The ins and outs of teamworking when university teachers, in-service secondary teachers and pre-service teachers collaborate to transform learning

Dolors Masats and Paula Guerrero

**Abstract**

Research proves that knowledge generated by teachers when engaged in reflexive practices allows them to improve their students’ learning (Burnard, Apelgren & Cabaroglu, 2015). This means that initiatives for teachers’ professional development should rely on the epistemology of practice, that is, be founded on the premise that reflective teachers construct professional knowledge and develop professional skills through practice and through planning, observing or analysing practice. Reflexion about teaching action and reflection in teaching action triggers innovation, especially when teachers work together to create the necessary conditions to transform learning.

This paper presents a case study in which a secondary English teacher opens her classrooms to a researcher and a group of pre-service teachers with the objective to reflect upon her own practices to become agent of change in a school which hosts adolescents at risk. Our corpus is made of natural audio-recorded data from the discussions emerging during focus-group sessions held to evaluate the ongoing innovation and interviews to participating secondary students and trainee teachers. The analysis of those interactions will first lead us to reflect upon the challenges of promoting change in the classrooms. Then it will allow us to understand the impact of the experience and argue in favour of a model of teacher education based on team work as a tool to acquire professional skills and guarantee students’ learning success.

**Keywords**: innovation, professional development, teacher empowerment, teamworking, secondary education.

**Masats, Dolors, & Guerrero, Paula (2018, November 23rd).** [*The ins and outs of teamworking when university teachers, in-service secondary teachers and pre-service teachers collaborate to transform learning*](http://euser.org/icss16en/16th_ICSS_2018_Abstract_Book_ISBN_9788890970023.pdf?v=8)*.* Paper presented at 16th International Conference on Social Sciences (ICSS XVI), Paris (France). Speaker: Dolors Masats.