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TRANSFORMATION OF SCHOOL CULTURE THROUGH TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT IN LEARNING COMMUNITIES

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ABSTRACT

This study analyzes the role of teacher professionalization in transforming school culture, considering the importance of the learning community as a space for collaboration and pedagogical innovation. The research was conducted under a naturalistic-interpretive paradigm, with phenomenological and hermeneutic foundations, using grounded theory as the framework for conceptual construction. A systematic literature review following PRISMA was carried out and triangulated with empirical evidence collected through 20 semi-structured interviews with teachers and principals from a public school in Antioquia, Colombia. Data were analyzed with ATLAS.ti using the constant comparative method. The findings reveal three interdependent categories: (i) school culture, understood as the symbolic framework that regulates practices, values, and resistance to change; (ii) the learning community, which fosters teacher collaboration, trust, and knowledge co-construction; and (iii) teacher professionalization, conceived as a continuous process that integrates technical, reflective, and ethical competences. The graphical representations (bar, network, and radar charts) show that the learning community holds a central role in innovation, that the categories form a circular and recursive system, and that ethical and reflective competences are valued more highly than technical ones, reinforcing the need for integral professional development. The study contributes a systemic interpretative model that articulates culture, collaboration, and professionalization as key drivers of educational transformation. It argues that sustainable institutional change depends on building resilient cultures (Day & Gu, 2014), promoting communities of practice (Wenger-Trayner & Wenger-Trayner, 2020), and ensuring teacher training programs that are critical and contextually grounded (Darling-Hammond et al., 2017; Pantic & Florian, 2020). These findings provide guidance for both pre-service and in-service teacher education policies, as well as for pedagogical innovation in schools seeking to respond inclusively and creatively to contemporary challenges.

Keywords: School Culture, Learning Community, Teacher Professionalization

1. INTRODUCTION

The success of educational research depends to a large extent on the relevance of the methodology used and its ability to articulate theory and practice in real contexts. The choice of an appropriate methodological approach allows the construction of solid, reliable and coherent theories, based on experience and the analysis of situations observed in authentic scenarios, based on the contribution of key informants and the alignment of objectives with these realities. In this framework, the understanding of school culture, the strengthening of learning communities and teacher professionalization become central axes to explain contemporary educational dynamics, providing keys to interpret the challenges faced by teacher training institutions.

This study is based on the naturalistic-interpretative paradigm, which allows us to understand reality as a subjective and contextual construction, in which human interactions, mediated by beliefs, values and expectations, are decisive. Unlike the positivist tradition, this approach offers a holistic view of social phenomena, situating research in a dialogic and interactive process that recognizes the diversity of perceptions and experiences of the actors involved (Weber, 1947/2019, Martínez, 2000). Consequently, the research privileges the credibility of the information collected through observation, interaction with participants and interpretative analysis of the data.

From this perspective, the methodological design incorporates phenomenological and hermeneutical elements that allow access to the underlying meaning of the participants' experience, recognizing that social reality transcends quantifiable facts and must be interpreted from multiple horizons of understanding (Husserl, 1962; Gadamer, 1994). Open dialogue, interpretation of meanings, and categorical

reconstruction based on the experiences of the informants guarantee a rigorous and contextualized approach to the object of study (Jaimes-Rodríguez, 2022).

Thus, the research not only seeks to describe educational dynamics, but also to offer theoretical and practical contributions that contribute to the strengthening of initial and in-service training programs, consolidating a framework that allows educational institutions to innovate in their processes and respond critically and creatively to the demands of contemporary society.

2. METHODOLOGY

Within this hermeneutic process of the information, a bibliographic search of literature associated with the categories present in the research was carried out, a systematic review of consulted documents was applied, which were classified according to the logic of the PRISMA method, the characteristics of each document are contrasted with the exclusion and filtering criteria to define which ones will ultimately be used in the research. and the documents that will be worked on for the article are defined, a tabulation of them is made according to order of relevance, as a point to be clear after the literature review is that everything that is found theoretically must be contrasted by what is observed in the interviewed group, adhering to the criteria of Exclusion and filtering that were defined for the search (Singer and Alexander, 2017). Consequently, the following elements were found:

1. Article-type documents, books, undergraduate, master's and doctoral theses.
2. Georeferencing in America and Europe.
3. That they are in university repositories and indexed journals.
4. Maximum 10 years of writing according to relevance analysis.

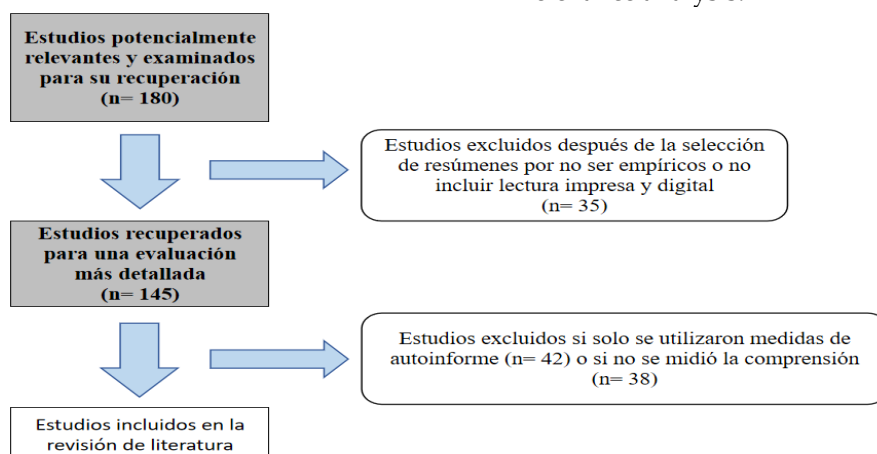


Figure 1: Prism Method for Font Selection. In original Spanish language
Note: PRISMA Flow Chart Prepared by the Author from (Alexander, 2020)

However, in order to consolidate all the findings of the research, it will be supported by the Grounded Theory which, by concept, provides knowledge that allows individuals to face problematic situations that arise in the development of the day to day, but which is static and in turn, can adapt to the changing of the world. of the context and after that adaptation can continue to provide solutions. According to (Strauss & Corbin, 1990):

the idea of developing a Grounded Theory is to develop a discipline that is relevant, that there is a great contradiction in starting research with a theory in mind. This is not to say that researchers cannot bring their history, their experience, and the literature they already know to research, but the idea is to discover new concepts and if one comes to research with a predefined framework, this discovery can be limited. (p. 17).

That is, based on the information obtained, triangulated with each of the categories present in the

research, concepts can be generated, which, together with similar concepts and that point in the same direction, lead to generate a basis for a theoretical construct supported by the findings of the study since the grounded theory is fed precisely by those judgments derived from the social actors. mediated by the circular process of the research process, of the observation of the attitudes taken by the interviewees, together with the documentary findings produced by the literature review.

It is imperative to keep in mind that in the Grounded Theory the number or quantity of people involved in the study is not relevant since each of the people involved in the study and the information that comes out of them is of great importance, but if the saturation of each of the categories with a correct number of interviews must be guaranteed, in addition, it will be continuously validated by the constant comparison method (MCC).

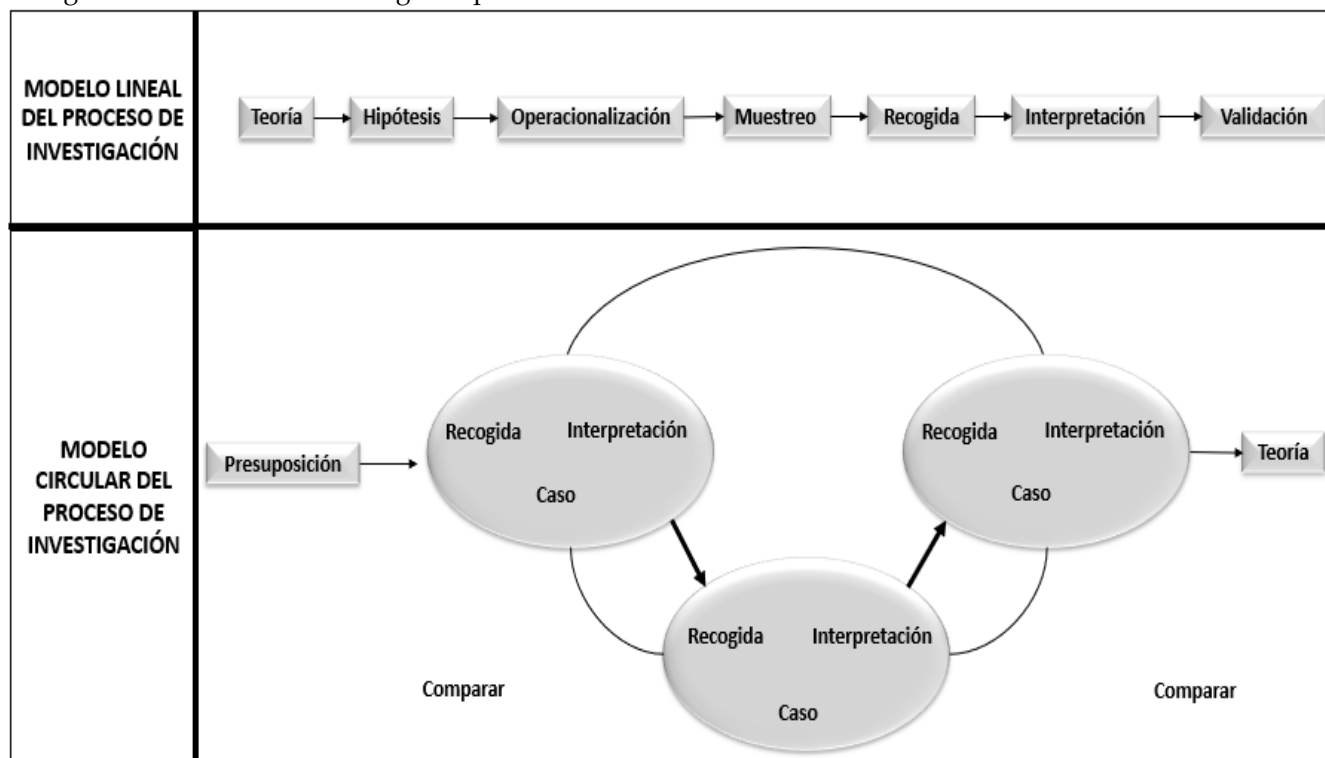


Figure 2: Flick Models and Theories Diagram on Research-In original Spanish language
 Note: Models and theories taken from Flick (2004)

However, MCC can be defined as:

A method for interpreting texts, which becomes a constant comparative method when the codes are systematically compared over and over again, with the new ones obtained. That is, at the same time that it is coded, it is analyzed to elaborate concepts, through constant comparisons of specific occurrences of the data. (San Martín-Cantero, 2014, p. 5).

And, since the research, although phenomenological and hermeneutical, is based on Grounded Theory, (Strauss & Corbin, 1990) admits that the data of this methodological route come from:

interviews, observations, documents and also videos or other sources of information with qualitative data, or that are considered qualitative data. The basic processes of analysis to develop theory and to integrate concepts are 1) to make

constant comparisons and 2) to ask generating questions." (p.17).

2.1. Phases of the investigation

In line with the methodological route of this study, it is considered to exhaust the next phase of the research, with the purpose of giving structure and order to the procedure that, a posteriori, will have the research in progress, namely:

- Bibliographic Tracking to structure theoretical bases

- Working with the Community to Contrast Theoretical Vs Field Findings

1. Fieldwork and Data Analytics
2. Synthesis and systematization of results
3. Presentation of results

2.2. Scenario and Key Informants

An official educational institution that offers preschool, basic and secondary school care and training, attached to the Ministry of Education of Antioquia, has a total of 114 teachers who are part of the Institution's teaching staff. A first differentiating filter will be made between primary and secondary teachers, taking the latter so that the number is reduced to sixty-four (64). It is noteworthy that the considerable number of teachers for the study, provide their academic services at different times (morning or afternoon), which leads to take precautions addressing each social actor discriminately, taking into account ten teachers for each day, bringing the number of participants to 20, with these informants the process of semi-structured interview will begin. as detailed in Table 1.

Table 1: Selection criteria for key informants.

N°	Assigned code	Role	Selection criteria
1	D1	Teacher	MORNING day teacher 0-5 years experience
2	D2	Teacher	MORNING day teacher 0-5 years experience
3	D3	Teacher	MORNING day teacher Experience of 6-12 years
4	D4	Teacher	MORNING day teacher Experience of 6-12 years
5	D5	Teacher	MORNING day teacher Experience of 13 YEARS OR MORE years
6	D6	Teacher	MORNING day teacher Experience of 13 YEARS OR MORE years
7	D7	Teacher	MORNING day teacher Provisional Linkage
8	D8	Teacher	MORNING day teacher Teacher Linkage Support Classroom
9	D9	Teacher	MORNING day teacher Teacher Facilitator Assignment
10	D10	Teaching Director	MORNING DAY Assignment as Teaching Director
11	D11	Teacher	Teacher of the AFTERNOON 0-5 years experience
12	D12	Teacher	Teacher of the AFTERNOON 0-5 years experience
13	D13	Teacher	Teacher of the AFTERNOON Experience of 6-12 years
14	D14	Teacher	Teacher of the AFTERNOON Experience of 6-12 years
15	D15	Teacher	Teacher of the AFTERNOON Experience of 13 YEARS OR MORE years
16	D16	Teacher	Teacher of the AFTERNOON Experience of 13 YEARS OR MORE years
17	D17	Teacher	Teacher of the AFTERNOON Provisional Linkage
18	D18	Teacher	Teacher of the AFTERNOON Teacher Linkage Support Classroom
19	D19	Teacher	Teacher of the AFTERNOON Teacher Facilitator Assignment
20	D20	Teaching Director	AFTERNOON DAY Assignment as Teaching Director

Note: Assignment of Codes for interviews. Source: Own elaboration (2023)

It is important to highlight that the performance of the key informant in the research process is very special, being that the key informants come to be perceived as the primary and essential source of all intellectual and research study, from their knowledge, experiences, emotions, beliefs even, nourish the research with each contribution they provide. Their identities are secretly guarded, this episode being one of the fundamental aspects of research ethics.

2.3. Techniques and instruments for collecting information

At this time, to collect the information, the technique will be a semi-structured interview, which will be applied to the number of key informants that it has considered approaching for such purposes. Various resources will be used, in addition to the dialogic, it will make use of a video recorder, recorder, in order to obtain from the interviewees the information that will only be used for academic-research purposes and consecutively for the subscribed object-study. These aspects generate confidence in the interviewees, providing, among other things, comfort and credibility in order to provide valuable data for the study. According to Monistrol-Ruano (2007), the key informant:

it is a person capable of providing information about the element under study and constitutes a link between two different symbolic universes. The goalkeeper, in addition to being a key informant, is a person who places us in the field and helps us in the process of selecting participants in the case of interviews or focus groups. (para. 9).

Likewise, the interview must be oriented, so it requires an instrument with which to guide and dynamize the dialogic activity of information collection. As already mentioned, appropriate technological resources will be used for the collection of the data reported, whether in audio or video; in addition, it will be executed manually, supported by a field diary or an annexed material that will allow the information as such to be had directly and at hand. The interviewer must read to the interviewee each question or question contained in the Instrument; He must be able to route the interview as the situations arise within it, he must record in his field diary, taking notes as the person answers the questions, and then reinforce them when he sees the video again.

In qualitative research it is not possible to hide behind standardized forms, we do not pass a list of

questions for people to fill out, nor can the findings be presented in an abstract way, as if it were a statistic. (Corbin, 2016, p. 18).

It should be noted that, when conducting the interviews, the effects of carrying out an interactive or dynamic activity are done using:

An interview guide that incorporates questions and narrative stimuli It is possible to collect biographical data regarding a certain problem, this interview is characterized by three main criteria: focus on the problem, i.e., "the orientation of the research towards a relevant social problem"; in object orientation, that is, that methods are developed or modified with respect to an object of research and, finally, in process orientation in the research process and in the way of understanding the object of research. (Flick, 2004, p. 100).

The collection of information does not turn out to be literally what is stated; It is a moment in which the trust of the interviewee or interviewees is gained so that they can offer a satisfactory answer for the study, only in this way can significant results be achieved a posteriori and valuable theories for the sciences can be generated. The human being in his social character (Aristotle, 2008) uses dialogue as a resource; and even though it is such a common action, at this time it becomes evident that it is complex to undertake the dialogical, intersubjective and close task with the interviewee.

2.4. Analysis and processing of information

Regarding the analysis of information and information processing, Saldaña (2002) states that this: "It is usually a word or a short phrase that symbolically assigns a summative, salient attribute that captures the essence and/or evocative to a part of the linguistic or visual data" (as cited in Jaimes-Rodríguez, 2022, p. 211). Hence, the importance of analyzing not only the answer given by the interviewee, but also the way he responds, the words he commonly uses, the tonality with which he gives his answer and even his refusal to answer if this is the case. From all this, valuable elements can be obtained and of great contribution to the research using the triangulation of data creating semantic networks supported by office tools such as Excel, in addition to the qualitative data analysis software ATLAS.ti 23, in order to relate each element of information obtained with the categories of the research and finally with the conceptual matrix obtained to be able to respond to the questions raised as the objective of the research, as can be seen in Figure 3.

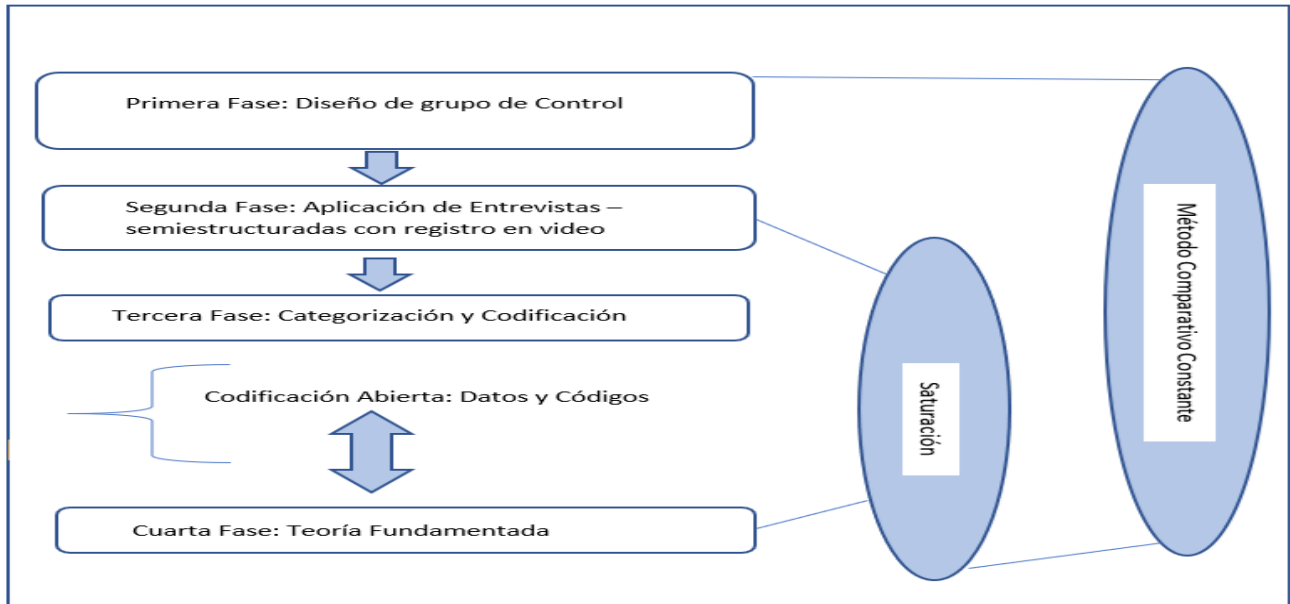


Figure 3: Phases for the analysis and processing of information criterion. In original Spanish language
Note: Phases of a qualitative research with a methodological approach based on Grounded Theory. Own elaboration based on (Corbin, 2016)

Within the analysis process, we work with the constant comparison method (MCC), fundamental to contrast categories, with questions, with results, with results, with results, and with results. 2014). Even so,

it is a whole process that occurs by overcoming each of the stages of the study, as can be seen in Table 2, correspondingly.

Table 2: Information processing

Stages	Grounded Theory	Process with ATLAS.ti	Process	Description
I	Research Design		Formulation of the research problem	Formulation of the study problem, constant review by the researcher, as well as literature.
			Selection of interviewees	Applied defined selection criteria
II	Data collection		Interview Application	20 teachers from the institution that served as the context of the object-study were interviewed
III	Data Classification		Transcript of the 20 interviews	Transcription of each of the interviews was made, thus coding key elements that emerged from each of them
		It will begin the use of as a tool for the analysis of qualitative data	The Hermeneutical Unit will be created	The primary elements were included for subsequent analysis, the theoretical saturation was validated, the hermeneutic unit included (20) primary elements
IV	Data Analysis	Textual level	Appointment Segmentation	We worked with the twenty (20) primary elements, pointing out the most significant text elements and relevant quotes
			Open Coding	The concepts and ideas that emerge from the aforementioned quotations were pointed out
			Writing memos	They were written throughout the data analysis, both textually and conceptually
		Conceptual Level	Axial Coding	The codes were linked inductively and deductively for subsequent grouping
			Selective Coding	Each category was selected to be the central one and the others were related to it, to create a map of relationships between elements to formulate a narrative line
			Review	All the work done with the twenty (20) primary elements was reviewed
			Conceptual Network Development	The code families of both primary and secondary nodes and their respective links were created
			Preliminary construction of the theory	The first conclusions were drafted, reviewing and integrating the memoranda
V	Confrontation of literature and the	ATLAS.ti process completed	Review of emerging theory, conclusions, discussions	All conclusions have been written and will relate to the literature reviewed. The emerging theory will be reviewed again to highlight nuances

	construction of theory			
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Note: Own elaboration (2024)

When taking into account the validity and reliability of the information, it is necessary to bear in mind what Martínez-Miguélez (2006) indicates:

The historical-hermeneutical (interpretive) sciences produce the interactive knowledge that underlies the life of each human being and the community of which he or she is a part; Likewise, critical social science produces the reflective and critical knowledge that human beings need for their development, emancipation and self-realization. (p. 255).

In conclusion, it is important to make it clear that the naturalistic component addressed in this research is in the light of McMillán and Schumacher (2005) when they indicate that: "Naturalistic and participant-oriented approaches, in which naturalistic research and the involvement of the participants are essential when determining values, the criteria, needs and data for evaluation" (p. 564), making it clear that each interviewee contributes not only from his or her knowledge, but also from his or her being.

3. RESULTS

The analysis of the 20 interviews with teachers and principals made it possible to identify that school culture, the learning community, and teacher professionalization not only emerge as categories, but also configure a dynamic framework that explains the way in which educational institutions are transformed.

Regarding school culture, the participants agreed that it is expressed in pedagogical practices, daily rituals and forms of interaction that, although anchored in traditions, are subject to tensions between innovation and resistance to change. It was evident that institutional values and shared beliefs directly influence teachers' willingness to adopt new methodologies and their perception of the school's role in the community. This finding suggests that transforming school culture implies processes of collective resignification and not only the adoption of external guidelines.

Regarding the learning community, the results showed that spaces for collaboration between

teachers favor the construction of common meanings and the emergence of innovative pedagogical practices. The interviewees pointed out that dialogue and networking strengthen both institutional cohesion and the capacity to respond to social and pedagogical challenges. The learning community was described as a mechanism of mutual accompaniment that, by fostering trust and horizontality, turns the teacher into an agent of innovation and not only into an executor of educational policies.

Teacher professionalization was highlighted as an unfinished process, but central to educational transformation. The informants highlighted the need to articulate initial training and in-service training with contextualized experiences that develop critical, reflective, and ethical competencies, beyond mere technical updating. Teachers demanded professional development programs linked to their school realities, where action research and pedagogical reflection are articulating axes.

The use of ATLAS.ti allowed us to verify that these three categories converge in interdependent conceptual networks: the school culture defines the symbolic framework, the active learning community, the collaborative transformation and the professionalization of teachers guarantees the sustainability of the change. The theoretical saturation achieved with the constant comparison method showed that the impact of these categories is not linear, but recursive: the transformation of the school culture feeds back into the learning community and requires continuous processes of professionalization, generating a virtuous circle for educational innovation.

The results confirm that the transformation of educational institutions requires understanding school culture as a living network of meanings, strengthening learning communities as spaces for collaborative innovation, and consolidating teacher professionalization as a permanent process of reflection and critical action. These dimensions, when integrated, are projected as a way to reconfigure teacher training programs and respond in a pertinent way to contemporary educational challenges.

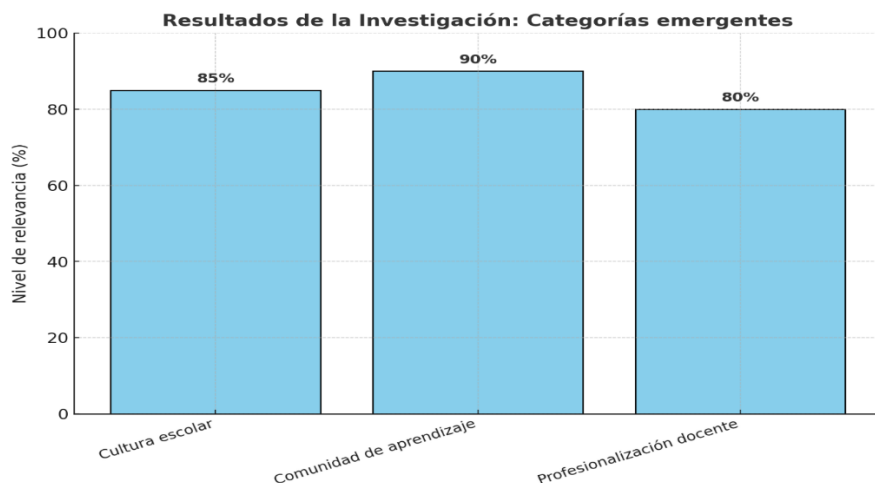


Figure 4: Results representing the relevance of each emerging category: In original Spanish language

The network graph allows us to visualize how the three central categories - school culture, learning community and teacher professionalization - do not function in isolation, but as interdependent nodes that constantly feed off each other. This representation shows that educational transformation is a systemic and recursive process.

School culture acts as the node that gives meaning and coherence to the institutional framework, defining shared practices, values and norms that guide pedagogical action. Their relationship with the learning community is expressed to the extent that these beliefs and practices become the frame of reference for collaborative work among teachers. In turn, the community influences culture by introducing innovations and collective reinterpretations that reconfigure school meanings.

On the other hand, teacher professionalization is connected in a bidirectional way with both nodes: it is nourished by the school culture as it guides the processes of training and updating, but it also

transforms it by introducing new pedagogical perspectives and competencies. Its link with the learning community is equally essential, since continuous training is enriched in spaces for dialogue and co-construction of knowledge.

The circular nature of the connections indicates that any change in one of the nodes immediately impacts the other two, generating a multiplier effect: an open school culture favors professionalization and collaboration; a solid community promotes innovation and requires professional updating; and sustained professionalization contributes to consolidating more inclusive and resilient school cultures.

The network graphic confirms that educational transformation can only be understood from a systemic perspective, where culture, collaboration and professionalization form a dynamic triangle that drives processes of deep and sustained change in educational institutions.

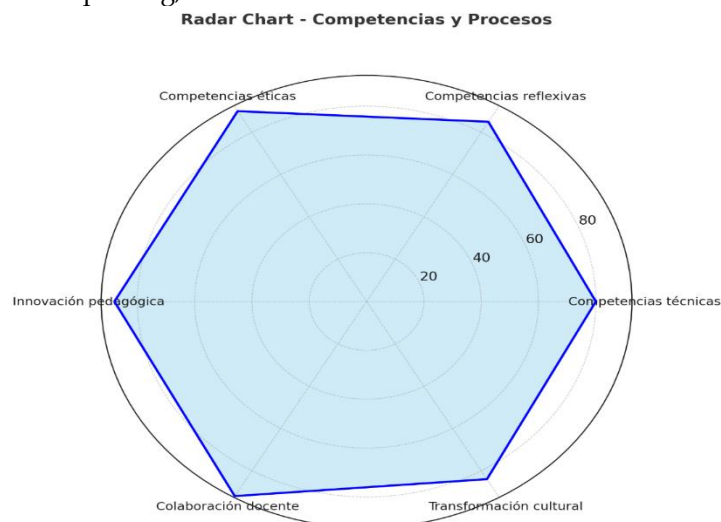


Figure 5: Radar Chart showing competencies and processes linked to research results-In original Spanish language

The analysis of the radar chart shows that educational transformation does not only depend on general categories (school culture, learning community and teacher professionalization), but also on a network of specific competencies and processes that act as dynamizers of change.

First, a high level of reflective (85%) and ethical (90%) competencies is observed, which confirms that teachers not only seek to update teaching techniques, but also to strengthen their critical capacity and their commitment to principles of justice, inclusion, and pedagogical responsibility. This finding highlights that teacher professionalization should be conceived as a comprehensive process that articulates cognitive skills with a solid ethical dimension.

Likewise, technical competencies (80%) obtain a relevant value, although slightly lower, which suggests that educational innovation is not limited to the incorporation of tools or methodologies, but needs to be accompanied by reflective and ethical processes that guarantee its relevance and sustainability.

Institutional processes, represented in pedagogical innovation (88%), teacher collaboration (92%) and cultural transformation (84%), reveal that collective dynamics are the driving force behind the renewal of school practice. Teacher collaboration appears as the most valued dimension, indicating that networking, shared learning and mutual trust among peers constitute the main driver of change in the school.

Overall, the radar chart allows us to conclude that the strengthening of educational institutions requires a balance between individual competencies and collective processes: while competencies guarantee the teacher's personal preparation, processes sustain institutional innovation. This interaction enhances a virtuous circle that articulates ethics, technique, innovation and culture, consolidating the vision that teachers are central actors in the construction of transformative learning communities.

4. DISCUSSION

The research findings, enriched with graphic representations, show that school culture, the learning community and teacher professionalization form an ecosystem of interdependent meanings, practices and processes that explain contemporary institutional dynamics. The analysis of the interviews, together with the bar graph, suggests that the learning community occupies a central place in pedagogical transformation, as it is consolidated as a space for collaboration, innovation and generation of trust among peers. This centrality coincides with Wenger-Trayner and Wenger-Trayner (2020), who

argue that communities of practice constitute privileged environments for the construction of collective knowledge and educational sustainability.

The network graph reinforces the idea of interdependence by showing that categories do not work in isolation. School culture provides a shared symbolic framework, which determines values, beliefs and dispositions for change; the learning community acts as a catalyst that introduces collaborative innovation processes; and teacher professionalization ensures the sustainability of these changes through critical and reflective training. This articulation is consistent with studies that highlight the need for systemic approaches in educational transformation, where change in one node necessarily has an impact on the others (Day & Gu, 2014; Tondeur et al., 2018).

The radar chart made it possible to visualize that teacher professionalization cannot be reduced to technical updating, since ethical (90%) and reflective (85%) competencies reached higher levels than technical (80%). This finding underlines that training should be oriented to the integral development of the teacher, incorporating critical capacity and social commitment as inseparable dimensions of pedagogical practice. Recent research in *Education Inquiry* and the *British Journal of Educational Technology* shows that the most effective training programs are those that link reflective practice with situated and collaborative learning, favoring the consolidation of teachers as agents of change and social justice (Pantic & Florian, 2020; Darling-Hammond et al., 2017).

The relationship between school culture and teacher professionalization, evidenced in the conceptual networks generated with ATLAS.ti, shows that institutions with open and resilient cultures favor the updating of their teachers, while rigid cultures limit innovation. Day and Gu (2014) highlight that institutional resilience is built in contexts where teachers actively participate in decision-making and find collective support to face external challenges. Along these lines, Fullan (2021) warns that sustainable educational reforms do not depend on external impositions, but on the active appropriation of teachers as leaders of the processes of change.

The evidence generated confirms that the processes of educational transformation require understanding the school as a living system, where culture provides identity, the community guarantees collaboration, and teacher professionalization ensures continuity and quality in pedagogical practice. The recursive nature of these categories,

represented graphically, shows that educational change is a dynamic cycle in which collaborative innovations feed back into the institutional culture and, at the same time, require permanent professional updating. This approach contributes to current discussions on the need to consolidate more inclusive and sustainable educational institutions, capable of responding to contemporary social, cultural, and technological challenges (Tondeur et al., 2018; Darling-Hammond et al., 2017).

5. CONCLUSION

The research made it possible to understand that school culture, the learning community and teacher professionalization constitute a network of interdependent dimensions that explain the way in which educational dynamics are configured and transformed. School culture was consolidated as the symbolic framework that gives meaning to pedagogical processes, determining values, beliefs and dispositions towards innovation. As Day and Gu (2014) point out, institutions that build resilient cultures are capable of sustaining educational quality even in scenarios of pressure and change, which reinforces the need to work on processes that strengthen institutional identity and cohesion.

The findings associated with the learning community showed that collaborative work, the creation of trust and the generation of collective knowledge are fundamental engines for pedagogical innovation. This dimension reached the highest level of relevance in the graphic results, which confirms that educational transformation does not depend exclusively on individual action, but on the construction of collective networks of practice. Wenger-Trayner and Wenger-Trayner (2020) highlight that educational value arises precisely in these spaces of social interaction, where shared

learning transcends the classroom and becomes a process of co-creation.

Teacher professionalization emerged as a process in constant construction, which cannot be limited to technical updating. The radar chart revealed that ethical and reflective competencies were valued even above technical ones, which underscores the importance of training critical and socially engaged teachers. Pantic and Florian (2020) point out that teachers who assume a role as agents of inclusion and social justice are able to project their action beyond the classroom, strengthening the role of the school as a transformative institution. Similarly, Darling-Hammond, Hyler, and Gardner (2017) argue that the most effective vocational training programs are those that integrate situated practice, reflective inquiry, and collaborative learning.

The graphic representation in the network allowed us to observe that the impact of these categories is not linear, but recursive: school culture influences professionalization and the learning community, but at the same time is transformed by them. This circular nature coincides with the proposals of Fullan (2021), who states that sustainable educational reforms are only possible when teachers are active protagonists of collective processes, supported by policies that enhance their leadership and creativity.

The set of findings confirms that the transformation of educational institutions must be understood from a systemic perspective, where the school culture provides the symbolic framework, the active learning community collaborative processes of innovation and the professionalization of teachers ensures the continuity and sustainability of change. The articulation of these three dimensions constitutes a strategic way to strengthen initial and in-service training programs, so that teacher training institutions respond critically, ethically and creatively to the challenges of contemporary society.

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