reflection about the pedagogical and the school context, interesting elements that make visible things not mentioned before.

In the second one, *Contribution to the construction of a pedagogical identity,* even there are few fragments, they are important as they mention distinctive elements that contribute to pedagogical agency, related to having an own vision about pedagogy and education.

In the third one, *Sense of the pedagogical / educational,* the most prominent subcategory is the notion of change or transformation. Again, it appears an element that contribute to the transformative purpose of a critical pedagogical agency.

In the fourth one, *Practical knowledge,* the subcategories are related to initiative, reflection about the school context and dialogue, again, elements clearly related to pedagogical agency.

In the fifth one, *Knowledge to practice teaching,* the elements that appear in the subcategories are understanding of the school context, didactic tools, disciplinary knowledge, and forms of evaluation. It can be observed that here a more traditional understanding of teaching practice appears, as it was not mentioned anything related to dialogic pedagogical agency, such as pedagogical relationship.

In the sixth one, *Knowledge of the pedagogical area, only there are five fragments, that mention elements related to theoretical formation and reflection on educational issues.* At last, *Missing resources*, the didactic knowledge is the most mentioned (4 fragments) as something scarcely learnt in ITF.

b) Discussion.

The first thing possible to observe by reading the categories that make up the answer is how focused they are in the pedagogical as something general, as disciplinary/subject issues are not mentioned. This is interesting, as in the practice observed through the incidents and the situations narrated by them, teachers seem to assume teaching as a fragmented task -discipline on one hand, more personal help on the other-. Through the answers to this question, teaching

seem to be something beyond discipline. Is it possible that what their beliefs about their own practice are a learnt rhetoric, without consistence in the practice?

Other interesting thing appears when it is considered a general perspective of the prominent subcategories -those that concentrate more statements-: teachers highlight learnings related to features of a developed pedagogical agency, such as reflecting, changing, transforming, developing initiative, among others. It is interesting because these features do not appear as a characteristic of their practice, at least not reflected in the incidents or the situations shared in the semi-structured interviews. To be clear: there are some expressions of pedagogical agency in the incidents discussed in the correspondent specific answer, but as it is explained there, they are exceptions. However, here, discursively, they appear as cross-sectional, transversal elements, as they dominate the categories analysed.

So, some questions arise here: if these are learnings that the teachers value, is it possible that they believe they have learnt this, not necessarily having incorporated into a practice? Is it possible that what was learnt was a rhetoric about the critical and the change? This open, of course, other questions that were not explored in this study: what is the meaning of being critical for these teachers? For example, the teacher that says *I wanted to be a teacher…I know it is a little bit repeated, but is to form change agents* (Cristian, pp. 7), and later, he adds *I am going to train change agents because they are going to specialize in different areas, not necessarily professionals, in different areas of society... health, economy, education, mining…* (Cristian, pp. 91-93). This teacher is not using the term *change agents* from a critical perspective discussed in this work.

c) Additional comments. Other studies and Methodology used.

In terms of comparing these results with other studies, it was not possible to find research that explore the notion of pedagogical relationship built by teachers throughout their ITF process. Neither was possible to find any study that collected the conceptions about the meaning or importance of pedagogical relationship.

7.7 The specific questions and their contribution to understand pedagogical agency

The revision developed in this chapter shows that the data collection instruments worked to find what they were supposed to find, this is to say, the specific questions are satisfactorily answered by the data gathered. The process of the data has allowed to give answer to every specific question, so the next step will be put into relation all these specific answers to give answer to the general question. That is what chapter 8 is about.

Chapter 8: Conclusions

This chapter draw together the conclusions about the work developed through this study, discussing the most important findings to give answer to the main question, *What is the ethico-political-epistemic pedagogical agency that novice teachers develop in their initial teacher formation?*

To develop the answer and its discussion, the contributions of every specific answer to respond the general question will be recalled, looking for relations between each other and possible regularities or contradictions, to then discuss them at the light of the conceptual framework.

After discussing the main answer, some actions are suggested for improving ITF programs in forming teachers for Social Justice at the light of the results of this research.

8.1 Recalling the sense of the specific questions and objectives: what this research wase looking for

What was looking for by the main question *What is the ethico-political-epistemic pedagogical agency that novice teachers develop in their initial teacher formation?* is a description of what that pedagogical agency consists of.

The dialogical notion of pedagogical agency addressed in this work indicates that this "what" of the pedagogical agency consists of a *teacher´s capacity of action in relation to the school institution and educational system* (which has its own set of provisions that influence or limit the options and opportunities available), *mediated by unconsciousness and reflexive capacities embodied in the habitus* (Akram, 2010), *to develop an empowering pedagogical practice of its students -* develop agency in others-.

The specific questions of this study contribute to different elements of this *what*:

The **SQ1**, *What is the capacity of ethical/political/epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers?* contributes to the general question with knowledge about what teachers are *able to do* in front of situations that test this pedagogical agency in action -the encounter with others´ will, to see how resistance/domination operate-. This question is related to the first specific objective of the study, *Analise the capacity of ethical/political/epistemic pedagogical agency that novice teachers display in their first professional experiences as teachers*, analysis done in chapter 5.

The **SQ2**, *What sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role do novice teachers acquire throughout their ITF?* explores the conscious and unconscious elements that teachers handle about their teaching role - the *why* of their work-. This question is related to the specific objective *Examine the sense of responsibility and awareness about the ethico-political-epistemic dimensions of their teaching role that novice teachers have*, examination done in chapter 6.

The **SQ3 a)**, *What conceptualization of knowledge acquired throughout their ITF do novice teachers put into practice when teaching?* explores the conscious understanding teachers have about the epistemic dimension of pedagogical agency, meanwhile the **SQ3 b)**, *What conceptualization of pedagogical relationship acquired throughout their ITF do novice teachers put into practice when teaching?* explores the conscious understanding teachers have about the relational nature of pedagogical agency. These specific questions are related to the specific objective, *Analyse the conceptualization of knowledge and pedagogical relationship acquired throughout their ITF that novice teachers put into practice when teaching*, analysis developed in chapter 6.

The **SQ4**, *What resources for teaching action do novice teachers identify have learned in ITF when teaching to channel their educational intentions?* explores the tools that teachers can consciously identify provided by ITF to strengthen their ability to get things done. This question is related to the specific objective, *Explore the resources for teaching action that novice teachers identify have learned in*

ITF when teaching to channel their educational intentions, exploration did in chapter 6.

Finally, the **SQ5**, *What possibilities and limits for teaching action do novice teachers identify at school when teaching to channel their educational intentions?* explores how the teachers identify the relation between their capacity of action and the provisions of the school institution that could influence or limit their options. This question is related to the objective *Examine the possibilities and limits for teaching action that novice teachers identify at school when teaching to channel their educational intentions*, examination did in chapter 6. This question has a relation to SQ1: Meanwhile SQ1 asks about the pedagogical agency *displayed*, SQ5 is about what teachers *say* about what they can do.
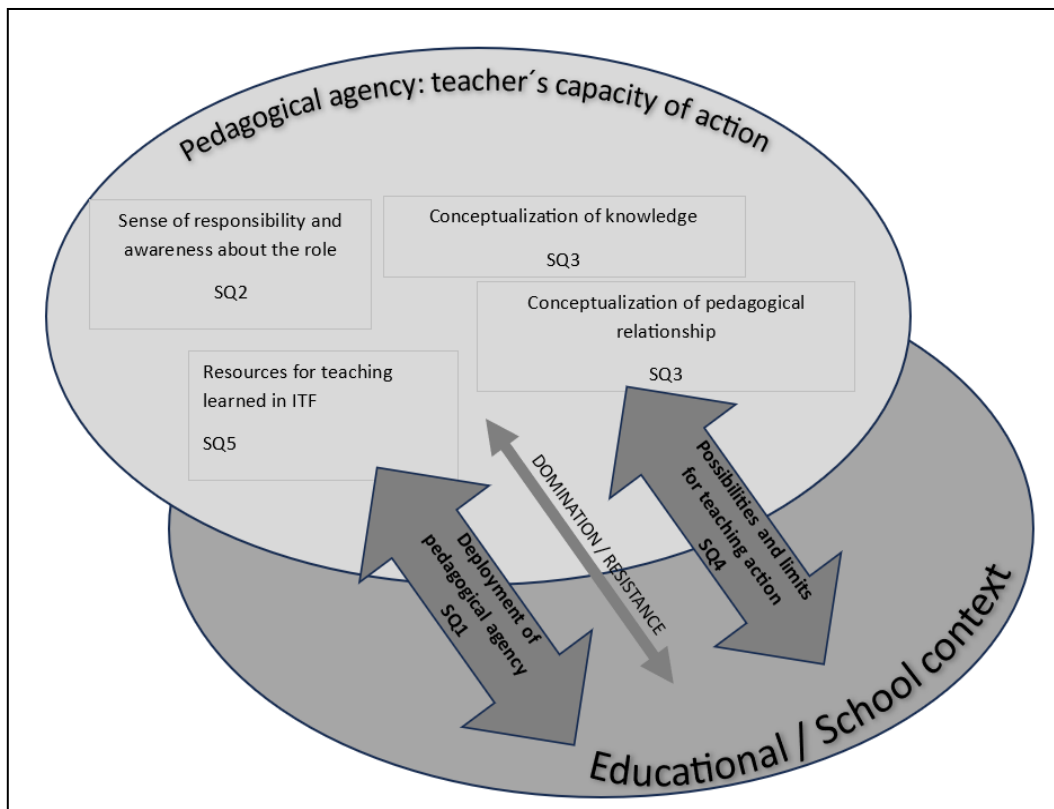

***Figure 8-1**: Representation of the elements investigated in relation.*

The figure 8-1 illustrates the elements involved in the questions explored and its dynamic, all which will give answer to the main question of this research. In it, the teacher's action and the context in which it is carried out are shown, in two different planes dialectically interrelated. The teacher's action contains elements investigated through SQ 2, 3 a), 3 b) and 5, while the action is expressed as an interrelation between the personal level and the context, through the pedagogical action displayed - element investigated in SQ1, and in the limits and possibilities that are presented, investigated through SQ4. These last two elements present different degrees of domination/resistance.

8.2 Arguments to answer the general question

The method that will be followed to answer the general question is **to identify relevant arguments** from the specific answers obtained in chapter 7. Then, it will be examined the contribution of every specific answer to the argument, comparing these contributions internally to find regularities and inconsistencies.

As specific questions are named as SQ, the specific answer will be named as SA. SA4 will be included immediately after SA1, as it complements it.

Argument 1: The pedagogical agency that the novice teachers developed in their initial teacher formation is **weak in the three dimensions**, with some exceptional cases. There is a consistency between the different answers, in terms of they all speak about a weakness, dispersion or not conclusive results.

The weakness of the pedagogical agency displayed is reported by **SA1**, which was extensively explored by the critical incidents. **SA4** shows possibilities and limits for the teaching action consistent with the display of pedagogical agency showed by teachers in SA1.

The weakness accused in the argument can be seen also in **SA2**, which shows a sense of responsibility and awareness of the importance of the teaching role that in just some cases opens possibilities to make changes in their teaching spaces, and if so, not in a critical sense, as their efforts are closer to help or assist students than to do something more radical.

The weakness is also reflected in **SA3 a)**, with a scarcely defined conceptualization of knowledge, as it is not explained or developed in the answers. In general, was found that teachers, face their daily work putting into practice notions of knowledge not developed enough or not aware about enough. The weakness is also found in the scarcely developed conceptualization of pedagogical relationship obtained in **SA3 b)**, with almost no statements problematizing their daily work from the perspective of equalizing power in their interaction with students, except a few exceptions. As knowledge and

pedagogical relationship illuminate each other, it is not strange that both appear consistently weakened.

It is interesting that in **SA5**, the resources learn in ITF mentioned by the teachers are not consistent with the other answers. Teachers highlight having learnings from ITF related to features of a developed pedagogical agency, such as reflection, change, transformation, initiative, among others, even though these do not appear as a developed feature of their pedagogical practice, not reflected in the incidents or the situations shared in the semi-structured interviews. In the incidents in SQ1 there are a few manifestations of pedagogical agency in the incidents, meanwhile here the teachers name them as if they count on them. This leads us to ask about their own perception of their pedagogical practice, and the reflection capacity about their own pedagogical action from which look at their own work. It can be observed, at least, they have learnt a speech about pedagogy. This point will be discussed later.

Argument 2: The pedagogical agency that the novice teachers developed in their initial teacher formation, with some exceptions, has an **instrumental or technocratic orientation, with some communicative elements**, and almost none of them critical. There is a consistency between the different specific answers.

In the case of **SA1**, the statements show the presence of elements with technocratic or instrumental orientation: *powerlessness, lack of capacity to influence the context, instrumental orientation, monollogicity, imposition and instrumental spirit, lack of awareness regarding what is known, naturalization over problematization, lack of reflection about own beliefs* and *lack of inquiry of underlying assumptions*. Also, the orientation reflected in the statements lacks critical elements, such as: *creativity, spontaneity, dialogicity, negotiation and communicative or critical spirit, comprehension of the context, problematization / reflection of own beliefs, development of personal conceptions about knowledge* and *producing meaning over consuming meaning*.

SA4 shows possibilities and limits for teaching action consistent with what teachers show they can do from their pedagogical agency capacity. Even though the teachers do not express opinions in a technical or instrumental orientation, neither are mentioned limits or possibilities according to a critical perspective.

The **SA2**, even is an answer dispersed and not conclusive, has some elements that speak about a sense of responsibility and awareness about the teaching role in some teachers, but in others, an instrumental conception of it. So, this sense of responsibility and awareness about the role is developed up to some point, in a non-even or consistent way in all cases.

The **SA3 a)** shows in general a simple conception of knowledge that is not clear or elaborated in all the teachers, which makes us think about a lack of critical understanding about knowledge. The **SA3 b)**, that explores the conceptualization of pedagogical relationship, is answered in a simple way, not going beyond that *relationship affects teaching and learning process*. It does not appear more complex elements of the relationship beyond the practical answers given, such as *recognition, moral qualities,* or *empowerment* of the students. So, neither the conceptualization of *pedagogical relationship* nor *knowledge,* contribute to a critical or dialectical pedagogical agency.

The **SA5**, the resources obtained from the ITF, do not mention elements that reinforce a technocratic or instrumental spirit, but neither there are elements that counteract it.

Argument 3: The pedagogical agency that the novice teachers developed in their ITF **barely consider the curriculum as something to problematize**. The different answers are consistent, in terms of that they almost all ignore curriculum.

In the case of **SA1**, the critical incidents refer to different type of situations, but a few are related to interactions in lesson situations, and barely one -from 29- to something related to the subject curriculum. So, it is outstanding that the curriculum, a cultural transmission device per excellence, is ignored by teachers as situations that are worth telling.

The **SA4** shows possibilities and limits for teaching action consistent with this absence of consideration of curriculum, as any of them mention it neither a possibility nor a limit to the pedagogical action. The novice teachers do not name anything about the structural conditions beyond the school that frame their work: neither related to standardized assessment, nor the curriculum.

The **SA2**, shows some elements related implicitly with curriculum, even though it is not explicitly mentioned in a critical way, as a cultural selection to be transmitted. In the category *way of understanding teaching*, the subcategories that have some relation are *teaching must be contextualized* (8 statements) and *teaching must make sense to students* (3 statements). In the category *way of exercising teaching*, the subcategories that have some relations are *link discipline with everyday life* (4 statements), *contextualize pedagogical decisions to the course group* (2 statements), and *orient the class to the student*s (2 statements). So, the mentions of something related to curriculum are scarce. So, curriculum is not a category explicitly present.

The **SA3 a)** paradoxically does not speaks about curriculum, even though it is knowledge, which confirms that this conceptualization is a weakness in the pedagogical agency of teachers. The **SA3 b)** neither mentions anything related to relationship as an indispensable space to share subjectivities and from there to build knowledge. No relation between curriculum and pedagogical relationship is established.

In the **SA5**, there are some interesting subcategories that speak about curriculum implicitly. Even though they are scarce and highly dispersed, exceptionally say that at least in one statement a teacher mentioned something related to it. For example, in the resources that teachers say obtained from ITF that are part of what they identify as intrapersonal resources, they are mentioned:, *feeling capable of carrying out what was planned* (3), *dare to implement own decisions* (1), *ability to capture pedagogical intentionality in planning* (2), *feel conviction to innovate pedagogically* (1), *be aware that there is a hidden teacher's curriculum as a space beyond what the school may or may not approve* (1), *dare to let go of control over processes* (1), *have security to institutionally defend pedagogical*

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decisions (1), and *security regarding tasks specific to the role, such as planning* (1). These are just a few statements but have a powerful potential for developing pedagogical agency from a curricular perspective.

In the case of the category *capabilities of the teacher* in their relationship with the environment that facilitate the pedagogical exercise, the subcategories that have to do with curriculum are: *teaching skills promoting formative actions* (2), *take the liberty of making pedagogical decisions independently of the framework set by the institution* (2), *resist institutional limits by making proposals from one's own pedagogical perspective* (2), *take liberties whenever possible despite the limits given by curricular requirements* (2), *give yourself permission to make your own decisions in the classroom out of the conviction that you are doing the right thing* (2), *intend a positive change in the disposition of students towards the subject* (1), *conviction to innovate pedagogically* (1*), make pedagogical decisions based on what is discussed with students* (1), *question whether what is decided as a teacher is relevant to students* (1), adapt pedagogical strategies according to the context (1), question whether what is decided as a teacher is relevant to students (1). These diverse subcategories are obtained from few participants but are important as they say that can be some starting point to develop more pedagogical agency from curriculum.

Argument 4: The pedagogical agency that the novice teachers developed in their initial teacher **does not consider a collective dimension of formation as part of their role**.

The collective dimension is something completely ignored, and there cannot even be mentioned any exception.

In the **SA1** there is not any incident that problematize a situation related to the formation of students as part of a collective. The ethical or political dimension of their role does not display a pedagogical action that consider the relation of the students among themselves. What teachers are able to do is presented in some cases mainly from the ethical perspective indicating that the action of relating to students is based on protect or support them: care of others, proximity, and help.

In the **SA4**, the teachers do not mention any possibility or limit related to doing things as a group / collective. It seems that everything is thought to be in a one-to-one interaction. The novice teachers do not name anything at the institutional level that could be a space to develop formative intentions: they do not mention anything related to be part of formative guidelines of the students, or some participation in the institutional educational project. They seem to see themselves as teachers of a subject, separating themselves from the formative purposes to which could contribute by working together with others

The **SA2** contributes to the main argument showing a sense of responsibility and awareness about the dimensions of the teaching role reducing it to a one-to -one effort. It appears transversally uprooted from a contextualized or collective projects, remaining as an individual matter that is done in isolation. This explains that the focus is help the students instead of developing community feeling through the development of learning projects, for example.

The **SA3**, the conceptualization of knowledge does not consider the collective element: knowledge is uprooted from collective experiences, as an individual activity to be done alone. Neither appears in the conceptualization of pedagogical relationship, where the collective element is completely ignored.

The **SA5** neither mentions any resource related to students learn that they are part of a collective. The novice teachers do not mention neither as subject/discipline teachers, nor as head teachers, except the case of gender inclusion prepared by the teacher Rubén.

Argument 5: The pedagogical agency that the novice teachers developed in their initial teacher formation is **not accompanied by a stamp of wanting to empower others** in a critical way.

The stamp of wanting to empower others is not reported in **SA1**, this is, in any incident appears a situation related to the desire of empower students. This is consistent with what was found in **SA4**, as teachers do not claim limits or possibilities related to empower students: It is something not problematized by the teachers.

In **SA2** it is not possible either to identify a sense of responsibility and awareness of the importance of the teaching role related to the importance of empower students, except some exceptional subcategories that represent one or two fragments, such as: *connect people with their reality, encourage students to make decisions, encourage students to think,* and *promote female participation in maths.*

The weakness is also reflected in **SA3 a)**, with a scarcely defined conceptualization of knowledge, as it is not explained or developed in the answers. Only the subcategories *knowledge is something that enables and be able to create something and justify it* -representing just one fragment- is close of an idea of empowerment. The weakness is also found in the scarcely developed conceptualization of pedagogical relationship obtained in **SA3 b)**, with almost no statements if from the pedagogical relation there is some empowerment of students. In **SA5**, the resources learned in ITF mentioned by the teachers do not refer to students empowerment, which is consistent with the rest of SAs.

Argument 6: The pedagogical agency that the novice teachers developed in their initial teacher formation **makes the distinction between being a teacher of a subject and being a teacher in more general terms**, limiting being teacher of a subject just to teach explicit things related to that subject, not considering hidden curriculum.

The distinction of being a teacher of the discipline and to be teacher in a more general way is something that appeared on several occasions, meanwhile the idea of being teaching beyond the discipline while teaching the discipline, almost was not mentioned. In **SA1** no incident referred to this, meanwhile in **SQ4** teachers did not mention any limit or possibility of their own or institutional context related to the formative dimension of their role -the hidden curriculum- when teaching the subject. In **SA2** is neither possible either to identify a sense of responsibility and awareness of the importance of the teaching role related to the hidden curriculum of their pedagogical practice.

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This absence of the formative dimension of their role or the existence of a hidden curriculum is also reflected in **SA3 a)**: there is just one mention of knowledge related to it, called *you can know unconsciously*, and nothing else. This absence is also found in the conceptualization of pedagogical relationship obtained in **SA3 b)**, where it can be found only one fragment related to the hidden curriculum: *To allow the student to feel confident to raise their doubts and insecurities.* In **SA5**, the resources learned in ITF mentioned by the teachers do not refer to hidden curriculum, which is consistent with the rest of SAs.

8.3 Answer to the general question.

This research aimed to know what ethico-political-epistemic pedagogical agency novice teachers developed in ITF, by raising evidence of their performance in schools and asking them about their experiences studying to be teachers and working as such. The main objective declared was *to analyse the capacity of pedagogical agency that novice teachers have developed in ITF, to propose guidelines to redirect efforts to recover an integral human dimension of teaching guided by a conscious will to contribute to social justice*, which is the objective expected to be satisfied in this section.

Considering the dialogical pedagogical agency defined as the critical referent this research works with; it can be said that the answer to the main question *What is the ethico-political-epistemic pedagogical agency that novice teachers develop in their initial teacher formation?* is:

> The pedagogical agency of novice teachers is weak in the three dimensions: politically, ethically and epistemically; the notion of the pedagogical role lacks dialogical or critical elements; and the notions of knowledge and pedagogical relationship are weak, lacking a deep understanding about that their relation can provoke deep learning and empowerment.

This answer indicates that, with few exceptions, these novice teachers face their daily work with scarce possibilities to both, make changes in their teaching spaces and empower others to make changes. Considering that the Chilean instrumental school context is highly standardized, then it can be said that the

pedagogical agency teachers recently graduated from ITF do not have many elements to lean on to resist the needs of the system.

Complementarily, this weak pedagogical agency just described is accompanied by the lack of key elements consistently missed in this pedagogical agency throughout the different arguments presented:

- the curriculum as something necessary to problematize,
- the collective dimension of human formation,
- the empowering of the students as singular subjects; and,
- the comprehension of that developing a formative work is something that occurs at the same time the subject is being taught, this is, recognition of a hidden curriculum.

a) The curriculum as something to problematize From a critical perspective curriculum is praxis, this is, a cultural creation in a dialogical exercise that the teacher does in order the students learn. It is neither something static, nor a script to follow. As a space to introduce changes, the curriculum is not only the contents, is the logic through which is transmitted, **logic that is a content itself**. A curriculum per objectives, for example, is organized in a technical rationality that is transmitted and learned through the learning process, not matter if the teacher is conscious or not. For this reason, to problematize the notion of curriculum is crucial to overcome a technical perspective of teaching.

Our teachers do not verbalize an understanding of the curriculum as the device through which the legitimated culture by those who design curriculum policies enter to the school. As curriculum is absent from the teachers answers, this research asks: is it that it is so naturalized that teachers do not even question it? If so, curriculum will continue working as a powerful device of cultural reproduction, to easily follow an instrumental orientation.

b) The collective dimension of human formation. This missed element in the pedagogical agency of our teachers speaks how forgotten is to prepare the students *to be with others*. The collective dimension of human formation is an element absolutely ignored by the teachers.

The lack of this community sense is serious: compulsory education should prepare for life in an integral sense -to be citizens included-. Community sense is crucial to develop a coexistence based in values in which democracy is based: solidarity, truth, justice, tolerance, respect. However, it seems that in schools is easier to observe competition, success, power, consumerism, individualism, and pragmatism (Prieto, 2001).

It seems that when the teachers refer to their students, they think of them as a sum of isolated individuals. Is this the product of a liberal view reaffirmed by the ITF? Is this the product of an education that reaffirms a capitalist habitus, a neoliberal ideology (Díez-Gutiérrez, 2019)? Do not students have the opportunity to develop a sense of *us*? (Cerda et al., 2004)

c) The stamp of wanting to empower others allude to prepare the individual as a singular *subject*, this is, someone who has developed awareness, reflection, voice, and capacity of action. This is something that scarcely appeared. In the incidents, when a situation of students in need appeared, the element that emerged was *help*, but not from a sense of empowering them. A teacher with dialogic pedagogical agency is not only one who has autonomy to make decisions from their role, but also develops autonomy in others. That is why the case of Tobías is interesting: even though politically and epistemically appears empowered, the ethical dimension showed weakened when referring to his students in a distant cold way, when referring to them as "the students" or "the subjects".

It could be observed that novice teachers do not seem explicitly prepared to be responsible for their exercise of power in the field of human relation, as it was not possible to find evidence of arguments from a dialogical perspective, or the manifestation of interest to empower others.

d) The comprehension of developing a formative work even when teaching their discipline. Finding the hidden curriculum. It was observed that the majority of teachers did the distinction of being a teacher of their subject and being a teacher in more general terms -head teacher, for instance-, limiting being

teacher of a subject just to teach explicit things related to that subject, not considering the existence of a hidden curriculum.

Teachers do not seem to see that the interaction is full of implicit messages -a hidden curriculum (Giroux & Penna, 1983; Prieto, 2001) of what is validated in the classroom, that the students absorb, producing identity transformations (Monetti, 2015), impacting the way students understand and act in the world, gradually shaping a type of citizen and society (Cerda et al., 2004). Or, in other words,

> *…the relations, communication and interaction in the teaching process are not just a form in which the process is ongoing, they are, at the same time, **the content of the process**, because through and by different relations and interactions pupils learn social acts, values of solidarity and group organizing, mutual appreciation, appreciation of individual differences, self-respect and respect for other persons and personalities* (Milanković, 2021, p. 40) (bold is mine)

This lack of a more transversal and solid response clearly speaks of an element that is seems not to be considered in initial teacher formation: the *relational character of education*. All of us agree that ITF must prepare secondary teachers that impeccably handle their disciplinary knowledge. If ITF would not prepare teachers in that way, we would sanction that neglect in some way. Why is not the same when we refer to cross-sectional issues, part of a basic pedagogical knowledge, that have repercussion in the integral formation of the students?

It is as if interaction was not something to reflect about. It seems that ITF of secondary teachers makes visible only issues related to the subject and its didactics- issues mentioned by some teachers as things needed to have learned more from ITF-, but invisible formative issues.

All these key elements missed in the pedagogical agency studied speaks about three capacities that this research identifies as central in a dialogical perspective of pedagogical agency: *dialogicity, problematization capacity,* and *reflection*, which will be discussed in the section 8.5.

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8.4 How the general answer dialogues with research

About pedagogical agency, little empirical research has been done on what characterizes teachers as change agents. What is more, there is little clarity about the kind of change teachers are expected to contribute to and even less empirical evidence about the ways teacher agency operates in schools and beyond (Pantić, 2015, p. 1), so we do not know much about teachers that know and dare to use their agency (Van Der Heijden et al., 2015). Due to this lack of research, there is not parallel research to compare with.

The research that refers to agency uses the adjective *teaching*, this is, teaching agency, exploring agency once teachers are working in the system (King & Nomikou, 2018; Pantic, 2015; Buchanan, 2015). The research in this line do not refer to the formation of that agency or the role of ITF in it. So, there is a gap in empirical research from this critical perspective.

The absence of ITF as a factor that influences pedagogical agency in current research can be due to the technical and depoliticized character given to ITF; and the influence of perspectives that understand agency as emergent and situational (Priestley et al, 2015), focusing the discussion on the place where teacher performs, not considering aspects of initial formation that could affect that capacity. This research positions in the idea that the temporal and relational dimension of the achievement of agency are very important, however, this research proposes that the role of ITF is indispensable.

What is more, what I have proposed is that ITF is the place to develop pedagogical agency, as ITF as a socializing process tries to arouse in people certain moral, intellectual and affective dispositions through specific forms and contents that are transmitted and instilled in them (Bernstein, 1974, in (Sánchez Ponce, 2013). What is more, is the place where the habitus is developed: even though is individual, is built in the process of socialization, so ITF can be understood as the space to develop a professional habitus of future teachers as the result of the institutional culture of the formative entity (Sanjurjo, 2002).

Neither found research that explores how teachers are prepared to equalize power relations, considering that the daily life in schools put them in situations that demand to face complexities that the same system, paradoxically, generates, such as lethargy and apathy in students (Zapata et al., 2019) and demands of standardization (Noddings, 2013; Pignatelli, 2005).

The findings of this research contribute to reduce a little the empirical gap in research on how teachers already exercising pedagogy enact their capacity of agency, and an even the larger gap in research on the way in which teachers understand and negotiate their professionalism when provided with democratic opportunities to participate (Nomi, 2019).

8.5 Some recommendations to initial teacher formation programs. Capacities to strengthen pedagogical agency.

There are three important capacities intimately related to the development of a dialogical pedagogical agency that seem not developed in the teachers studied: *dialogicity, problematization* and *reflection*. This section will discuss them as important capacities to develop in ITF for a teaching formation focused on social justice.

The first element is dialogicity, one of the elements that are part of a strong dialogical pedagogical agency. As discussed before in other sections, dialogue is the crucial element to develop a pedagogy to foster the condition of subject - as opposite to object- (Freire, 2017), to develop intersubjective encounters to find meaning to things, to create transformative learning, a process to link thoughts, actions, and emotions into seeing a new form of reality (Jarvis, 2005), to lead students to reinterpret the frames of reference that they have developed in a non-critical way throughout their lives, in order to build new interpretive frameworks in a more rational, negotiated, autonomous way (Alhadeff, 2014).

As a suggestion to incorporate dialogicity in ITF programs, is the modelling of dialogicity from the pedagogical practices developed by university teachers. Even this seems difficult to apply -as it is very possible that these formers, who in many cases are not teachers, have not models from which inspire of, ITF

programs should promote collegiate instances in which, through collective reflections, accompaniment and observation of peers, reflections are generated that allow to move towards a dialogic pedagogy, focused on students.

To consider dialogicity is to consider the particularities of the teaching students. Let us recall one interesting aspect that emerged by analysing the results: the inconsistency in how prepared the teachers are in terms of pedagogical agency. For instance, the contrast between the two Musical Art teachers: even though they were formed in the same ITF program, in the same generation -so, similar curriculum, conditions, teachers- they showed diametrically opposite pedagogical agency. This speaks about the importance of that ITF programs pay attention to the particularities of the students to support them in the development of their capacity of pedagogical agency. Dialogicity, by giving space to particularities of everyone, welcomes the differences, welcomes *recognition*. The opposite of standard processes, whose achievements are only achieved by the few who fit the standard.

The second element is problematization, a distinctive part of a critical agency capacity. To make a problem from the obviousness. None of the teachers expressed concern about how to carry out their intentions, assuming there was a correspondence between their intentions and their actions. Novice teachers see the school world not problematizing what happens there. This indicates, following Gimeno Sacristán (2005), that the representations about what happens in school life have ended up being something given, natural, instead of being seen as cultural realities created by certain societies in certain circumstances. The problem with this is that then these school realities stop being seen and discussed, and with this the possibility of updating their sense and relevance is lost (Gimeno-Sacristán, 2005). Nothing is mentioned in relation to these naturalised realities: the length of lesson periods, the organization of the classroom, the (lack of) spaces to make decisions, the relation teachers/students, the sense of community promoted by the institution, just to mention some.

As a suggestion to incorporate problematization in ITF programs, is the incorporation of questions in lessons that interrogate what is being taught, but,

overall, develop the habit of asking students to raise questions about the curricular material they work at -readings, lessons- the forms of transmission developed by the teachers -as the way of transmission is part of the curriculum- and every aspect of their own formation, so to interrogate things that are part of their formation in a permanent metacognitive process. This would need, additionally, to discuss some critical categories to direct the questions towards forms of *oppression* and *lack of recognition*, in order that the interrogation can follow some criteria.

The third element is reflection. The ability to reflect is a crucial part of the dialectical notion of agency. From the Bourdieusian perspective, reflection is a form of habitus. So, the change of this habitus by ITF could be a way of obtaining more pedagogical agency. However, this reflective capacity is not casual: it is product of an intentioned formative process, a reflective culture that impregnates all the processes with the habit of thinking about what is done and spoke.

To develop reflexive capacities is crucial develop pedagogical agency. But this reflection, to be consistent with a critical perspective, must consider the institutional, social, and historical conditions in which that practice is circumscribed, otherwise, it be a reduced as a form of liberalism (Grundy, 1987)

One of the crucial issues to reflect about is the presence of rationalities in teaching practices, and to distinguish between technical, communicative, and critical, particularly in the field of interactions, which is, as discussed before, the micropolitical spaces where subjectivities are gestated.

As a suggestion to incorporate reflection in ITF programs, is the incorporation of learning activities centred on reflection capacity, to put into question their own pedagogical action -in the practicums processes- to look at their own work to conquer major levels of agency. There are many authors that have proposed reflection as a key element to improve initial teacher formation (Frick et al., 2010; Griffiths, 2000; Zeichner, 1987), so it would be interesting to incorporate those proposals that comes from communicative and / or critical rationalities.

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A way to promote reflection about rationalities in ITF is to ask students to analyse pedagogical practices illustrated in films or other audiovisual material, at the light of literature that provide clear criteria to distinguish empowering practices, as I have discussed in other places (Echeverría de la Iglesia, 2015b, 2015a, 2015c)

8.6 Initial Teacher Formation: The need of revitalising the sense of an activity whose purposes have been co-opted by the market

The idea of a teacher as an active agent at the school level has been mentioned before in educational research as well as practices and policies (Toom et al., 2015). The notion of teacher agency has emerged in research to describe teachers' active efforts to make choices and intentional action in a way that makes a significant difference (Toom et al., 2015). As in general the direction of that "significant difference" is not specified, I would add the importance of teacher´s active efforts **to not absorb and transmit the technical rationality** of which school processes are soaked. That needs to be educated, formed, developed. It is not spontaneous. It is not a matter of that so-called *vocation*.

Initial teacher formation programs that declare to have social commitment cannot ignore the fact that what frames the actions of professionals is a society characterized by large gaps that reflect relationships of domination, exploitation and exclusion (Yurén, 2013, p. 7). Thus, what formation programs that claim to be committed to social justice must take seriously is to counteract the capitalist habitus in which people are trained, which naturalizes neoliberal ideology (Díez Gutiérrez, 2019)

This demands that ITF reflects deeply about the concept of formation that want to be developed, considering a double concern: the formation of pedagogy students as recipients of the program of pedagogy, and the subsequent formation they will be able to intend in their own students once work in the school.

From a cultural-historical perspective, this means an ITF that considers the cognitive and affective of their students as a unit, taking into account the person as an integral subject, in a search process, not exhausted in the work of the classroom, that transcends the barriers of the immediate, to address the human

condition as potentiality, in the determining role of transmitter of culture and transformer of society (Nieva & Martínez, 2016).

This means to form a teacher able to develop an ethical pedagogical work that lives up to human dignity, having the dignity of human life as a horizon (Yurén, 2013). Following Vásquez and Escámez (2010), a teacher who knows that he does not require certainties or control logic to affirm his professional security, because understands that education can be an insecure process with an uncertain result. For a teaching professional, accepting the meaning of one's limits implies a strong inner security that is not incompatible with a certain uncertainty in the media (Vásquez & Escámez, 2010). This is not spontaneous. It needs to be formed. And needs communicative rationality to that, not discourses about it. From a rhetoric, just a rhetoric is learnt. In education, in the very moment of formation, is *dialogue in an intersubjective process*, in which students feel safe to express their subjectivities, that human formation is possible.

But also, this formation needs a clear purpose, and the possibility that any member of its project is able to ask the "what for?" of its work. As this "what for?" in the current standardized managerial context is implicitly assumed, a teacher formation program willing to do a change should be able to awake curiosity in their members to dare to ask this question and look for answers, to redefine the meaning of being a teacher and doing pedagogy (Ball, 2003). This "what for?", as long as it provides meaningfulness, avoids falling into an instrumental reductionism (Pinna, 2014). Putting this question as a guide allows us to also remember the ethical-political dimension of education, which in turn challenges education in its emancipatory sense (Pinna, 2014).

What this work has proposed is an important horizon towards to direct our efforts in education is social justice, defining as such an education attentive not to oppress, an education to liberate, an education that awakens in all people a sense of responsibility for others. In this sense, teachers for social justice should have tools to look for possibilities for liberation: creativity. Do not oppress the singularity of the subjects by requiring them to adapt to a dominant curriculum.

To do this, teachers must be formed so that they understand themselves as cultural transmitters.

Besides, ITF needs, overall, the capacity of critic itself, in an institutional honest culture that put their own efforts under revision and reflection, to develop quality in its process. Quality, as understood by Santos Guerra, as the institutional habit of reflecting about the own practice by all its members (Santos-Guerra, 2003).

I am talking about taking ITF seriously, considering that its practices have an effect and consequences on its teachers in formation, who in turn will impact their teaching contexts, so it is crucial that formers of future teachers critically review their own practices (Gómez & Johnson, 2017). I firmly believe that crucial output of ITF is the kind of interaction that teachers formed there are able to develop.

The difficulties of an agenda like this are the need of developing a criticality institutional culture, otherwise, no deep change can be reached. But besides, that to advance onto this culture is against highly valued elements, such as guarantees and certainty. As McArthur expresses,

> *The added problem is that those who aspire to critical pedagogy and greater social justice today do so in an environment in which guarantees, certainty and transparency are highly valued. More than this, these values have become institutionalized in the nature and processes of higher education through a range of measures from quality agendas, audit, pre-determined learning outcomes and particular conceptions of academic literacy* (McArthur, 2014, p. 79)

So, I am aware that this is a very complex process, as it involves joining a plurality of wills in a common project, which in turn requires processes of reflection to be commonly shared and understood, this is, a democratic institutional culture.

In any case, even if the organization is super constrained in its way of doing things, there is always the space of the pedagogical relationship as a dialogic space in which to create meanings that transform, freeing the learner from the role of object in which he has been placed in their schooling process. All we

teachers that form teachers who are moved by this critical spirit know that the classroom is the space from which we can transform the way to do pedagogy and offer a meaningful space to others to be recognized.

8.7 By way of closure

This has been a long journey exploring the experiences and perceptions that twelve novice teachers generously shared. From their words, it can be observed perspectives and reasons to be in teaching profession, explanations about their learning process to become teachers, loaded with dreams, expectations and hopes, and experiences when starting teaching that have led learnings, sometimes hard and bitter.

Their experiences undoubtedly help us to see closer something that has been scarcely explored, *pedagogical agency*, the teacher´s action capacity in relation to the school institution and educational system, mediated by unconsciousness and reflexive capacities embodied in the habitus (Akram, 2010), to develop an empowering pedagogical practice of its students - develop agency in others-.

I also have said that to develop agency in others demands to have the capacity of sustain pedagogical relationships, because it is the micropolitical space where the way to equalize power happens, shaping political identities epistemically, ethically, and politically. As education is a relational activity, to educate requires to be aware of knowing how to equalize power in the relationship so not neither to oppress nor to dominate, offering then a dialogic pedagogical relation (Fernández-Cárdenas, 2014; Freire, 2017; Wells, 1999), which is full of implicit messages -a hidden curriculum (Giroux & Penna, 1983) of what is validated in the classroom, that the student body absorb, producing identity transformations (Monetti, 2015), impacting the way students understand and act in the world, gradually shaping a type of citizen and society (Cerda et al., 2004).

From this conceptual umbrella, this research developed a methodological design to give answer to the questions raised. This methodological design was proposed from a critical paradigm since Critical Theory provides conceptual/theoretical

tools and a clear methodological anchor (Pinna, 2014). This research has developed a bricolage process, which has led me to the creation, in the manner of a craftsman guided by the relevance, coherence and congruence of the choices, of a process and tools, both for field work and for analysis. In the latter, tables were designed that summarized the conceptual contributions of the critically oriented literature that made it possible to define what to look at and how to do it, in order to facilitate the processing of an abundant amount of information collected. This bricolage process was necessary not only because from a critical perspective creation in context is its hallmark, but also because empirical research on the capacity for critical/dialogic pedagogical agency has not been done before - at least throughout this research process it was not possible find literature at all.

This research expects to have accomplished to contribute to develop empirical critical pedagogy research by studying novice teachers´ early experiences, making visible the formation provided by ITF in terms of pedagogical agency. The results presented here have given answer to the specific and general questions, with recommendations to ITF programs that, being interested in doing a social contribution, can develop a formation more consistent with their purposes, especially considering the amplifying repercussions in society.

Being aware that this is a very complex process, these efforts are worth in the face of the advance of meaninglessness, dehumanization, and injustice.

At last, I would like to say that this is my humble contribution to my beloved country. A hard-working country, full of dreams but also frustrations. I really hope that through a more humanized formation of teachers, we can have a more empowered and fair society in the near future.

Glossary and/or List of abbreviations (Not compulsory)

ITF   Initial Teacher Formation. In general, literature refers to Initial Teacher *Training*, but from an approach that rejects the instrumental perspective of formation, it is more correct to speak about *formation*.

SQ   Specific questions. It can appear accompanied with a number to identify what SQ refers to.

SA   Specific answers. It can appear accompanied with a number to identify what SA refers to.

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Annexes

List of novice teachers and their episodes

Osvaldo (Male, Uni1, Mathematics) Incident 1

At the end of the second semester of the year 2021, a dialogue was generated in the teachers' room between teachers about the academic status of each student of the educational establishment, naming in the first instance my group, then the teacher in charge of asked us to proceed to comment on special cases. On that occasion, I was replacing a Mathematics teacher who was headquartered with one of the 1st year of secondary education (smallest level in the school) so when talking about this group the eyes of my colleagues went to the place where I was sitting (what that caused me a lot of insecurity and anguish). Within the comments that were generated, it was concluded that the group since my arrival has improved their commitment to academic homework and that the participation of teenagers had increased considerably.

The thing about security and anguish is something very personal. I am very demanding, and it was the first time that I worked completely alone. I arrived at a chaotic stage, I had to catch up with many things... like I was going to face a situation that I knew could happen and I had not planned... I felt responsible. In the context of head teacher. Short time, but since I am a self-demanding person, I am believing that when you are a head teacher, you are a guide.

After a few minutes, a teacher with a lot of work experience approaches my position and congratulates me on the work done with the boys and girls, mentioning that she was very happy with the progress of the course and that she saw in me many characteristics that made me in a very good head teacher.

Hearing these words, I felt very happy and satisfied because all the work that was done with my students in a couple of months gave the expected results and that, in addition, my colleagues could also observe it.

Since I accepted to make the replacement, I decided to continue the training of the head teacher from love and discipline, providing a pillar of support and containment to each member of the course, but at the same time promoting personal improvement independent of the context with the objective to train responsible and resilient people.

Osvaldo (Male, Uni1, Mathematics) Incident 2

At the end of the school year, the results of the comprehensive learning diagnostic test arrived. The management team (UTP, Director, Evaluator and Head of Department) highlighted in a closing plenary session with all the high school employees, the low score obtained in the subject of Mathematics and that the responsibility for these results fell solely on the teachers of the discipline. At that moment I felt very angry and frustrated because, during the semester, an excellent work was carried out in the subject and the management team, despite not having made any effort to achieve results, appropriated them; but when obtaining bad results, the responsibility lies entirely with the professional.

At the end of the meeting, I asked to speak with UTP and the Evaluator of the high school to express my discomfort and a possible plan to obtain better results. The management team is very good. Open to comment on the work in pursuit of improving the learning processes of boys and girls, however, that does not mean that the arguments are not necessary to be able to make them change their minds. You must argue well to convince that the needs should be addressed in certain ways.

Being able to meet with UTP and the Evaluator, I told them that in order to improve the results in Mathematics it was necessary to hold more frequent collaboration meetings with the PIE team, explaining the stages of cognitive development and the skills that are worked on in each one of them. (Also explaining the type of error that each student made when solving the Mathematics test). After that conversation, it is that, for this year, the Mathematics team doubled the hours of collaboration with PIE to think and execute activities that stimulate certain skills in the different levels of secondary education, which made me feel satisfied. very big because I was able to transmit my belief about the relevance of the cognitive process in people during the teaching of content.

Osvaldo (Male, Uni1, Mathematics) Incident 3

One day, when I was going to the staff room, a group of girls came up to talk with me about the personal interests that each one had. During the conversation, one of the girls handed me a letter and asks me to read it in private, to which I agreed.

Within the letter, the girl explained to me that she did not feel safe with her gender identity or with her gender expression (among other issues related to the

concepts mentioned), so she wanted to know if there was a possibility that we could meet to talk about her problem.

The next day, at the end of the day, I approach the girl and tell her that if she wanted, we could stay talking about what she explained to me in the letter. The girl agreed to stay after school and tells me everything that has happened that has troubled her (Attraction towards a "masculine" girl and the tendency to want to have baggier and "manly" clothes). During the conversation, I felt calm and happy, one of my students felt such a level of confidence in me that she wanted to clarify her doubts and conflicts through the possible advice that I could give her.

When he finished telling me about his situation, I explained to him certain concepts that he had to handle to better understand reality and understand that they are mutually exclusive concepts. Being a woman with a masculine gender expression does not mean that she is a homosexual woman; also, sexual orientation does not define a person's gender expression (and so with various issues related to sex education). At the end of the conversation, I gave the girl reflection "tasks" so that she could identify a beginning in this search for identity and self-knowledge (which left me calm, since the girl is being guided in this process and is not experimenting without know what you can deal with).

A week later, the girl approached me and told me that thanks to the advice I gave her, she had felt more self-confident and, therefore, her personal relationships (between peers and within the family) had improved, which made me feel a lot of happiness.

It was Thursday, March 12, 2020, my first day in charge of leading the meeting of parents of my group as a head teacher, 3o "medio", in my first job (formally speaking) as a teacher. The meeting began at 7:00 p.m., however, long before that day, I felt the anxiety and nervousness of meeting a group of 40 parents. Knowing how to empower myself in my role as a teacher and address the issues raised for that day, typical of the first meeting of the year.

At about 6:00 p.m., 1 hour before the meeting began, all the head teachers of the third cycle got together to share a quick lunch in the school casino, I could see how teachers with more experience and years that I also had nerves in front of the first meeting of the year, that made me feel a little more confident from the perspective that being a new teacher, I was not the only one experiencing this feeling. I must mention that, in my formation as a teacher, I was never taught or guided on how to direct, design, or approach a meeting of parents.

As the time for the meeting approached, the director of the school introduced each of the head teachers to the parents. When they mentioned my name, I felt observed but confident in my abilities to develop a good first meeting, at that moment I remembered (among others) the good words I received from my guide teachers when I did my professional practice.

Once, during the meeting (carried out correctly in my opinion), a parent appeared who constantly asked me questions that went beyond the ordinary for this type of context, they were rather technical questions of the profession, constantly, question after question, almost like trying to find some weakness or failure on my

part in the face of his questions. This situation, in the first instance, caught my attention since I felt it as a bombardment towards me.

After the meeting, through another teacher, I found out that that person was the partner of a teacher who had been separated from the school during the year prior to my arrival, apparently not in the best terms, which made me think that he had passed on me, part of said annoyance to the school, from the situation of their partner, in the type of questions asked.

Another moment that caused me a bit of discouragement at the beginning, but strength later, was a comment that a parent made to me at the end of the meeting, which her daughter had told her: "The teacher is not going to last long if he continues like this. This was in reference to my interest in conversing with students in disciplinary situations, such as the use of headphones or cell phones in class. The school in general stands out for being quite blunt and disciplinary in this type of aspect, which is why the students apparently assume that a radical attitude implied a teacher with authority. From my perspective, it is by talking and reflecting with the student that real significant changes are generated in the process. However, the comment made me reflect on my actions as a novice teacher during those first two weeks of classes with my course, and perhaps fall into a more inquisitive attitude in that regard.

Cristian (Male, Uni1, Mathematics) Incident 2

A stress that I had to face as a recently graduated teacher was adapting to a work system totally different from that of an intern during my professional practice. On this occasion, I had to know how to learn the location of important places

(inspectorate, infirmary, sub-directorate, among others, names of my classmates and people in charge of each area, certain routines that the school demanded: Fingerprint marking for attendance, requesting a key to the classroom from the assistant aunt, a language typical of the school (used in each email) as: PJ (head teacher), EA (area manager), SD (sub-director), PIE (school integration program), ECE (school coexistence manager), among others; quickly learn to use an internal system called SYSCOL, digital class book, which I had not known before, in which I had to record daily attendance, grades, interviews, etc.

All of the above actions, at least during the first two weeks of classes, made me feel stressed, to such a level that during the nights I couldn't fall asleep because I dreamed of all the tasks and activities that I had to do the next day without trying to be wrong. Fortunately, I had the support of my colleagues who accompanied me in this process of difficult adaptation to a school where everything that was requested for the day had to be "by yesterday", from that perspective, I am grateful to the work team who helped me with tips and tools to get ahead in this initial stage. Episode 3

I was in the first Mathematics class, March 2020, in face-to-face mode, with one of my class groups, 3ºMedio. As a first class, I was excited to meet the students I could work with. One of the first activities was to carry out an introduction round: Name, course expectations and what area you would like to study once you graduate from college. The presentations were carried out correctly until the opportunity came for a student who, when I asked these questions, did not answer me. I noticed that he did not look back at me, he got a little nervous and dropped his pencil from his desk. Faced with this action, the rest of the class

laughed mockingly at him and then I learned that he was one of the students belonging to the school's PIE program and that he had autism spectrum disorder. Faced with this situation of mockery and laughter for a large part of the course, the first feeling I felt was annoyance, anger, I called everyone's attention that this type of situation cannot occur, that there must be a minimum of respect both by his partner and by any other person whether from the school.

This situation, perhaps very small, marked me insofar as it made me reflect on what tools I had to be able to accompany my student from the integration program in his learning process, but also, how to deal with the notorious situation of teasing and inconvenience that starts with of the course applied to this student. From the above, I relied on the differential educator to be able to find the best work plan, however, once again, in my training as a professor at the university, I lacked tools to work on diversity, which gave me a feeling of shock, of "tight chest", for wanting to defend that student and that despite his "differences" compared to what is canonically understood as "normal", he deserves everyone's respect.

Amanda (Female, Uni1, Mathematics) Incident 1

The first situation that comes to mind was during the second week of March in the 1oMedio class. Like all classes, I received the students and I try to go one by one, post by post, asking how are you doing? Where many respond well, others tell me stories about recess, considering that there are 34 in the room, I don't always manage to talk to everyone.

While I am connecting the projector and installing the computer, a student, Nicole, approached me. The children were messy talking, that in the previous class of my subject she had had a panic attack crying and having to leave the room for a moment, where I asked for WhatsApp assistance to the school psychologist with whom she spoke and was with her in that block. Nicole is a girl who comes from another school because she has lived through bullying and is very lonely.

With this background, I ask her how she felt, but she only told me "fine" (she sit in front of the teacher desk, since the head teacher ordered her to do so). After a few minutes, before starting the class, she extended her arm towards me and asked me for permission to go to the bathroom, noticing a wristband from some anime that I didn't know, that's why I told her "How cute is your wristband, what is it? She uncovered her wrist and I saw her injuries, like several strong cat scratches. I asked her what happened in a friendly tone, thinking that she would tell me a story about a cat or pet, but she told me "I cut myself." I immediately asked her, did she do it now? She told me that it had been the day before, with a brought glass hidden in her backpack and cut herself in the bathroom. Finally, I asked her if her parents knew about this, and she said that not. After a few seconds of silence, I told her that it was better to talk during recess, while the rest of the class was standing, messy and talking in a very loud tone.

At that moment I didn't know what to do, in a matter of seconds I planned to keep the student in the room and carry out the class normally. The class ended, the bell rang, and I approached Nicole to speak, who had already left the room and was sitting on the floor in the corridor. I knew that she was taking psychiatric medication, so I asked her if she had taken it, to which she answered affirmatively.

During that moment I gave her support as a teacher, saying to her that she was not alone, and if she needed help, everyone at school would support her. She did not speak, only answering in a short and abrupt monotonous way when she was asked about something. When she was asked about why she had cut herself, she said it was because the boy she likes ignored her, but without emotion, I felt that she was like a totally medicated robot.

After those brief minutes talking, I run (literally) to the teachers' room that is in the next pavilion on the second floor. I looked for her head teacher Daniela and told her that it was an emergency. I told her that I had seen Nicole with injured wrists and that she confessed to me that she had cut herself. She stops abruptly and told me "You have to activate protocol", getting up and leaving. Not knowing what to do, I went after her, while I told her everything. She called Alejandra, who is our head in UTP training, who in turn called the psychologist, and in a matter of minutes we were on the first floor, at the foot of the stairs leading to the first half: the head teacher, Alejandra, the psychologist, and me.

They said that the protocol will be activated, without knowing what to do, I just commented on everything that happened. The head teacher gent looking for Nicole to talk and went to the place where we were. I told her "Nicole, I promised you that you won't be alone, and we will all help you", Nicole just looked at us. Daniela went with her while I stayed with the psychologist Loreto and Alejandra.

While I retold what happened to her and they will take over the protocol, not knowing what the protocol meant. Alejandra tells me "I'll go look for the nurse to check her out", as she leaves, they ring the bell to go back to class.

I return to the room, after a few minutes Nicole arrived, and the nurse with Alejandra were waiting at the door. I approached Nicole to tell her: "Since we care about you, maybe that wound could get infected or a bug could get in. Will the nurse check her out?" She agreed, left the room with the nurse, returned to the room after 15 minutes while I was doing the math class in her class, since she had just 3 blocks of classes together that day separated by a 10-minute break.

Amanda (Female, Uni1, Mathematics) Incident 2

I do not own a vehicle, so I travel by public transport. The school where I work is in a town at the foot of the Andes called Lo Cañas, a state far from the subway, and where buses are scarce. This is why my co-workers often offer to take us to the subway.

The head of the math department, who is my direct boss, usually gives me a ride in his car. Always in a close, respectful environment and we have established a very cordial relationship. In the last month, there has been a situation which is very uncomfortable, he started talking about the other math teacher (we are only 3 teachers in secondary education).

One day in the afternoon, after work at school, he offered to come over to me at some point. The way to the subway is approximately 15 minutes. He began to tell me that he was very happy that I entered the mathematics department, that the interest and desire to teach is noticeable, because the other professor is not like that. He told me that "it's obvious that you like to teach because Camilo is like he only came to do his job, it's not something that motivates him." I just listened to him in silence, if I know very well what to say, he continues "That's why I'm very

happy that you're in the department, I needed another motivated colleague in the department. Now you are working a few hours, I hope that by next year you will be able to have a higher hourly rate and in two more years you could have full hours because the school is expanding".

After a silence I commented that we are all different and have different styles. We were already getting to the subway, and I thanked him for his words and the ride, getting out of the car.

This situation has continued to repeat itself, being very uncomfortable for me. On the one hand, I don't want to be in a conflict or open to misunderstandings. It is my first formal job as a teacher, I liked it a lot and I don't want to get in trouble for this. I have tried to behave and react in the most correct and neutral way possible. He didn't talk to me about it again. Maybe he realized that it bothers me…I don't want any more problems in my life…the comparison bothers me.

Liliana (Female, Uni1, Spanish as mother tongue) Incident 1

This episode develops in a 4ºMedio7 group class of 40 around students, seated in pairs and distributed in 5 rows. In the first place in the second row sits alone, the young man with the cell phones. His place is next to the teacher's desk. He didn't wear the official uniform, what's more, he only wore grey school trousers, the rest is a black shirt and sneakers. He had headphones and his backpack on the table. He sits with the chair far back, to have space to lie on the table. Uses a lot of space in general. His attitude was defiant. He is tall, (1,70 mts. approx).

I am 1,60, shy and insecure; I know about my subject but in terms of character and experience I still have a lot to learn in terms of independence to be developed.

On the teacher's desk, computer, cables to the data, and class projected on the blackboard. Teacher's notebook and markers. Class book.

After the threshold and the greeting, I began the class, introducing as a new content Literary Vanguards. In this context, I asked the student to sit upright and write in his notebook. As a result, a tense exchange of glances, in which he ignored me and continued his cell phone. I asked his cell phone, and the student gave it to me. Immediately, took another phone from his pocket and continued doing the same as before, while putting on the headphones. It produced a few laughs from his classmates.

I was completely confused, I looked at the rest of the class, who were just as puzzled. It was an extremely uncomfortable moment, in which I did not know how to react. I decided, for that moment, to ignore the boy, but I felt bad. Puzzled, I asked him what he intended with that attitude. Without waiting for an answer, I continued the class. From time to time, we exchanged glances. The rest of the class was attentive to each moment of the session.

Something else must have happened, perhaps he told me something that I don't remember, but when I finished that class, and arrived at the school community room, to tell what happened, I was angry, and very sad, in fact, I cried. So, my colleagues told me that this young man was always like that, he sought to attract

attention, he sought to impose himself, always with a negative attitude towards, especially, teachers.

Then, with this background, a girl, also from the same class, wanted to take the same attitude of her classmate. The next class, she sat behind the chair, she did not want to participate or answer the questions I asked, she did not pay attention to the "question sticks", or any other participation strategy / oral discussion and she always questioned me why she had to participate if her classmate (the one with the cell phones) slept in that position. I reported her attitude to the person in charge of school life8, who told me that she was also "problematic", and in other subjects she was also conflictive.

What I did was change her position, so that she wouldn't hurt whoever sat with her; I sat her alone and the one with the cell phones too. The following classes, I brought videos, music, prizes, we reviewed work, and I motivated the other students to participate, I felt accompanied by the course and I felt that the classes worked. But every time she or he wanted to participate, I didn't give them room to do it.

Amanda (Female, Uni1, Mathematics) Incident 2

In 2021, the language department, both in the 2nd cycle (from 5th to 8th básico), and in the 3rd cycle (1oMedio to 4oMedio), experienced 2 consecutive resignations and a prenatal leave. For that reason, teachers constantly had to be replaced and hired urgently. Understanding this context, the deputy director of the 2nd cycle, who led my performance and weekly observed me and gave me feedback about my lessons, asked me for a meeting.

The deputy director is one of my direct bosses. She is tall, very formal and has an impeccable personal presentation. She is direct, behind her back, classified as conflictive by other colleagues. If she doesn't like an answer, or gets something contrary to what she thinks, change her attitude with you. That fame is the one that precedes it. We met every week to talk about the class and to talk about different learning strategies to apply in the classroom. For this reason, I expected to have a certain closeness and trust.

That day we met in the hallway. She asked if I would have a moment to talk about other academic things with her: - Do you know the situation of the department? Did you know that the teacher who left, left a lot of work pending? She already planned some classes, but there's more work to do. I would like you to do it- Clearly, I felt like those last words were an invitation with no possibility of refusal. I felt very overwhelmed because, in other contexts and perhaps in the past, I would not have been able to say no.

- Anne - I told her. – Thank you very much for this invitation and for thinking of me. I really appreciate that you think about me - I saw her expectant face. I continued – But this year I'm going to the psychologist, I'm doing a diploma in *Theater Pedagogy* and, in addition, I'm taking free exams, and I don't think I can take care of anything else.

- Think about it, really, we need someone to finish these plans. Even this work would be paid.

- I'll think about it, but most likely not.

Ana (Female, Uni1, foreign language) Incident 1

The pressure of being a foreign language teacher in a school whose name is this foreign language, is pressure added. It is identified as a school of excellence, which receives funding from the European country that speaks this language. And that is seen in the results of the international tests that they give. The students´ families pay a lot of money, so you as a teacher work for them.

I feel like I faced my first challenge or complication in the first semester at the end of the year. I had to carry out the end-of-year councils, an instance in which all the head teachers have to present information about the course in front of the subject teachers and the Assistant Director of the Cycle.

For that instance, there are of course also deadlines, one of those deadlines was to upload the notes until a certain date, since after that date I would be working on the electronic book and notes could not be modified. Perfect so far, I complied with entering the grades to date... but, despite the fact that I try to read all the emails that arrive to know what I have to do, I failed to download a report, where the grades of the students were, course averages, etc, all the academic information that I had to present in my council. When I went to check the page of the electronic book, which was on a Sunday, I was surprised that I could no longer check anything, because no information appeared (which was what they had reported). My mistake was believing that I could still obtain information, not record marks or change anything, but that I would have access to the information. Mistake! The program had blocked all access, so at that date I was without my report and with a tip to present in two days.

The first thing I did when I realized it was to write directly to the Deputy Director of Cycle and commenting on what happened and how I could obtain the grade report for my council, since I had run out of that information. Her response was immediate, within the day, despite the fact that it was Sunday, and she told me to talk to the Academic Secretariat and ask her for the requested information, since she had access. After that, I was a little calmer, I knew that I could obtain the information, but I still had the problem of having to go talk to the Academic Secretariat and ask for their help.

On Monday, I was already at work preparing myself psychologically to have to go talk to the academic secretary and tell them about my problem, when I hear that other colleagues had had the same problem as me. That relieved me enormously since I didn't feel so irresponsible. Talking with my colleagues and seeing how to get the report, a colleague consults with another colleague, who tells her how to get the report. He saved us all! I was so relieved when I got my report, so I quickly started working on the presentation for my course council. Thank God at the end of the semester everything went well, and I was able to report what was necessary and then bye, vacation and forget about work and enjoy.

Returning from winter holidays, I felt in the first weeks that I organized myself quite well, I stayed longer, I took less work home and I felt that I contributed more to my work.

This that happened is relevant because I felt very bad when this happened, overwhelmed. Others that happened did not mark me so much. This was not up to me.

With the return to school in person (after pandemic period), one of the students from my headquarters began to have conflicts with other girls, she felt isolated in the course, that some girls bothered her, etc. At the beginning of the second semester, it began with a first problem and then at the end of October the issue exploded with an email from the attorney against some colleagues.

The issue lasts until now and it has been so complex to solve, because the family that issued the email against the students does not accept that they interviewed their daughter to obtain the version of the facts, which made the whole process difficult and made them leave affected students who had never had a school coexistence problem.

The family that started it all is a family known throughout the school as a troubled family. They always seek to try to sue the school and find guilty parties and start conflicts. This conflict has not been the first, but there have been others from previous years. With that family I have had the conflict with the parents that are more difficult to deal with, since they do not help to find a solution, but harm the rest and unfortunately this has an impact on their daughter's relationship with the class.

For this conflict, we worked with school coexistence psychologists, cycle deputy director and within the process there were interviews with students, listening to their versions, who expressed their discontent with the situation with tears, interviews with parents, who felt affected by everything that it was said of his daughters, considering that the versions were distorted. Despite all the conflict,

the students felt the confidence to tell me everything that was happening and they felt that I was helping them, just like their parents. They felt more dislike for the school and the way of acting towards the troubled family and that they felt that the school did nothing about it, but within what I could do, they were satisfied.

The conflict was quite exhausting, it took too much time, considering that each interview with students, parents must be written in a record as testimony of what happened.

Despite the negative situations that I have been faced with, I feel that I have faced them well. I wouldn't say very well, I feel that sometimes I could have done it differently or in a faster way, but in the same way I am satisfied with my work and that is what the school has also expressed to me.

Tobias (Male, Uni2, Philosophy) Incident 1

The episode happens in a professional technical modality education school, speciality of cutting and making clothes. The teacher was its Philosophy teacher and Head teacher.

It was a Tuesday morning where I was preparing to do an online class with a 3ºMedio class. It had been four continuous months with the same virtual methodology. The good thing, within all the complexity of the COVID scenario, is that at least we already knew each other in person, well, the first weeks we introduced ourselves and we managed to carry out 3 weeks in the classroom.

That Tuesday we were going to see a film in which part of the content seen in class was projected, to be exact it was the film "Abre los ojos", by Alejandro

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Amenábar. Everything was arranged and previously planned, it should be noted that the film had a +13 classification, therefore, it qualified for the audience that the students were going to make. When the time came, the class began and attendance was passed as was routine, later the instructions were given to the students and the film began to be projected.

Everything was going well, until a specific moment in which the counsellor and the education assistant entered the class (without camera or audio), and immediately after, I received a call from the counsellor complaining that I was showing inappropriate content to the students, well, the education assistant had told her that the film constantly showed explicit and violent scenes.

With this situation I felt out of place, because the film was suitable for people of their age to see and, in addition, they only saw 2 scenes that showed a naked torso of a woman for approximately 10 seconds.

After the class, I gave the instructions to the students (it is worth mentioning that no one commented on the nudity, it was not a topic in that class or others), later, my direct boss called me, who was in charge of UTP, and asked me for the details. At all times he told me that I had not made a mistake and that if the film was catalogued for the age of the students, there would be no problems.

On the one hand, that day I felt very angry, because not only did they reprimand me directly over the phone as if I was showing explicit and/or sensitive content, they also "accused" me as if I were not capable of addressing such a situation. On the other hand, I never received proper apologies for interrupting my class and sowing concern where there was no need.

They had always evaluated me well, I couldn't find the reason why they had treated me like this, perhaps because I was new, they took that trust...

Now I wonder if it had been a more experienced teacher would they have acted like this? Well, I watched this film in practice with a teacher who had been in service for many years. Also, would they have stopped my class in person? Well, since it was online, the students did not realize it, but in person that would be impossible, therefore, perhaps they would have put the focus of the film only on those scenes and not on the rest, affecting the objective of the class.

Finally, everything ended, not mentioned again, but the tension was evident while the online modality lasted.

Lorena (Female, Uni2, Musical Arts) Incident 1

At the end of recess, I tried to start my kindergarten class. I tried but couldn't because there was a lot of noise, and the environment was complex. As soon as I entered, they were already starting to fight. A small group of children were fighting each other with cries of real war, while a chair and a table flew violently through the air while another child climbed the furniture on the wall and the assistant teacher went out of her way to try to lower him, in a panic, without any success and only getting him to snatch a generous lock of hair, while another little one threw all my things to the ground in a sudden fit of rage. I remember watching that scene in despair, not knowing where to start to stop the chaos. Again. It wasn't the first time the classroom had turned into a jungle.

The inspector had to come to put order, taking the children who caused the most problems, so I was able to continue with about 2 thirds of the course. I was able to take classes, but with a bitter taste for not having been able to take charge of the situation.

Lorena (Female, Uni2, Musical Arts) Incident 2

I remember the evaluation of my class with my direct boss (Academic Coordinator); she observed all the teachers' classes and then gave feedback. The day after the observation, first thing in the morning, I went to her office as we had agreed, extremely nervous, not knowing what she would say to me. Andrea, my boss, was a serious person with little tact, in my humble opinion. I had already seen more than one of my colleagues return with a sour expression after their feedback meeting.

Finally, I entered her office and found her located behind her desk. She invited me to sit down to start: - "Well, Lorena, naturally there are things to improve," she said, giving a sigh. You still have more to strengthen the structure of the class, but overall, I was pleasantly surprised with your work. Sixth grade is a difficult course and you achieved good results.

I looked at her in amazement, saying - Do you really think so? -. Why does she say that exactly? – I thought.

He was silent for a moment, considering it, and finally added: -You managed to manage the group, they did the activities, but well, being honest, I can't tell you much about the music, it just sounded nice –she shrugged-. Do you think that the

way they worked is correct? The truth is that I am not qualified to evaluate that and there is no other person here at school who is, we do not know music.

For a few seconds, I didn't know what to answer. Finally, I said "Yeah, I think that's the right one,". Suddenly, I felt in the role of the evaluator.

She nodded, agreeing, and adding: - "Good. Remember my recommendations on the structure of the class and apply them. You can go now".

Lorena (Female, Uni2, Musical Arts) Incident 3

It was a winter morning and I had to do my turn walking the corridors while the boys and girls played, running and resting in their recess. I hadn't had enough to eat and the coffee he had served me would get cold. Again.

Later, at lunch break, my shift had been like the day before. It had inevitably spread out and I had spent half the time ordering the first graders to lunch during my own lunch break. Again.

Why do we continue with this system? Why am I part of this system? Why do I accept that they don't give me time to rest or eat an apple in peace? Why do I accept that my coffee is always cold? Why do I keep walking, supervising the play of children who barely see their parents? Some children who also barely have time to rest?

Because I must comply. I must get results, the child can't fall, he can't play inappropriate things, he can't have his shoes unbuttoned, he can't say certain words; in turn, I must plan my classes, correct work, prepare material and do

countless tasks in record time. All this in a limited schedule. If you don't reach it, your problem, fix it, work extra. That's what happens. I work two extra days at home planning. I fell into an inhuman machine-forming system where machines must work, of which I promised myself never to be a part, like an educational industry. Here, thinking and feeling do not matter. Here there is no space for significant learning and the formation of the integral human being. The system consumed me to the point of truncating my job, literally making me sick (stress and depression), vanishing my charm for teaching and causing me to resign from school and even abandon the profession

Carol (Female, Uni2, Musical Arts) Incident 1

The first time I attended the high school where I currently work, it was to be interviewed by the head of UTP for Enseñanza Media groups. The school is an educational complex belonging to the public system located in the commune of Lo Prado16, where secondary education is professional technical, so I would only do music classes in the form of artistic elective at 1o and 2o Medio.

Prior to the interview, I had been informed by email that the high school had never had a music teacher, so it was something highly anticipated by the students. I was also told that the contract was for 26 hours, only doing music classes, which is my profession. I thought that for my first formal job it was quite good, so I was motivated by the fact that I started working in the public system with a number of hours that were very good for me.

When I arrived at the high school, I was received by Ximena, the head of the UTP the levels I would work at, a young woman, who, by the way, impressed me that she was so young and that she held that position.

During the interview, she told me that it was not 26 hours, but 35 hours because there were 10 hours that corresponded to the technology subject and that the music teacher had to do. I told her: "but I'm not a technology teacher, I can't teach a subject I don't know, it would be unfair to the students and to me." Ximena's response was: "But it's almost the same, all artistic subjects are the same, plus you can give it the approach you want." At that moment I thought that I should reject the offer, because how did they expect me to take classes in a subject that I don't handle? The head of UTP asked me to accept, since they were in a hurry to hire a teacher who could cover those hours.

In a certain way, I felt that they were looking for a professional with my profile, a recently graduated teacher with practically no experience in the workplace, to accept this. I finally accepted the job, as I was somewhat taken in by the excitement of my first job.

Now, with a little more experience, I think about how little artistic subjects are valued, that public school administrators are practically not interested in whether a person is well qualified to occupy a teaching role or not, that there are other priorities beyond student learning and that for the purposes of these subjects it is easier to find someone to cover those hours than someone suitable for the position.

Carol (Female, Uni2, Musical Arts) Incident 2

My school has around 90% vulnerability among the students who attend, so the reality is quite harsh for the lives of these children and adolescents.

During the week prior to the start the academic year, in which only teachers attended, colleagues warned me that students tend to be very subversive and that on some occasions, it is a bit complex to carry out classes normally. They recommended me to arrive with a very strict and "heavy" posture on the first day of classes, so that the students would not riot in my classes. My experience with them so far had been just virtual due to the pandemic situation.

I remember when the day came when the students entered, and I had to face a full high school class for the first time, and I was the only authority in the classroom. I was very nervous, also because of everything that my colleagues had told me, I felt even more insecure, since my personality is quite calm.

I entered the classroom of a 1oMedio class. Inside I was very nervous, but I did everything so that the students would not notice, I finally managed to assert myself in front of them, and everything turned out quite well. In the following hours, everything also turned out quite well, I was able to normalize the students, they validated me as an authority figure, and they complied with everything I told them. Until then I had only had classes with 1oMedio, so my first day experience was quite positive.

The second day arrived, and it was up to me to have classes with 2oMedio. I was going a little more confident than the day before, since I was going with the predisposition of what had happened that first day.

I entered the room, and all the students were screaming, throwing backpacks, chairs, talking to each other using very bad words and they didn't notice that I entered the room. For me, that moment was shocking because I thought that I should impose myself and get them to return to their places and normalize the classroom, but since the students did not even notice my presence, I almost panicked at the shock of finding that situation in front of me.

Inside I was very scared, but I tried not to let that be projected to the students, as it could turn out worse for me. I stood in front, raised my hand, and yelled saying be quiet, go to your positions! Only one student heard me, she was the president of that course, no other student paid or wanted to pay attention. The student who took my attention stood at the front of the room, next to me, and yelled a bunch of rude words, insults, and expletives to all her classmates, followed by "don't you see that the teacher wants to say hello!" All the students looked at me and said "ah, excuse me teacher", at that moment I froze at the shock that the fact that the students only understood each other in such hostile and offensive terms and that culture was so normalized. After that, I was able to carry out my class with "some" normality.

Carol (Female, Uni2, Musical Arts) Incident 3

In my second year working as a teacher in the same institution, I was given the opportunity to be a Head teacher of a 1oMedio group.

It was a bit chaotic at the beginning of the year, starting a school year in the middle of a pandemic and in virtual mode. Both the students and the parents were confused as to how this process was going to start, most parents had enrolled their children online and there was no record of their data or contacts, so the school had the numbers teachers' personal telephone numbers so that they could contact each head teacher for guidance.

Little by little, as the school year progressed, new students were integrated with whom it was possible to make contact, or with whom they were personally approaching the school. The high school was with 100% online classes, which it was a challenge for a school with such a high level of vulnerability: not all students had access to virtual classes. In this context, in the month of May a new student entered the group, the student did not have major connection problems, nor did she have difficulties with the devices to connect to the classes. This girl's guardian, who is her mother, caught my attention: a very young woman, practically the same age as me and who, apart from the student in my group, had another younger child.

The mother contacted me only once and it was not exactly to talk about her daughter. The girl never entered any class, so she was in a situation of risk of repetition in the month of September22. I tried to talk to her mother by all means and she always evaded me, I left her messages to tell her about her daughter's situation and the answer was "Oh, yes I know it's complicated, but what do you want me to do". From the area of school coexistence, UTP and I tried to contact the parent to try to encourage her daughter to connect to classes, or in a last case, to go to the high school to look for material.

At the end of September, I managed to speak with the attorney by phone to summon her and the girl for an interview to talk about the situation in which she found herself, the attorney did not attend, and did not show any interest in the condition in which where your daughter is. Her words were again "It's her problem, I can't do anything", referring to the fact that her daughter in first grade had to solve everything alone, without support and without the guidance of her attorney, who is her mother.

This situation impacted me, it causes me enormous sorrow and disappointment, because in my mind and life experience there is no room for a mother not to take care of her daughter and not accompany her in her school process, not represent her or worry, even knowing that he is at risk of repetition for not attending and not reporting activities, and even more so when he is being given the opportunity to reverse the situation.

Ruben (male, Uni2, Mathematics) Incident 1)

These episodes take place in a traditional, very prestigious, and catholic private school in Santiago.

The school year had ended, it was December 2021, the children no longer circulated through the corridors and patios of the school, but on that day the names of several of them sounded in the teachers' room due to a not very pleasant situation. Teachers and pedagogical coordination met to discuss the cases of students who were in a situation of repeating, reprimanding or directly cancelling enrolment. Unlike the weekly teachers' councils, the mood was different or perhaps I was the different one, after all it was my first participation in

this type of meeting and I knew that I should intervene, especially in a case involving my course leadership (I was the head teacher of 7oBásico.

Although the meeting had not yet started, my curiosity and anxiety caused me to consult with close colleagues beforehand about the dynamics of the space, in order to get an idea. His comments were simple and not very specific: "complicated cases are seen by level and then voted" or "they will ask you if you have any comments or contributions in case you take classes", nothing that I had not imagined. for that moment, but it does confirm one of my assumptions, it is resolved by voting (an ideological political expression per se loaded with responsibility, what an interesting opportunity and experience was coming to me).

The council began, all the teachers seated around the central table, and the presentations of the first cases of enrolment cancellation began. Not being a teacher of those students was difficult, so I lived the experience to build the image of a child through the description of those adult teachers who did share the classroom every day. Then, those focuses of attention that guide the comments and appreciations of each of these professors began to be revealed, some focused on academic issues, others on behaviour, others on particular situations, in the family environment, etc.; to be frank, the spectrum was wide in terms of discussion, covering various dimensions of the student, but finally insufficient to be able to say that I know the student, I was aware of that. A vote was taken on the cancellation of enrolment of these two students, circulating a sheet requesting the name of the teacher and the yes or no option; my vote: no, I felt that they could do more in-depth work next year, and that maybe they could change their behaviour, after all, they are 7th grade girls, there is a gigantic training potential

that would be thrown overboard if they simply cancelled their registration. The result was foreign to me, both were cancelled after the vote count… we went on to discuss the cases of another group.

The moment came when the student who belonged to my class was discussed, his name was Juan, who showed signs of abandonment by the family in emotional terms, on the other hand, his academic performance had only improved in the last part of the year before the imminent news of the possibility of repeating. Thanks to this latest instalment, he had managed to get rid of a couple of deficient ones in the general average, but the situation due to internal regulations indicated that this student should repeat, but the discussion was held in the council anyway. After a couple of opinions from colleagues, where it was reaffirmed that in family terms there were problems that several detected since the years when his older brother was a student at the school, questions began from the pedagogical coordination.

From pedagogical coordination they consulted again about the issue of interviews and accompaniments, to which I commented that during the year we had had 3 interviews (with the parents), the first being to get to know each other and the rest for the situation of repetition, by the family there were no requests to meet with me. After this, the guidance and inclusion area intervened, mentioning that this student was not part of the support programs of either of them, therefore, there was no psychological support or in his studies from the school.

It was then that the pedagogical coordinator, named Reinaldo, mentioned that there was a problem based on certain considerations that stemmed from decree

67, where in terms of evaluation and qualification this student had not had the necessary accompaniments and that therefore , there was the possibility that the council would then vote on whether the student was promoted or not, despite his pair of annual deficiencies, which were music and technology (subjects that apparently are not at the same level of consideration with others such as language, mathematics and history).

I went with the idea that my student was going to repeat, but the opportunity had presented itself to turn the table around, to give him the opportunity to prove to himself and to the rest that he was capable of overcome the academic and attitudinal challenges that the school posed. Reynaldo resumed the accompaniment speech, allowing himself to be interpreted that from my carelessness this student could be in the situation he is currently in, but at that moment, the language teacher comes out saying that if this was a case that had been seen since previous years actions should have been taken in advance and that the failure occurs in this case in the communication between the guidance departments from the basic section to the middle section, and that on the other hand the student could not be forced to have psychological monitoring if it is that the family still had not formally requested and accepted it, which therefore should be considered for next year (whether or not it is promoted) so that it is accompanied by both departments. At that time Reynaldo directly asked me what I thought about the student, whether he should be passed or not. This was the specific instance where Juan's situation could turn around. I replied that if we gave him a chance, next year his deficiencies would improve with the respective accompaniment, not only to the student but also to the family, then this student

would improve his behaviour and performance at school, which therefore was in favour of him. The section director then opens the discussion to the rest of the teachers who taught Juan, in order to see what they thought and then formalize our opinions through voting. Several of my young colleagues also spoke in favour of moving the student from the level as long as he had the opportunity to have the necessary accompaniment, which ended with a unanimous approval in the vote on whether or not this student should be promoted. He had been given a new chance.

I remember this situation as a tense case, which turned out in my favour, due to the interventions of pedagogical coordination and the support of colleagues where they raised the responsibilities of the school and the family as such.

Both related experiences marked the day and allowed me to reflect in various directions. The rest of the day and various others, my mind was shipwrecked with questions about the effective responsibilities I had regarding my student's repetition situation: "Did I not pay enough attention to him during the year? Was I not firm enough with the attorneys, as long as they will act on the matter? What should I change about myself, so that this situation will be avoided in the future?"

Ruben (male, Uni2, Mathematics) Incident 2)

The school year was ending and therefore the students faced the last round of evaluations. Unfortunately, in 1ºMedio24 mathematics we had not been able to see all the contents and even the last topic that had been covered did not have the necessary time (or the time that I would have liked) to be able to go deeper in terms of application and understanding of the subject. content. In any case,

with my level colleague we each made a test, and since she had to take it before me, she allowed me to take elements of her evaluation to include them in mine. Her evaluation was traditional with respect to content, since it was the algebra unit, the test had a lot of algebraic work and resolution of exercises.

Although I had sent them an exercise guide and we had solved a couple of cases in class, I knew that the vast majority of my students would not have practiced enough to face such a pure test in terms of algebraic work. There we could see one of the first methodological differences that we had with my level colleague, and that is that this content has the power to be presented through a geometric interpretation, therefore, although we had worked on the same content, we had done it from sidewalks opposed, but after all complementary. My test ended up being a hybrid between both perspectives.

The day of the application arrived, and I could see in the faces of several of my students how despair, complication and sadness evolved. Nicole walks over to hand over the test and says, "Can I go to the bathroom?" and I agreed. When she left the room, she had already finished flipping through her test… the vast majority of it was blank, which confirmed my interpretations: she was going to go to the bathroom to cry.

We have an excellent relationship with Nicole's class: it was one where I had a special pleasure in teaching. I also had a good relationship with her: she was part of the group of students who used to come up to ask how I was doing, we talked in the hallways or at breaks, since they always had something to ask or say. Unfortunately, this was not a year in which Nicole was having a good time

mentally and psychologically, her case of depression and obsessive anxiety had been presented in teacher councils, so it was not surprising that at some point in the week she had small crises in school (or at home, if we were in virtual mode, due to a pandemic).

It was then that I felt that there was a problem here, that the results would probably be disastrous and that only some would end up solving what was requested. My resounding thought was: "I should have made it totally geometric or kept algebraic as little as possible".

The evaluation time had not ended, when an email from a student´s mother arrived at my email. The particularity of this mother of being a mathematics teacher as well. Her email did not come in good terms, it was rather a claim for the evaluation that the students were taking, which in her opinion was something that was not consistent with what was worked on in class and that for the same reason surprised and annoyed him that been approved by the department head, therefore, she demanded an interview with the department head and section director. She asked questions such as: "What pedagogical objective are we seeking by taking an evaluation that is unattainable for most students? How do we ensure that students really learn fundamental content?", and that finally we were only looking for the demotivation of students to learn.

Her message came with an attached file... it was the same evaluation but revised, with comments and criticisms (in red) on every aspect of the writing and the exercises or problems of the test, even pointing out an error in the final problem

where supposedly it was not could solve correctly. The email came with a copy to my department head named Lucas.

The students continued handing in their tests, and I had the idea that they all lowered their grades from what the trend: those who usually do very well, would do well, but those who did medium to bad, it would go from bad to bad. At the end of the time, I went to speak with the class president, who is also a student with an excellent relationship. I asked him about how he had found the test, to which he replied that it was difficult but not impossible, that he had studied and still had not thought of how to do one of the exercises; I suggested not to worry, and to tell his classmates that if they feel that things have gone very badly for them, we will do something to remedy the situation.

I knew I had to talk to Lucas, after all, he would have already found out about the whole situation about the mother´s mail, so I sent him an internal message saying: "Can we talk Lucas? If you are free, I can go to your section to see a little something". He told me that he was in a meeting, but we could meet in the apartment room at 12"

By the time I met Lucas, I had already had time for a self-criticism of the events, seeing in what aspects and with what own actions I believe that this situation could have been different or not have happened. Our conversation began with me saying: "Have you seen the email, I imagine?", to which he replies: "Now I understand why you wanted to meet"

He asked me to tell him what had happened, and my answer had a clear orientation, I worked on that content with my course in a geometric way, a

perspective that compared to exercises of a merely algebraic nature, was not very helpful if there had not been the enough exercise, as I felt it had happened.

Together we reviewed the evaluation, and both he and I identified those aspects that could indeed have been improved. But in his opinion, the criticisms and comments of the mother that had sent the mail were not correct in several aspects, such as the distribution and explanation of scores per question, or supposedly inconsistent levels of difficulty. There was only one aspect in which we all agreed that she was right, unfortunately due to a rush at the end of the year, this content was worked on in an accelerated manner and with little flair.

Lucas told me that the main problem that he saw in the first instance was that she had broken the school's communication protocols, that all situations should be discussed with the teacher first, that if there was no solution or the problem grew, then other actors were involved: the section director and then the department head. In his opinion, the way in which she had raised the issue and to whom she had directed her annoyance (which was mainly him, leaving me a bit aside, since in the mail she never pointed out me as the deficient actor), it had been quite aggressive and misplaced in her role. Lucas told me that to be a mother did not authorize her to review an input the way she did (as if she were the part of the pedagogical coordination team in charge of reviewing the evaluative inputs), not even considering the condition that she was a math teacher. I could see how this part of the subject really bothered him. The truth is that it was his words that made me consider this aspect more, that although it had caught my attention, it was he who told me not to take it so lightly, which finally took on more weight in my subsequent reflections.

After talking for a while, he asked me: "What measures do you plan to implement?", to which I replied: "I already spoke with the student class president about the possibility of starting another evaluation instance, and that this time he would take the test that always should have been taken" He asked me to answer to the mother with a copy of both him and the section director, and that if the topic continues, he would only get involved by answering the email chain.

My email response to the mother was not as extensive as hers, since I simply told her that the intentions were never to discourage or demotivate the students, and that for this reason I was already in coordination with the student class president for a new instance of evaluation. Her response was immediate, the problem was that the evaluation had already been applied and that a remedy could not be the solution for this type of problem, she reiterated that the input focuses on superior skills and that it did not adjust to the level of the students. Her email ended by directing the blame to what she called "mathematics coordination", pointing out that this could not have been allowed to happen, and that therefore, the application of another instrument was unthinkable for her. Once again, she sent the email with a copy to the other actors already mentioned.

By mid-afternoon Lucas's response had already arrived, where he clarified how the mathematics department was organized at the school and what are the responsibilities associated with his role, where there is no supervision of each instrument applied by the teachers, since for that there was a teacher from the pedagogical coordination. He told her that we already had a space where he and I talked about the evaluation input and how it could be perfected, that in that sense he thanked him for the opportunity to accompany me. Before finishing, he

asks the attorney that, from his perspective, she had skipped levels in the communication channels and that the tonality of her messages had been somewhat aggressive. Finally, he closes his email with the mention that "in the mathematics department we will continue to be committed to trying to improve. Part of it is listening, but as long as it is done with respect for the professional in question, from the role that corresponds to each one and using the institutional channels for it".

Before the mother responded, in what was her last email, Lucas wrote an email apart from this chain to a person who up to now had not been involved... the Head of the school. In this email (in which was not included the mother), Lucas pointed out that the mother "in her legitimate right to claim for an evaluation (...) had reacted beyond her role and had questioned the teaching work of Prof. Rubén. After this, he went on to point out three aspects that did not seem correct to him about the situation and the review that the mother had made to the input, the first of which was that "the instrument is evaluated based on the mother's teaching knowledge, criticizing another teacher (I wonder if the same thing happens in another profession)", secondly that "she skips communication protocols, not promoting direct communication with the teacher who could have solved what happened", and finally pointing out that "it is not the first time that this mother feels she has the right to directly criticize a teacher in ways similar to the one she used with Prof. Rubén, which ends up generating a bad work/school climate." To reaffirm this point, the email was copied to my section director, since she could testify to the repeated situations that had occurred over the years.

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Regarding this last-mentioned aspect, during the year several colleagues mentioned to me that precisely in that course there was a "complicated" mother, or what others directly called "webiada"[15]. Their daughter was one of the top performers in math (and one of those who did well on the first instrument), so I hadn't had any problems so far, so they were rather alien to me. the comments they gave.

During the day, I commented on the situation to a couple of trusted colleagues, and precisely the last point that Lucas mentions in his email to the rector made all the sense in the world, indeed this was not an isolated situation, but it had happened in sports, history, science and more. Apparently, it was something recurring and that several of my colleagues were upset. The chemistry teacher told me that they were colleagues at the previous school where she works, and that she was also problematic there.

For the night, the mother had sent what would be the last of her emails, in which she gave a breakdown of her opinions, but which at the end of the day was a reiteration of the concerns and annoyances already mentioned in the chain's previous emails. There was only one new point, where now she did explain more what she thought of me in this whole situation, saying that: "Regarding teacher Rubén's performance, I think that although he may have made some mistake, it is the coordinator's duty to accompany a new teacher and whose only experience is the one he is forming in this school. Therefore, from the point of view of

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[15] Adjective. A very Chilean bad word to refer to someone that is not mind-healthy so has a problematic behaviour bothering others.

responsibilities, teacher Rubén is in training, and it is the institution who must accompany, supervise, and guide his work, not another person. I also want to refer to the fact that teacher Rubén does not work only at the level, I understand that there are other teachers who work in the first grade and therefore what would be expected from an optimal performance both in management and in curricular training, is a teamwork and not isolated work that only the teacher is responsible for, which is also new."

It felt strange to me, as once again it didn't feel like I was the focus of his discharge; "Was this because he had a good relationship with his daughter? Was it because I had a good relationship with her? After all, I knew this manager from the previous year, where I did the final professional practice with her daughter's class, and she really liked what I did in those units, to the point that at the end of the year, she wrote me personally to give me the contacts from a school in Talagante (similar in nature to the school where I am working today) to send my resume as they were looking for a mathematics teacher and she had personally recommended me to her acquaintances. It takes on more shades of anecdote, when I remember that only a month before this unpleasant event, she wrote me an email to raise the situation that she will work in a new school, where she will be the coordinator of the mathematics department and she would like me to consider the possibility to be part of the teaching team that she was assembling, which would be under the direction and accompaniment of her as a superior. My response to that email was a deep appreciation for the consideration, but for now I would wait to see how the end of the year turns out and my continuity in this school.

The last email from the mother no longer had the repercussions of before, Lucas told me that it is no longer necessary for me to answer him, that the section director would close the topic, that he would not answer anything either. And so it was: the section director answered internally, with an email outside the chain that had been set up so far, and that was the end of the topic. There were no more messages.

This episode was one of those that marked me in terms of my relationship with parents, as well as in terms of reflection and criticism of my own decisions and pedagogical involvement. I am left with the satisfaction that my superiors were able to support my work, also being understanding of my shortcomings. After all, it is true that I have little time to live the day-to-day professional life as a teacher, I can make mistakes and that does not define me as a bad teacher, even more so when I am aware through self-reflections how I can improve my skills

Ruben (male, Uni2, Mathematics) Incident 3

My class leadership was in a 7th grade, which in 2021 represented a great challenge, not only because it was the first group, I was going to be head teacher, but also because it was a year where the virtual modality took many of the months of the year, more than one would have wanted. This made it more difficult for me to establish a relationship and daily dialogue with the students, in order to get to know them better.

One of my students, whose name was Sofía, began to be absent repeatedly, so I contacted her parents to schedule an interview. On the day of the interview, both parents show up, and we had a fluent conversation, where they told me why Sofia

was missing so much... Sofia is suffering from an intense picture of depression and emotional instability that devastated her. While the parents recounted some of the episodes and treatments, they were undergoing with Sofía, the exhaustion and sadness of seeing their daughter "off, without the sparkle in her eyes, without the smile on her face" could be felt in her voice and face. (Description used by the father, before my consultation of the changes that they have been showing throughout this process).

Since they were treating Sofía with external specialists, I raised the need to complement these processes with the support departments that the school has, which are: Guidance, which has psychological support and coexistence; and Inclusion, department of academic support for students with diagnoses linked to cognition and/or lacking study methods. The parents agreed and were happy to see that the school "would not leave them alone", on the contrary, on my part they offered all the support that was within my reach.

On behalf of the school Orientation Unit, a member of the department, named Magdalena, took care of internal affairs at the school, such as receiving documents, as well as presented herself as direct support for Sofía on the days that she was in person at the school. There were days where Sofía could not continue in class, stress and panic attacks began, and she had to leave lessons (by the external specialists, they had made us a request to allow her to leave, in the company of an adult or not leaving her alone), therefore, Magdalena's support was essential for Sofía. But in the online class periods, unfortunately it was out of our reach academically and psychologically speaking, and they were precisely the periods when Sofia was most absent. In any case, due to the pandemic, the

school had committed to academic flexibility, in terms of delivering and taking assessments, so those cases that were notified.

The second semester arrived, and apparently, we would return directly to face-to-face, so it was necessary to contact the family to see how Sofia's progress and process had gone. The parents told me that Sofía was a little better, and that she would gradually join classes, going only half a day every day, and that each day she would stay a little longer than the previous one, eventually completing the day. Unfortunately, this dynamic lasts less than we expected, and the absences started again, this time apparently things were taking a different course. The parents asked me for an interview, and I gave them a date for the same day, there they told me that he would be absent for a longer time due to comments and suicidal thoughts on Sofía's part. The whole context was definitely out of my direct-action scope, but I was able to commit to coordinating the rest of the teachers for academic topics, as well as (and at the request of external specialists) the early closing of the year.

That was not the end of Sofia, practically a month and a couple of weeks later she returned to face-to-face but with the early closing of the year already completed, so the intention was to be able to see the adaptation issues before her peers, as well as go testing their reactions to the classes. Among all the conversations we had with the parents about Sofía's psycho-emotional process, there was a piece of news that carried a special charge. During all this time, Sofía had managed to communicate something that she had been experiencing for some time and that she did not dare to discuss in person. home, but with her psychologist she had managed to clarify a big issue... Sofía did not identify with

her birth gender, but rather felt like a boy, Sofía had managed to state that she was a trans boy, her new social name is Milo (name chosen for him).

The interview we had with the parents to discuss this issue was something new for me, I had never faced the reaction of parents to situations like this, and luckily this was a good experience, Milo's parents had taken the issue in a very receptive and welcoming, neither of them expressed any kind of rejection towards the transition process that Milo was carrying out, which was a great relief for my inexperience dealing with issues like this. My understanding and support was absolute, and on the part of the other departments that were involved, the support was also made explicit so that the school could welcome and accompany him in various aspects of daily life, for example, informing the rest of the teaching staff, changing some records in order to validate his social name, etc

Following the return to school and this process that Milo was experiencing, a more than natural concern was born in the parents, they did not want this issue to be the seed of bullying and discrimination towards Milo. How to assure a pair of parents that their child will not suffer some type of inconvenience from peers? It was impossible. But at the same time, the fact that it is impossible does not mean that nothing can be done, on the contrary, it was the ideal opportunity to carry out more intense work with the rest of the course on respect, acceptance and, above all, diversity. gender and sexual. For this reason, together with the guidance department, we committed ourselves to making an intervention in the class, in order to be able to discuss these issues with the entire course during tutoring hours, and thus prepare the ground for when Milo wanted to publicly communicate his identity.

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On the part of the school, it was established that before beginning the intervention sessions for the group, the subject would be discussed with the parents of the group at the parent meeting (which was just the following week). Two representatives of the school Orientation Unit team, one of them being the psychologist, carried out the block on this topic at the parents' meeting. The generational contrast became evident in all its splendour, on the one hand, a lot of curiosity about the concepts that were being discussed, and on the other, a lot of caution as to "to what extent they were going to teach their children these topics", since for them the subject could be tangled for the children it could be "more confusing". The tones of the voices of those parents who participated had different shades, ranging from interest to concern, but fortunately none spoke out against the proposal that the guidance department was making.

The series of sessions of the guidance department, directed specifically by the psychologist, were appropriate and quite well received considering that they are boys and girls in 7th grade, where these issues have been little formally addressed. In the last session, Milo publicly commented on his transition process before the class, it was a day that he was looking forward to, since he used to ask me continuously on tutoring days if it was the day where he could comment on it, to which I had to calm his anxieties as long as he remembered the objective of the intervention and the plan that had been designed (which had the direct participation of Milo).

This story does not have an absolute end, but a partial one. At the end of 2021, we had a joint interview between the psychologist, the counsellor, the parents, Milo, and me. The family once again made explicit the support they were giving

Milo, and they deeply appreciated the work that had been done directly with Milo and also the intervention designed. The part that stood out the most was the happiness that Milo transmitted verbally and non-verbally, pointing out that since he was able to discuss this situation with his parents and publicly show himself as Milo, everything was going much better emotionally speaking; there was a sparkle in her voice that was complemented by the smile on her face.

At the beginning of this year 2022, Milo returned to face-to-face on a regular basis, and he has been seen much better than last year, having surprises such as his integration into the course board, and taking greater participation in various aspects, being one of the most notable is the visibility of the LGBTQ+ community. It is true that he has not fully healed from his depression and many episodes from the past torment him today in the present, but he is definitely a better version of Milo than the one I was able to meet in 2021.

This long episode was one of those that I could rescue in terms of relations with students, and personally it allowed me to contrast the treatment of these issues in an institutional and social way, between the years when I was a student and the present years as a teacher. In cases like this, one reconfirms the weight of the pedagogical action, and since our political definition before these issues has an influence, how many colleagues should there be at the national level, who are reluctant or directly opposed to gender and sexual diversity? How many colleagues remain undaunted and inactive, faced with a reality that continues to fight for visibility every day? How many colleagues and school institutions allow themselves to be broken by those parents who shout out loud "that they should not interfere with their children's education"? Paradoxical for someone who is

literally placing the education of a developing person in the hands of a school and a faculty, surely it should not be an obstructive thought when leaving out just that factor… the education of a developing person has to do with their training and free self-determination.

I have to build my life as a teacher never forgetting that education is never neutral. Some notes of post interview It would have been hard for them to have been parents who rejected the situation. That would have clashed with my position. I don't know how I would have dealt with parents who took the opposite position. I find the support of the school very cool. The psychologist was a young mate with a very good opening to the subject.

Carlos (male, Uni2, Mathematics) Episode 1

I am a novice mathematics teacher, who in his training was preparing to focus on classes for courses from 7th basic to 4th grade, but in this first year of teaching I had to take charge of a 5th grade, but not only of the subject of mathematics, but also assuming as a head teacher -added to doing online and hybrid classes, which I had to learn on my own-. This course and group of students was classified as the best course in the school, where the former head teacher was highly regarded as a great teacher and professional, so the situation involuntarily generated pressure and high expectations towards me - own as well as the head of UTP and managers. At the beginning, in the first contacts and classes with the course, both in leadership and in mathematics, I did not feel that I had enough tools for the course that they had described to me, I felt that I was ruining their school training and hurting them more than helping them, putting all the burden

on me, a teacher who only had a month of experience and who thought he had to have all the answers due to the ideal course he had been commissioned to, plus it was very difficult to meet them all and get a realistic image of them of the course that was not based only on that ideal that they had described to me, reaching the point of thinking that I was not good for this and leaving the position.

During the first semester, I focused on getting to know the students better by doing surveys, having more contact with parents, but also with my colleagues. The teachers at school helped me a lot about how to perceive this situation, that it was a process and that I was going to formulate the answers as I reflected. Also at times I approached the head of UTP to communicate all these anxieties that I had, and he was very understanding, not only in the flexibility of work and tasks, but also with the experiences that I related to him, so, from that moment , with these interactions and beginning to relate, the load became lighter since I realized that not everything depended on me and I could focus on the things I had to do, that I could control. Thus, this course, which at first was a very heavy load, became the motivating cause to be able to learn and improve, accompanied, I opened myself up to asking questions and getting involved in the process to be able to generate tools that made my work more meaningful, which was done since the environment of the course changed for the better unifying everyone.

Carlos (male, Uni2, Mathematics) Episode 2

In a 7th grade that I was in charge of, specifically C, a peculiar phenomenon occurred: I got along well with the students and there was a good relationship based on respect, but I could not motivate them, so the environment, over the

course of the time, it became tense with some students in a hybrid[16] context. Thus, in a class there is a situation that, after it was carried out, some students, who were precisely the ones that I could not motivate, said that I treated a Haitian student as a fool -they emphasized that I told a Haitian student[17]. From then on, the situation with the class worsened since most of the students said that there was a misunderstanding, but the student who started these rumours maintained that I treated the student as a fool -even though the mentioned student said that he never heard me say that- and the girl behaviour became hostile, so in a class I ask her to stay and talk to me.

The student did not sit down even though I ask her to, taking the cell phone in her hand (later I realised that she was recording the conversation). I asked her what was wrong with her specifically because of the attitude she had towards me, and she mentioned things about the class that she did not like as unmotivating, saying that the way I was doing the class was boring, etc., reasons related to class activities. I told her that I can understand that, but I didn't understand why she continued with those accusations about the Haitian boy knowing that she was the only one who supported those statements. There the conversation became meaningless since I told her that she should change her attitude since that hostility was not based on anything, to which she kept saying that I had said it

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[16] In the Covid context, hybrid or blended lessons were those developed with mixed attendance: partly virtually and partly physical.

[17] Haitian migration has increased the last years in Chile, as Haiti has been for years one the poorest countries in the region. As poor, vulnerable, non-Spanish speaking and dark skin-people -unfortunately something important in a discriminating society as the Chilean one-, their integration in Chilean society has not been easy.

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and treated the student like that, and I responded by inviting her to see the video of the class (all classes were recorded so that students who could not attend would have them to review), that she refused, so I informed her that since she did not want to turn the page to solve this I would have to contact her parents, to which she replied that he would not come, without giving me any reason for that, so fed up with this conversation that at the time could not have been solved due to the student's position, we left together to go to the Head office to summon the parents right away and really see if he couldn't come.

For that, we crossed paths with the Coordinator of Coexistence who already knew the girl and took it upon himself to speak directly with her mother or father. There I released Karla so that she could leave and in the afternoon I spoke with her Head teacher, who has been with them for a long time and has great esteem for them, but in this situation it was somewhat subjective since despite what I told her, she focused on ask me the things I did (which I had already told them) but not what they did, placing the responsibility on me, which I do have in part, but I was not the cause of this whole situation, but he did tell me something what I had not realized, is that in a certain sense the students saw me exhausted and felt that I did not have the same motivation in the classes and that I was very "angry", that I focused only on the bad things and not on doing a positive reinforcement of the situation. Finally, she and the school coexistence coordinator spoke with the parents and the student's attitude changed significantly, and for my part I reflected on the vision that the students had about me, and thus I began to arrive at classes with more energy, focusing on correcting attitudes but highlighting those that should be reproduced more in the classroom.

This situation occurred after the attendance of students was over as the academic year was almost finishing. During the year a student from my 5th grade, Emili, attend all the lessons online because they were living far in the south of the country, so in December she was already enrolling in another school and she was requesting a document from the Ministry of Education, the annual certificate of grades, that indicated that she was promoted to 6th grade, mentioning that this document was demanded by the new school to be delivered until December 27, otherwise her enrolment would be void. My school indicated that this certificate could be delivered from December 27, which is why a huge conflict was generated there. I dedicate myself to chase the director and the head of UTP for two weeks to obtain the document before, but they indicated that in a certain number of days they could deliver to me, which did not happen then they postponed it again. Meanwhile, the mother was anguished by the hypothetical situation that her daughter would be left without school. December 27 arrived, to which I asked another manager if he could print the document for me and he did it without a problem, to which he told me that I should go to the Head and ask him for the signature.

I got to the director, and he mentioned that he could sign the document only making sure that the mother was the one requesting it, so she had to come personally to the school. I told him it was impossible because she was very far, which I had told him before. The response of the Head was just shrugging without any solution to give.

What I was able to do was, without signing or anything, scan the document and send it to him so that he would have a backup, in addition to communicating the situation.

The mother of the student had the cell phone of one of the secretaries, so she tried to communicate with her all day, but they did not answer her - mention that at that time they were receiving registration and closing the year on the different platforms, all at the last minute, so that they were collapsed- so that when she couldn't take any more of the anguish, she began to send audios to the secretary and to me crying over the situation that the same thing will be repeated this year that was so hard for Emili and for her.

One of the secretaries listened to these audios and played them to the director, and there they came up with the idea that a relative could come with a simple written authorization withdraw the signed document. It was done, plain and simple, and the problem was fixed.

At the time, the emotions that filled me were anguish, anger, disappointment and frustration because I couldn't do anything to help them and knowing Emili's situation, who despite the distances was one of the students who knew her situation the most, in largely because her mother was well present and we had some meetings just the 3 of us to see Emili's emotional issue in the classes, and anger because there were solutions but the director did not give them, in addition to the level of bureaucracy that exists in these processes that make any situation unnecessarily difficult, together with the inefficiency of the school in not doing what should be done when it was time to do it.

I graduated in 2020. 2021 was my first year working as a teacher. Subsidized private school in the commune of El Bosque. It was a good experience when I arrived, I was the teacher of a 5o Básico, this year 6o Básico. That year it was not so much sharing with colleagues as it is now. It was only from the last quarter. So far everything is fine. Now as it is more face-to-face work, I have been facing a lot of things. In this school there is a coordinator for basic and middle school. The basic one received me very well. I have more hours in basic.

Two things that happened to me this year, which came from last year. I have classes in Basic and Media levels. There is the head of the department, and there are two biology teachers at the school, chemistry teachers. Here the teacher who has more classes at the level is the one who is in charge of planning and testing and giving it to the school that has less.

The biology teacher, Raul, on the first day told me, out of the blue, "Why do you have more hours in Enseñanza Media[18]?". I told him "I don't do the schedule". Colleagues told me that this colleague was not good at working with others, he liked to be alone.

As we shared parallel groups in same levels, the way of working was, in some levels I had to send to him my lesson plans, and in others, him to me. Last year, when we were online, he didn't upload or sent to me anything, but since I handled

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[18] Secondary level of Education

the contents of 1oMedio, I handled myself, so I managed alone. But this year is 4oMedio, and I needed the teacher to send me the material, and he didn't send me anything. Or did it at the last minute. This situation began to bother me. The science facilitator told me that I was young, he was not, so how could I forgive him for not doing his job. This thing was not going well because he was not sending me things, the 4th grade kids noticed it, but at no time did they come to me with any claim for my work, but they compared it with the teacher from the other section.

I sent an email to the teacher asking if he could send me the material in advance and if he had any plans. With copy to the facilitator. There was no answer. They were friends, somehow, she covered it up. I asked him if he had received my email, but…the answer of the facilitator was "and how are you doing with your 4ºMedio students…because there are several who want to go with Raúl's section. I asked again if he had read the mail. Then she called the teacher by telephone. The situation was uncomfortable "yes, if I'm with her, you have to understand that they work differently" And she cut him off. It is that Raúl has a lot of work. Now, then I thought that it's useless for me to talk to her because she doesn't do anything and covers everything up for the teacher. So, I said what do I do, if she is supposed to be the channel to see these things.

The day that exhausted me is that one day the 4o Medio[19] boys had a test. We could have it 48 hours before. The test was on a Wednesday. And the teacher

[19] Equivalent in UK to Y12

sent it to print the same day. And the test was at 9. The coordinator later arrived saying that he should run the test for the next week. And the teacher came later saying "blame me". The students complained because the agenda had not been uploaded. The boys in my class were angry that the test had been run, but they understood because they had seen before that there was a bad job.

This bothered me. The teacher told me "This was my fault" "moreover they went to claim me…and added that "these students…for idiots, I am going to make the test more difficult for them…. just blame me because it is my responsibility". The boys had the test the following week, and there I went to speak with the coordinator.

I felt uncomfortable because I had not received any planning. I told the supervisor "you claimed that we have to support each other among colleagues, and I have never received anything. And now this test". I already talked about this with my facilitator before. And…the truth is that there, after a while, two days later I received a schedule of what is going to be seen in the year. Then he talked to me, acknowledging that he doesn't do things, that they always challenge him, but he doesn't care. I'm going to keep doing it, I don't care.

I used to discuss it with other colleagues, and they told me the same thing. But he has been working alone for so many years that he did not know how to work with others.

The facilitator called the two of us to a meeting. He said that he had spoken with the coordinator and said that we were doing the wrong thing. Because one does one thing, and the other does another. I told him that I don't get anything. He said

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that he is burdened with planning, and he is not going to do it. "Therein lies the problem then." They demand the same from all of us, but you don't comply and that delays everything. So there the facilitator began to talk to him who is always locked in his room, which he does not share with the other teachers. And regarding the other "don't worry, from now on I'm going to send you everything"

Since then, he has been sending me things. This is what is happening at the science level.

Fernanda (female, Uni2, Biology) Incident 2

Another situation that made me very sad is the position that the director took in a situation I lived with the group I am head teacher, 6o Básico. A situation occurred with the substitute teacher that had arrived. The kids told me everything. First, a student told me that she had felt uncomfortable in a situation with the math teacher. It happened that she has a snap. He was writing and the teacher approaches to run the snap from his face.

The classmates told me because the girl did not want to tell me…so they told me that the teacher had approached her telling her "let me draw the curtains.". I went up to talk to her and she confirmed saying: "yes, I felt uncomfortable, but I didn't want to make things bigger, I was seeing if something would happen again" So I told her that we couldn't wait for something to happen again. I discussed it with the coordinator to see what I do. And he was annoyed, telling me "I'm going to talk to the teacher, but comment on this in the School Coexistence Unit anyway." I did it and the answer was similar: "okay, okay… I'm going to talk to him". Both were on the same line.

Then another girl said something to me. She had asked permission to the math teacher to go to the toilet, and he had not allowed her. When she had gone to sit back, the teacher had approached to her, lowering her covid mask, putting it back on, saying "it's because I don't recognize you in that way"".

After this story, another girl told me another thing more, in a very shy mood, saying that she also had felt uncomfortable with the teacher because she gave sweets only to girls every time they answered a question of the class. In that context, when he had approached to her, he had been very close to her asking if she had makeup on her eyes, staying very close, when she does not wear any makeup. This situation was told by the girl meanwhile she was crying seeming very scared. I told them not to worry, and went back to talk to the coordinator, and her answer this time was "wow, this gentleman, what's up what is he doing". In parallel, this girl went directly to talk to the director.

The girl was crying, the inspector entered the room, had to tell him what was happening and took her to the director. It seems that the parents knew about the situation, so quickly were there at the school.

The director asked me what had happened. He said it wouldn't happen again. That he would talk to the teacher. That he would be there until the fortnight of April because until then he was his replacement.

Then a mom sent an email - the girl in the mask´s. Before answering, I went to the Coexistence Coordinator to see how to answer to this mother. And she told me that she would speak to the director. I could not answer to the mother because the Coexistence Coordinator did not give me an answer. When I went to the

Director to insist, it was known that in Instagram a mother of one of the girls affected had made a *funa*[20] to protest against the teacher.

The director said: "You knew what is happening with the math teacher, and now this social media thing…". He added that social media didn't matter, because they were going to write a lot of nonsense, so it did not matter." And continued: "Let's see what happens. I want to know YOUR perception as a teacher. What do you think of him?"

I replied: "Why are you asking me this? I'm here to talk about the situation", and he answered "yes, I know, I already talked to the teacher, now I want to know if you think that what he did is correct or not". The director got angry "what do you think of the teacher." I had to say again that he had made feel the girls of my class uncomfortable, and that's not right". It made me feel really bad because I wanted to tell him about the situation that was happening. He told me "You are the head teacher of that class; you are the leader. I'm going to tell the school community to tell you what to do, because the little girls complain about anything… are you going to believe a child? You know how children are, they misinterpret everything" He burst.

When I was leaving, he took me by the shoulder and said "excuse me if I insisted so much on something". I felt bad. I told the school psychologist. Since he works

[20]. A "funa" is an action taken by a group of people that feel affected by another and feels justice has not been served, so decide to make the situation public, in order to as much people as possible knows about the situation and judge by themselves. Generally, the motto is "if there is not justice, there is funa".

in conjunction with School Coexistence unit, he was able to hear from the director, later, that he had reacted badly. It bothered me a lot, I felt that the month of April was the worst month. I felt a lot of tension.

The math teacher finally left. I spoke to the parents of the girls involved and reassured them. Nothing else happened again. Since then, I have had no further contact with the director. Some notes of post interview I thought that I didn't want to be here anymore, I don't want to continue in this school. I wanted to get out of there. What a pain that the director has that vision. Sexist. Then it happened to me. I thought about the children.

Pamela (female, Uni2, foreign language) Incident 1

This episode happens in a small school placed in a very poor area of a wealthy commune of Santiago called Lo Barnechea. The name of the school is in a foreign language, as the institution has a seal with the foreign language.

When remembering my first days at school, it is important to mention that it was the school where I did my professional practice as a foreign language teacher, in my fifth year of university (year 2019). It is a school with a high percentage of students in a situation of vulnerability in a town located in Lo Barnechea. The first thing that made me feel much more committed to the students and especially to my classmates was that the teachers' environment is quite positive and enjoyable. I felt very included, validated, and welcomed, even though I was in a different position of power than other teachers or members of the community, despite being a practitioner. "If I tell you or the miss tells you, it's exactly the same" They have it established in the school culture.

Thanks to that commitment that I acquired for feeling so integrated as a professional and as a person, my boss asked me to apply when I was just a practitioner, and I had a meeting with the director who told me "We believe that you are a very positive contribution to this community, so we want to integrate you into the team", which left me very happy. Without even having left the university, I already had a guaranteed job, and above all, with a good environment.

When I came to work there, I felt that I had made a good decision to study at a university that had a different program than the others. In this school, the inverse planning model was beginning to be implemented in class planning. I started working in 2020 just when the pandemic started, about a month after I started classes. This school has a trimester modality, so classes begin the second or third week of February.

When I arrived at the school, many members of the school were very happy because I had been hired, including managers, assistants, and teachers with whom I had interacted during my professional practice, and children. They assigned me 5º, 7º, 8º Básico and 1ª Medio. I started in February without being very clear about how I was going to start, but my boss told me that the way they were planning was something that I already knew. And so I did, I started to plan and little by little I was gaining more confidence in generating learning cycles for that first trimester. I felt comfortable and calm, despite the anxiety of the first few days. The first thing I understood was that having basic and secondary courses did not necessarily have to have a 'favourite' cycle, I felt comfortable teaching at all levels.

After a few days I understood why everyone made a face of suffering when I said that I had to take classes in 7ª and 8ª básico, they are not easy classes. In eighth grade I had a student with Asperger syndrome, and it was a challenge for me, since he had certain conditions for his learning that caused discomfort among his other classmates, you could tell that he had always been treated differently. Maxi was bothered by very loud sounds and used a headset with music to alleviate that discomfort, and if he felt uncomfortable with the class he would get up and leave. Sometimes he went straight to the address to complain that there was a lot of noise in the room. His classmates got angry because they were asked to be empathetic with him, and also because they noticed that he was allowed things that they were not, so those conversations to create a good atmosphere were long, but necessary. Little by little they advised me about it, and I understood that it was not a threat to my work, but that I had to adapt and get to know it, learn to set limits. I felt that despite all the research done at the university, it is never enough to be able to treat the autism spectrum, as it is extremely broad and complex. So, with the help of my colleagues, I was able to communicate better with him in that month that we had classes, before we went into quarantine. Today I have that student in 2oMedio, and he is still a challenge.

Pamela (female, Uni2, foreign language) Incident 2

Another important moment in my short experience was when it was necessary to adapt all the work that had been thought or planned to the online modality. I have always been a subject teacher -not Head teacher-, and I saw how my colleagues who were, were overwhelmed trying to get in touch with the children and their families so that they could connect to online classes.

My work became difficult, and for the first time I felt that I was not fulfilling what I expected from my profession, which was to work the hours that corresponded to me and nothing more. But suddenly we needed to charm kids, entertain them, and teach them by making videos, editing those videos, creating games, using new platforms, and generating content.

All these activities, although they were very innovative and entertaining, took up much more time than the time designated for working hours. There were then moments of great frustration and anxiety for wanting to comply with everything, and as we talked with the teams in different meetings, I was able to understand that I was demanding too much from myself by having so many courses at the same time. So, the experience helped me adapt and also lower the intensity of my expectations regarding this new scenario.

A positive aspect of that process for me was that all the 'young' colleagues, those of us between 25 and 30 years old, helped our 'senior' colleagues (55 and 60 years old) to manage online platforms, such as Zoom, Prezi, Drive, Google Classroom, Canva, video editor, screen recording, etc.

In recent times, I feel that what has caused me the most frustration, beyond all the satisfaction that I have had working as a foreign language teacher in this school, is the change in the subject program that we wanted to make as a department. Last year as a team we asked the Head for advice to be able to 'revive' the subject program at the school and take advantage of all the available hours we had. Students in this school in primary level have 4 or 5 hours a week, while students in secondary level have between 5 or 6 hours of foreign language

a week. The objective is to give new meaning to those hours within the program in order to get the most out of them.

It had not been an easy job, we were assigned a foreign adviser who worked at this foreign language institute, who gradually guided us. I was frustrated to realize that creating a completely new program while maintaining the foundation of reverse planning was a tremendous challenge. Sometimes I felt confident that reverse planning makes sense to me but creating learning cycles based on the CEFR descriptors had been difficult. We know that it is a long-term goal for students in 4oBásico to leave with a B1 level in five more years. I feel anxious thinking that despite having clear objectives related to the expected levels of foreign language, we are not working consciously or taking advantage of all the available tools. At this point in the process, I feel quite lost and disconnected, with goals and expectations that may not work out but that we should try anyway.