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Research Centre in Education

**Conference Proceedings**

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Policy, Practice and Research***

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## **1. About the Conference**

Welcome to the 15th Biennial of the ISATT Conference at the University of Minho, in Braga, Portugal (5-8 July 2011). The aims of ISATT include promoting, presenting, discussing and disseminating research on teachers and teaching as well as contributing to theory building and knowledge creation to enhance the quality of education.

School and universities, teachers and teacher educators are facing a variety of challenges in a rapidly changing world. While the future should not be imprisoned in the past, the past potentially provides valuable lessons for constructing the future. The theme of the 15th Biennial ISATT conference, *Back to the Future: Legacies, Continuities and Changes in Educational Policy, Practice and Research*, focuses attention on a set of concerns that apply to efforts worldwide to meet such challenges through research which contribute to the improvement of the quality of teaching and learning at all levels of education.

The ISATT 2011 theme also resonates very well with the venue of the conference. The historic city of Braga is more than two thousand years old but with a dynamic and modern atmosphere. One of the most beautiful cities in Portugal, Braga is known for its Roman remains, its baroque churches and splendid 18th century houses. Whilst the old city is resplendent in its antiquity, industry and commerce have brought to it a vibrant life style, with its universities, modern neighbourhoods, bars and restaurants.

The University of Minho is a public university which was founded in 1973. It is renowned for the quality of its teaching, the quality of its students, for the public recognition given to its Alumni, and for its strong links with the local community and surrounding region. It has a student population of approximately 16.000, including 3.900 postgraduate students, and 1.200 teaching staff in 11 Faculties: Architecture, Psychology, Education, Arts and Human Sciences, Social Sciences, Economics and Management, Engineering, Law, Nursing, Sciences and Health Sciences.

This attractive venue, the wide range of topics included under the conference theme, as well as the social programme will ensure that your participation at ISATT conference 2011 will be most enjoyable, professionally rewarding and that you will return home with many memories to cherish.

**Maria Assunção Flores, PhD**  
Chair of ISATT 2011



## **1.1. Main Theme and Subthemes**

### ***Back to the Future: Legacies, Continuities and Changes in Educational Policy, Practice and Research***

Schools and teachers are facing various challenges in a rapidly changing world. In such circumstances, discussing and sharing concerns of mutual interest regarding policy, practice and research is crucial to creating more sophisticated understandings of the various challenges as a first step in the improvement of education. While the future should not be imprisoned in the past, the past does provide valuable lessons that will undergo new iterations in constructing the future. The future will be multi-faceted and complex and the following sub-themes are intended to provide appropriate 'bricolage' from which to build the future of education.

#### ***Sub-themes***

##### **1. Teacher Education and Professional Development**

Recent changes in educational policy worldwide have affected teachers' work and life in all kinds of intended and unintended ways, while research evidence is conflicted regarding many of these influences. Evidence of this contested terrain has implications for teacher education, including initial preparation and continuing professional development understood as a lifelong continuum. What are the continuities and changes in teacher professionalism? To what extent have policies on teacher career and evaluation impacted upon teaching quality in schools and classrooms? What are the emerging tensions in terms of teacher morale, collaboration and sense of vocation, on the one hand, and performativity, accountability, individualism and compliance on the other? What lessons can be learned from the past in order to enhance teacher professional learning?

##### **2. Educational Leadership in Context**

Societal and cultural changes, locally, nationally and globally, impact in many ways upon educational leadership. What are the implications of these for policy, practice and research? How do school leaders cope with these changes in order to promote student learning and teacher commitment? What are the challenges that teachers as leaders face in school and classrooms? What is the role of school leaders, teachers and other stakeholders in improving education for all in contexts of increasing diversity?

##### **3. Learning Communities and Networks**

Networks and partnerships have been increasing in number and variety as a means of meeting new and emerging challenges to education professionals. In addressing these trends in contemporary societies, a sense of community and democracy emerges as possible responses to working in uncharted terrain, and as a means of building capacity and creating some situated certainty. What kind of partnerships in education may be built amongst universities, schools and working professional organizations? What kinds of links may be developed amongst teachers, parents and other educational professionals? What is the role of learning and practice communities for equity and inclusion? What is the contribution of other stakeholders? In what ways may these communities be created and nurtured?

##### **4. Teaching in a Digital Culture**

Information and Communication Technologies are increasingly a pervasive presence in society and in people's lives. Children and young people are more and more accustomed to digital culture as part of their lives at school, at home and in the community. What are the challenges for schools and teachers?

work? How are these technologies to be deployed for purposes of teaching and learning in classrooms? What is the impact of ICT on pedagogy and what is its unrealized potential? What teaching and learning possibilities are inherent in electronic games? What is the potential of e-learning in initial teacher education and ongoing professional learning across the lifespan?

## **5. Challenges in Higher Education**

During the past decade in particular, Higher Education has been made more accessible to an increasing number of students. Such developments represent considerable challenges to established and traditional institutional structures, cultures, curricula and pedagogies. What are the significant policies and trends in Higher Education nationally and internationally? What has been the impact of teacher and student international mobility on educational practice and research? What is the role of teacher educators in this new scenario? How can the scholarship of teaching and learning be enhanced in Higher Education institutional environments, both virtual and real?

## **6. Research, Knowledge and Change**

This sub theme will focus on the contributions of research in the policy and practice arenas and, within this, the role of researcher as distanced observer of events or active agent of change in the system. To what extent should researchers promote change? To what extent should researchers seek to add to knowledge and understandings whilst staying outside the action? What kinds of research impacts most on thinking and practice? How do we know? And, what is the role of the researcher in the formation and reform of policy priorities?

## 1.2. Committees

### *Organizing Committee*

Maria Assunção Flores, PhD, **Chair**

Fernando Ilídio Ferreira, PhD

Isabel Barca, PhD

Ana Amélia Carvalho, PhD

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Palmira Alves, PhD

Teresa Vilaça, PhD

Isabel Viana, PhD

Ana Sofia Afonso, PhD

Sandra Fernandes,

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Dr Paulien Meijer, Utrecht University, The Netherlands

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# Transmissive teaching in primary school education – a case study of an in service program

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**Abstract:** Assuming that a participatory pedagogy is more appropriate for the overall development of the child and for teaching in a diverse school, this paper investigates why an education supported by the standardization of methods and programs is so prevailing in Portuguese schools. The study is based on the guiding principles of Case Studies and aims to analyze the contributions of three programme of Continuing Education as enhancers of the changing of practices. The results emerging from the interviewees pointed out for an insufficient training for the practice of participatory education and for the importance of subject fragmentation as a constraining factor.

**Keywords:** Integrated Teaching, Participatory pedagogy, Continuous Training, Case Study

## INTRODUCTION

This study intends to find out the difference in pedagogical models used in Portuguese primary education. The goal of this investigation is to study the differentiation of pedagogical models in integrated primary education teaching. It also intends to provide results that shall illustrate a pedagogical perspective wherever possible: (i) to build complex educational contexts that enable the emergence of multiple pedagogical possibilities, which may favour the cooperative learning process; (ii) to create a relationship which allows for a participatory pedagogy, while being a space for interaction and listening, thus serving pedagogical differentiation; and (iii) to choose a pedagogical *grammar*, enabling learners to belong to a community sharing a way of promoting pedagogy, hence contributing to the construction of knowledge about this particular know-how (Oliveira-Formosinho, 2007). We selected, the following objectives, among others, for the presentation of this work: (i) To diagnose the pedagogical practices adopted

by teachers of the 1<sup>st</sup> cycle of Basic Education; and (ii) To find evidence of the impact in the implementation of participatory pedagogy in pedagogical practices. During the analysis, the following aspects emerged that we consider relevant to this study and which help us to understand the praxis of the collaborating teachers: the constraints to integrated teaching; integrated teaching in the initial training; integrated teaching in continuous training; the value given by the teachers to integrated teaching; projects as an integral part of the curriculum; integrated practices as a condition of the construction of competences; the redefining and organization of the teacher's work; the barriers to cooperation, the particular case of teachers without classes, sharing within the department, sharing in training, investment and professional exchange, the practices of appropriating and concealing the work of others, self-effacement to save efforts and participation in reference to the Curricular Project.

## **THE PREVALENCE OF TRANSMISSIVE PEDAGOGY**

Today's debate on education focuses on two distinct ways of dealing with pedagogy: transmission and participation (Oliveira-Formosinho, 2007). Transmissive pedagogy has adapted itself to the mass education provided for a society of mass production and mass consume, since it is safer and easier to manage by centralized systems (Formosinho & Machado, 2007a, 2007b). Pedagogical tradition as John Dewey's reflection on democratic processes in education, demonstrates the inadequacy of transmissive pedagogy (Dewey, 1953, 1971, 2002, 2005).

Participatory pedagogy, in contrast with transmissive pedagogy, finds support not in bureaucratic norms but in theoretical and practical knowledge of pedagogues of the twentieth century. Taking into consideration the history of education, these pedagogues suggest that a new education should be based on the participation of children to substitute the concepts related to transmissive methods of educating (Oliveira-Formosinho, Kishimoto & Pinazza, 2007). In this respect, Dewey (2002:72) denounces that

The child comes to the traditional school bringing a healthy body and more or less biased mind, though, in fact, the child does not enter with both. The mind must be left behind, since there is no opportunity of using it at school. If the child had a purely abstract mind he could bring it along, but as it is concrete, therefore interested in concrete things, he cannot bring it, unless school life overcomes these obstacles.

In order to explore participatory pedagogical *grammars* children must be given a voice, must be heard. This means enhancing the child's participation in his own learning, allowing him to enter school with both body and mind, listening to him and recognizing his skills. If we wish for the education given in our schools to have some influence in everyday lives, we must find pedagogical *grammars* that can help solve current praxiological problems, as well as (re-)discover ways to perform pedagogy in a diverse society.

These new pedagogies assume children's participation and curriculum integration. In this respect, the organization of pedagogical work requires both activity and differentiation (Meirieu, 1992; Perrenoud, 2000, 2001), the concentration of the process on children and, especially, the social organization of the learning work (Niza, 1998).

## **THE READY-TO-WEAR UNIFORM CURRICULUM**

In the 21<sup>st</sup> century, education system still maintains the traditional school design, which comes from the 19<sup>th</sup> century, and it seems difficult to separate from it in terms of school organization and curriculum. The prevalence of a deep restructuring process of school administration and management "reflects, to a large extent, the complexity of the phenomena in question and the plurality of political views which may underlie it" (Dias, 2008: 15).

This is metaphorically characterized by Formosinho (2007) as the "*ready-to-wear uniform curriculum One-Size-Fits-All*". The "ready-to-wear uniform curriculum" is formulated and implemented centrally, either on "one-size fits all" format or on a limited number of "standardized sizes" as Formosinho (1998, 2007). This substantiate a standardized pedagogy, translated into the same contents, as well as into the same "extension of the programs and strict limits to the pace of implementation, the uniformed weekly hour grid [and] the credit hours determined by the discipline" (Formosinho & Machado, 2008:8).

Since pedagogical standards are centrally developed

all children regardless of their interests, needs and skills, school experience and academic achievement in various disciplines, must be simultaneously subjected to the same disciplines during the same period of time in school [...] as well as being subjected to the same learning processes and products (Formosinho & Machado, 2008:9).

This metaphorization of the curriculum highlights the underlying belief in a single ideological intent, in a single valid culture that fits all school populations. The school has changed *just* by the increase of number, gender, social and ethnic background of people who have access to school culture. The responsibility for the organization of learning and for decision-making in educational administration remains unchanged. In this transmissive paradigm mass education should only demand the creation of more standardized sizes within the uniform curriculum.

Although the political discourse valued democratic and participatory principles in mass education and values decentralized and autonomous trends in school administration the uniform model still characterizes today's school.

Formosinho (1998, 2005, 2007) suggests that the political and professional support to a centralized model of education in Portugal, explains the persistence of transmissive pedagogy in Portuguese educational contexts. This persistence is based on the easiness of pedagogical practices when the teacher is just a transmitter and the student a passive listener. The permanence of a professional culture based

on individualistic pattern of work professional which looks at the classroom as a place of sovereign action hinders the release from a mostly transmissive pedagogy. The incorporation of new technological resources into the school has not changed this culture. Frequently, new machines are obtained for the schools, but most teachers are unable to change the traditional teaching methods.

## **THE ORGANIZATION OF SCHOOL FOR TRANSMISSION**

This transmissive pedagogy is seen as an *optimal pedagogy* (Formosinho, 1999) sustained and implemented through the permanence of a "single program for all teachers and students in a class of optimal duration, optimum class size, within an optimal organisational structure" (Formosinho & Machado, 2007c:103). Changes brought about by active pedagogical movements are rarely able to enforce their pedagogical ideas, maintaining the image of *optimal pedagogy* for all unchanged, due to the strength of the bureaucratic system.

The numerous curricular and organizational changes that have taken place enabled the consolidation of an appropriate school grammar, understood as natural, by all parties involved. Therefore, the following structural and organizational characteristics are highlighted:

Students grouped into more or less homogeneous classes [...], one or more teachers allocated to a class (class teacher in primary education, and subject teacher in post-primary education), the classroom as a structured space for the teaching activity; temporal units rigidly established that set the pace of activities; knowledge organized in school subjects, which are the structural references of teaching and educational work (Formosinho & Machado, 2008:9).

Children are organized according to age (supposedly indicative of their development level) and academic ability and knowledge, and placed into classes that are (falsely) believed to be homogeneous, so that each one of these children might have the same opportunity to incorporate the same syllabus throughout the same period of time. Although some speak of pedagogical differentiation and child participation, the truth is that "frontal teaching is far from having disappeared from school" (Perrenoud, 2007:10).

This organizational structure, where pedagogical knowledge centred on the adult is naturally conveyed to children, turns the school into a machine, producing children «clones» according to a model which is based on a school *grammar*, centered on knowledge. This school grammar endures and resists the "logic of content, the erudition of the teacher and the training of the child and has as its password 'discipline', requiring the definition of instances of guidance and control" (Formosinho & Machado, 2008:9).

Another feature present in the organizational structure of teaching is connected with spatial layout. Tables placed in vertical rows with fixed places for students are the physical arrangement that best fits transmissive pedagogy.

As mentioned above, this pedagogical organization values transmission pedagogy, because it does not respect the child's learning pace, the space where he spends most of his time and does not take into account the learning processes, but rather the learning products.

We are urged to reply to a question from Perrenoud (2007:10):

How do we explain the persistence of a pedagogy that remains indifferent to the differences or, at best, does not take them into account if only marginally, in negligible proportions in relations to the magnitude of the variations?.

According to the author, the inertia does not mean a lack of general concern for the problem, hence the necessary focus on an organizational structure that allows for the participation of the child, so as to understand his relation to knowledge and the different ways he learns. This requires, as Perrenoud (2007:47) mentioned: “[an] organization of time and activities very close to the active methods and project procedures, a refusal to offer 'more of the same' to the slowest”.

Participatory pedagogies demand an alternative organization of curriculum, of student grouping (Formosinho & Machado, 2008), of time and space (Oliveira-Formosinho, 2011).

## **RESEARCH METHODOLOGY**

This case study is focused on teachers' opinion about the need for a pedagogical change and on the identification of teachers' concepts regarding integrated didactic-pedagogical practices and obtain opinions about the articulation of the different subjects, in order to understand the pedagogical practices of the teacher and the influences of the attended Continuous Training Programs, as a contribution to knowing other ways of practicing pedagogy.

We conducted semi-structured interviews with diagnosis of the situation was made by means of semi-structured interviews the following objectives:

- (i) to identify dissonances, consonances and resonances between transmission pedagogy and participatory pedagogy;
- (ii) to understand if the total release of specified teaching methods systematically put into practice is necessary for the transformation of contexts;
- (iii) to inquire about the formative/informative resources which can be used by the teaching staff for the development of a truly integrated teaching in primary education.

The analysis of the contents of the interviews was done taking into account the description and interpretation of the data (Bardin, 1995). In this paper, we present some of the dimensions that emerged from the analysis of the interviews:

- (i) Constraints in the practice of integrated teaching;
- (ii) Value of integrated teaching;

- (iii) Projects as an integrated aspect of the educational curriculum;
- (iv) Redefining and organization of the teacher's work;
- (v) Barriers to cooperation;
- (vi) Professional and investment exchange;
- (vii) Appropriation practices and concealment of the work of others;
- (viii) Self-effacement in order to minimize effort.

## **RESULTS**

In this section, we provide the results that emerged from this stage of the work: the diagnosis. It allowed for considerable gathering of information to gauge the views of six education professionals on how they understand integrated teaching, transmissive versus participatory pedagogies, and how the received training (initial and continuing) contributed to integrated curriculum development .

We study the contributions of training processes and products for the implementation of integrated teaching in primary school.

### **Constraints in the practice of integrated teaching**

Interviewees emphasized that, during their training year and even later in their continuing training, they were never encouraged to develop a curriculum in an integrated fashion:

Thinking about the initial training, both the course of 'Magistério Primário' and the one that I took years later in the area of visual and technical education in primary schools, I do not remember having been motivated to implement an integrated teaching (C1).

They support the idea that teaching has always been highly fragmented and, although concepts such as interdisciplinarity were already known, their practical application in context was not noticeable or regarded as a transition between subject areas:

It is true that a very fragmented teaching was taught to us, but already at that time, interdisciplinarity was being talked about and we had to apply it. I believe that we did not apply it in the most correct manner" (C1).

Training was held responsible for not allowing enough elicitation about the way the curriculum could be worked on in an integrated way and this is clear in their words:

I never noticed that the trainers motivated us to practice integrated teaching, only technical-practical references of 'good practice' for this or that area were presented to us (C1).

in my day-to-day activity, I encounter difficult situations that do not facilitate integrated work. Possibly the principal factor is the lack of training in this area. It is important that training sessions be directed towards this. If we attend a session, for example of mathematics, there is no connection between it and the other subject areas (C5).

Subject division of knowledge is seen as a constraint for the implementation of an integrated pedagogy; many teachers consider curriculum implementation as a *systematic approach to content*. In fact, an integrated teaching practice requires a sound understanding of its criteria and appreciation strategies that require the teacher to grasp the meaning of originality, rather than the mere transmission of knowledge, as envisaged in traditional teaching. Even with having the possibility to develop

an integrated teaching, transversal in all the curricular areas (...), many times it is not easy to make the colleagues understand that it is possible to do and that by doing so, teaching is much better (C1).

In the primary education “integrated and not fragmented teaching, as is the constant practice, would be of absolute importance (...) this would provide more pedagogical quality to the initiations of formal learning” (C5).

### **Projects as an integrated aspect of the educational curriculum**

The way to make the curriculum coherent and “face teaching in an integrated way” (C3) is attained in the development of projects. “It is evident that the idea of a project (...) is the way that best defines the transversality of knowledge” (C1), since, “the same problem can be approached from various angles when the student teacher collaborates in its elaboration and development” (C1).

Developing projects minimizes the barriers between the curricular areas and involves the children in the planning of an integrated curriculum within a participatory pedagogy where the questions and problematic areas that can be grouped by themes are identified. Working on projects may result in the possibility of interference from cultural differences, as well as differences in sensitivity and beliefs within a culture, especially in a pedagogical culture:

More and more in his daily life, the teacher is confronted with this reality related to the cultural and social diversity of the students in the classroom (C5).

### **Barriers to cooperation and professional and investment exchange**

Currently, teaching is developed in two dimensions: individual work and collective work. There are teachers who look for a change of dimension at the teaching level. Some teachers want to begin a collaborative practice; they try to establish some sort of professional exchange, but do not know very well how to obtain it. They feel the need to know which standards they can rely on in order to work

collaboratively. The discussions around the school are about coherence and consistency of a work based on collaboration and the sharing that can be generated in a work group.

Some interviewees noted that the active participation of the child and practical work supported by projects put in question the so-called traditional working processes. Moreover, it involves sharing a redefinition of the teachers' work, namely in self-reflection on their practices, sharing these practices with their peers and professional development throughout life:

I believe that it is important to reflect on the practices that are developed (it is important), that the opinions of others be shared and accepted (...), that we research and invest in our profession. When we do not share it is impossible to make changes; for me, it is almost impossible (C1).

The lack of personal investment and of sharing attitude limits educational change, because it determines the evolution process:

If I had not attended meetings about education, taken training courses, shared my experiences with other teachers and not invested in my professional development, today I would be practicing the same type of teaching as I had twenty years ago. I think that one of the factors that limit change is the lack of investment by the teachers (C1).

There are barriers to cooperation that affect teachers' performance, in which the change of teaching practices, is conditioned by the growing differentiation of roles and posts among teachers:

The colleagues with whom we work also limit us. Some think that they know everything and when we want to do some activities, we are made fun of and they even say: but, who does she think she is? (C2).

Expectations towards change and collaborative work with peers are weakened when confronted with cooperative means of doing things and with what is required in terms of individual school work:

I was innocent enough to believe that my work would be well accepted by the other teachers since I had collaborated with other classes in the development of projects. I thought that the school belonged to everyone and that we shared the idea of a democratic school in which the teachers could organize themselves, taking into account the needs of all the children (C1).

In this respect, sharing and interacting with other colleagues who were not part of the classroom are criticized and almost prohibited, thus limiting the action of those who are oppressed because they are being assessed:

My work condition and these conflicts are the reasons why the concepts and values that I defend remain closed in the 'pages of my

sub conscience', because unfortunately, I am in an unfavourable situation. I do not have my own class. So, with some disappointments and happiness, the years go by and in each one I go through experiences that interfere with the construction of my personal and professional identity (C1).

Cooperative work and practice sharing clash with organizational work, which also constrains and complicates professional exchange:

The group we work in limits us (...). When I am placed within a specific group, they make me feel that I am an asset. They [gladly] delegate some activities to me: giving training and sharing experiences. Whereas other groups see me as a threat: what do I know that they do not already know? (C2).

### **Self-effacement and concealment of the work of others**

Some teachers look for change by attempting some kinds of professional exchange. However, these attempts to overcome the centrality of the classroom and to establish closer relationships for the sharing of pedagogical ideals can serve as a motto for withdrawal and may even be a self-effacement to minimize effort. Self-effacement can also emerge because of contact with an altruistic and excessive egocentric pedagogical culture. At times, this culture is revealed in a collective control by the school grouping. There is usually a school culture with some degree of collaboration, whether it is more or less shared. It is mostly in the implementation of projects or training proposals that this culture is revealed. This fact could be well-accepted or not within the professional group. Everything can happen when specific professional proposals are directed towards «one» and not the «others». In this context, external and internal constraints arise which lead to a cutting back of efforts in the fight for the cause and the teacher, who has been weakened, gives up:

During the 2007/2008 school year I had a really negative experience in the group where I worked. It all started because I was a teacher trainer of Portuguese. I was placed in that group while waiting to be assigned to group 'X' to give training. This did not happen, and in the middle of giving a class, I received a phone call from the Education Centre proposing that I give training to the group where I was actually placed. As I was going to the Executive Office, the vice president informed me of what was happening and right away warned me: give training to whom, here? Faced with this question, I answered that I was not interested in giving training, and the truth is that I really was not (C2).

Even though collaboration between teachers can be valuable, it can also be accommodating, conforming, artificial and associative. A new teaching culture can emerge as a repository kind of self-interest that can evidence "the opportunistic

nature of some colleagues who do not create anything new and intend to appropriate the work of others” (C3) in order to keep their status in the school:

When we started to show some works the coordinator of the school’s library who had never been interested primary school education came to me and said: Colleague, I heard a lot of good things about your project, I saw some of your finished works, when are you going to give me my copy? I was speechless. This is a lady who I did not know, from whom I had never asked for opinions or suggestions, who was responsible for animating the reading sessions for students and had never done so. She dared to ask me for a copy as though she had a right to it. She wanted to get for herself the work that others had done (C3);

I think that they [some groups] like to control and know everything, so that they may be able to use things for their own benefit at the opportune time (C1).

The study shows that, within cooperation, the teachers’ work is done in restricted groups and those professional relationships or interactions are established restricting certain inclinations or preferences, and that the most valued ways of cooperation is pair works:

I learned with a colleague that I worked with to use music, songs, poems (C4);

There was a colleague who every day at break time would bring some written work done by the children. She read them out loud, but no-one would pay attention to her. I read them carefully, gave her some suggestions and offered my collaboration if she wanted to proceed with a project (C1).

In the particular case of training, more systematic ways of exchanging practices were verified, though not done by many. An exchange happened because the structure of the training required it, a plenary session, where developed works had to be presented because they were being evaluated.

In summary, the comments of a collaborator are highlighted:

The organization of educational processes goes through the building of effective pedagogical relationships between teachers, teacher/students and the students. These relationships should be individual and contextual, reflect on and give importance to differences in competences, values, experiences and the interests and needs of the people that should work in collaboration within the educational communities (C5).

## CONCLUSION

In a social organization such as a school, training in context implies changes, which is an accepted compromise not only to change individual action, but also collective action and the way to think about that action. Collaborative work means that individual actions are articulated within a framework of cooperative interdependence among individuals. It is understood that the type of pedagogy affects the type of school. Affirming this condition is to say that the process of making pedagogy obeys a coherence that is necessary to follow.

The position we took was to appreciate participatory pedagogy, because it is believed that the transmission of knowledge may influence the child's own evolution process, owing to the fact that the learning taking place is supported by passivity allowed by teaching practices, that are not entirely integrative which may impoverish their mental and emotional competences.

It is emphasized, however, that the defence of this work perspective is not only based on an attitude of the fiercest abandonment of all the postulates of transmission pedagogy, because one can recognize its contributions in the act of learning and teaching. Moreover, it is not our intention to lead education professionals to abandon their pedagogical practices, consolidated by tradition and enhanced by their personal and professional life experiences. Therefore, we intend to contribute so that the teacher's pedagogical practices gain new dimension and new meanings in children's learning. In order for this change to take place, it is necessary to take the following into account: pedagogical rhythms and timings; the learning processes and products; and the pedagogical know-how of those involved.

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