

Pedagogical Support in, A Hybrid Setting, in Public Institutions and PRONOEI of the Initial Level

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Abstract

Pedagogical accompaniment is a strategy that seeks to improve teaching practice through a reflection process to analyze and improve performance in the classroom, in order to improve student learning outcomes. The objective of this research is to be able to explain how the pedagogical accompaniment from a hybrid scenario favors the improvement of learning in educational institutions and PRONOEI of the initial level, appropriating the contributions that technology has left us in recent years and use them to generate commitments to improve learning. In order to analyze the information, a meta-analysis was used to summarize and combine the results of the research, as well as information from databases such as Scopus, Scielo, Dialnet, Redalyc, ProQuest, Springer, Redib. Web of Science among others. others; and a total of 4 doctoral theses, 5 technical standards, 4 pedagogical manuals and 42 scientific articles, of which 16 are presented in English, 2 in Portuguese and 24 in Spanish, the years of publication range between 2010 and 2022 and the countries are diverse, among which we can mention Spain, Chile, Colombia, Cuba, Mexico, Peru, Ecuador, France, Russia, Venezuela, Ukraine, Brazil, South Africa, Argentina, the Dominican Republic, the Philippines, Italy and Canada. The search strategies were by topic and keyword. The information collected has shown that pedagogical accompaniment is important to improve learning and this must be promoted through relevant and sustainable public policies.

Keywords: Professional Counseling, Hybrid Learning, Teaching Practice, Teacher Competencies, Early Childhood Education.

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INTRODUCTION

As of the year 2020, there were many changes in society, which, without a doubt, have marked a before and after in the development of educational work worldwide due to the health crisis that resulted in many educational institutions closing their schools. doors to lighten the effects. Despite this, the flame of education did not go out and the challenge of the educational system was to promote the development of learning with two decisive allies: teachers and virtuality. It was quite a challenge since most of the teachers had to develop a virtual education for which they were not prepared and also, since before the pandemic, there were already large gaps in their professional training [1].

It should be noted that teachers should not be alone in this educational task, since they have reassessment policies aligned with the national educational project that raise the importance of professional teacher development based on

responsible, effective performance and comprehensive continuous training; Paradoxically, there are multiple difficulties between the little implementation of training processes for pedagogical accompaniment and advice to teachers and this is due to a fragile institutionalization of in-service training, through public policies that are being implemented that lack relevance, impact and sustainability, therefore the need to rethink new policies that allow the institutionalization of in-service training that articulates the work carried out in the school and teacher training through an articulation that promotes the accompaniment and pertinent advice to teachers from their pedagogical practice [2].

The teaching profession is recognized, from the MBDD, as a task that implies acting in a reflective manner; that is, being able to decide autonomously and critically about the processes to be able to teach and so that students can learn; Likewise, it is a profession that has a relational dynamic between students and the set of interactions that allow

learning to be mediated. For this reason, in-service training aims to promote a reflective, efficient, autonomous, critical and relevant teaching practice with the context, which allows students to achieve the expected skills. It is very important that an articulation can be given between the initial training of the teacher, from his training center and the in-service training, in which the references of the MBDD are shared, which are the domains and competencies that every teacher must develop throughout of their professional career [3,2].

Likewise, in times of the coronavirus, the educational dynamics have changed due to the demands of distance education, hence the need to have a relevant pedagogical accompaniment that allows changes in the search for quality of teaching, to develop skills and attitudes in teachers [4,5]. The problem is also related to the difficulties that managers present in their management since it focuses on administrative work, and not on accompanying practice in the classroom; It is also important to point out that a criticism of the Peruvian educational system is the low school performance and, although there have been some improvements in recent years, there are great needs, especially in rural, single-teacher, multigrade schools and in those where the language is spoken. the original language [6]. Peru presents low performance at the national level, among the causes attributed to these results is a pedagogical practice based on ideas, thoughts and attitudes that, many times, prevent assuming perspectives of change in accordance with the needs of the context. It is necessary to analyze how pedagogical accompaniment seeks to meet the needs that we find in teacher training to promote teaching and learning outcomes [5,6,7].

Pedagogical accompaniment refers to a strategy located in the school and that consists of planned advice that is carried out systematically and continuously, directed at the classroom teacher with the intention of identifying the errors that occur within the pedagogical practice in order to deconstruct and improve their performance in distance and/or face-to-face education, through permanent advice and guidance, which allows the process of reflection and continuous improvement; this requires strategies that are validated from the classroom, as well as strengthening actions and joint work at school [2,4,8,9]. The pedagogical accompaniment influences the accompanied teacher, who is in the exercise of the teaching function within the school or educational service of basic education and is responsible for managing pedagogically to achieve competencies, developing a teaching practice with hybrid learning; that is, using face-to-face moments, at a distance, synchronously or asynchronously; actively participating in training actions that allow the improvement of their teaching practice [10,11].

This article was based on a meta-analysis through the review of scientific literature [12]. For this, it is necessary to take into account defining the variable that will be the object of study, as well as including the choice of search terms and bibliographic libraries, carrying out a systematic review,

analyzing the data, evaluating heterogeneity and interpreting the results [13]. That is why an in-depth search of scientific literature was carried out in the languages, Spanish, English and Portuguese, which were published between 2010 and 2022, for which various recognized databases on pedagogical accompaniment were used.

METHODOLOGY

The meta-analysis was taken as a reference, which is a methodology that allows combining and summarizing the results of several individual investigations from collecting, reviewing and validating scientific literature, in this case, doctoral theses, normative guidelines, scientific articles and pedagogical manuals [12]. The variable the object of study was defined: pedagogical accompaniment, as well as including the choice of search terms, reviewing 4 doctoral theses, 5 technical standards of the educational instance, 4 pedagogical manuals and 42 scientific articles, of which 16 are presented in English, 2 in Portuguese and 24 in Spanish from high-impact bibliographic libraries such as Scopus, ProQuest, Web of Science and medium impact such as Scielo, Redalyc, etc. when conducting a systematic review, analyzing the data, assessing heterogeneity, and interpreting the results (13). An in-depth search of scientific literature was carried out in more than one language, such as Spanish, English and also Portuguese, which were published between 2010 and 2022. The pedagogical accompaniment and also the accompaniment that is coming was investigated. providing from hybrid contexts. It was identified that 42 articles are valid according to their usefulness and contribution, demonstrating the results of the present investigation.

DEVELOPMENT AND DISCUSSION

It was determined that, in order to search for information, it was necessary to consider the year of publication, as well as the type of document and the high and medium impact search and database strategies.

It was determined that it was necessary to consider 10 references to define the concept of pedagogical accompaniment; they are presented by author, database, country and year of publication.

In order to define and understand the *concept and importance of pedagogical accompaniment*, the search for scientific information was used, reviewing a total of 3 doctoral theses, 2 technical standards, 4 scientific articles and 1 pedagogical manual, which define it as a consultancy that is plans based on the different educational guidelines, in a continuous, systematic and contextualized way; Its purpose is to contribute to the improvement of the teacher's performance, in which changes can be shown during teaching and learning that reflect the students, increasing their school performance through a reflective dialogue in which pedagogical experiences are shared for the appropriation of an

improvement in educational practice; It is understood as an action that goes beyond supervision because it seeks to identify errors and then, through advice based on a horizontal, permanent and trusting dialogue, considered as formative mediation, achieve significant changes in teachers, which allows their professional growth [4,9,10,14,15].

Pedagogical accompaniment is a strategy that seeks in-service training that, situated in the school environment, allows an exchange between the accompanied teacher and the accompanying person, in which there is no level of superiority, the treatment is horizontal through a dialogue that takes as a point of reference, the observation and evaluation of the teacher's practice, developed in the classroom, which allows to recognize the strengths; but also the weaknesses to be able to formulate changes, correcting the limitations found in traditional practices to meet the needs of teachers as a main need; in which bilateral communication is promoted that allows not only reflection but also to be able to successfully face similar situations. The pedagogical accompaniment aims to offer various opportunities for teachers to build new knowledge and connect it with pedagogical practice to formulate innovation projects and learning communities; likewise, that they can improve the learning of students and teachers so that, each time, there is greater relevance [5,11,16,17,18,19].

Due to the aforementioned, the pedagogical accompaniment is a strategy that is carried out within the educational service, whose purpose is to contribute to the improvement of learning from the change of the practice carried out in the classroom to develop a process for teaching and learning. relevant learning. At the initial level, this accompaniment must be at different times of the school day: free play in the sectors, learning activity, learning workshops, etc. Above all, in the PRONOEI, which should be accompanied more frequently, because they have a non-professional staff that attends to girls and boys from the initial level schools.

In the same way, 2 Minedu technical standards, 2 scientific articles and 1 pedagogical manual were reviewed to be able to capture the *definition of pedagogical companion and accompanied teacher*, which are presented by author, database, country and year of publication.

The pedagogical companion is that expert professional who has a required profile to promote the deconstruction of the pedagogical practice, reflecting on the strengths and difficulties encountered through the analysis and development of pedagogical domains, building new knowledge; seeks to understand and transform the pedagogical practice to improve the results in student learning, guiding from training approaches, considering principles and also criteria of the frameworks of the good performance of the manager and the teacher and also from educational policies and pedagogical theories of the National Curriculum. The accompanied teacher is a practicing classroom teacher. It is responsible for pedagogically managing learning and developing skills in its students

[8,10,20,21].

It is necessary that the person who accompanies can have an ideal profile since this will help the accompanied teacher, who manages the learning of girls and boys who are under 5 years of age, to be able to trust him, to achieve reflection and improve the process to teach and learn through a horizontal and respectful treatment. In the programs of the initial level, the role of companion is carried out by the coordinating teacher who must guide the execution of the pedagogical practice to a non-teaching professional, called a community educational promoter, whom she accompanies permanently to guarantee learning in girls and boys from early childhood.

7 scientific articles, 1 doctoral thesis and technical standard were reviewed to indicate the *definition of the process for hybrid teaching and learning*, which are presented by author, database, country and year of publication.

They are those learning experiences that can be developed using pedagogical moments in person and at a distance, as well as synchronously and asynchronously to develop skills in students. At the initial education level, remote education made it possible to bring students and families closer to school within the context of the health emergency caused by covid-19, providing pedagogical, emotional and technological support; This virtual accompaniment was used by teachers as a strategy to provide feedback to their students; but it was also used by the management team, who records the actions developed by the teacher during the feedback by collecting information in his field notebook, relevant information that allows reflection, clarification or suggestion in order to improve teaching and learning, this accompaniment process and advice to teachers in a virtual way is developed using technological tools that allow support and seek to improve educational quality. Likewise, hybrid education offers more benefits than a purely face-to-face or virtual training proposal, since in the combination of both modalities there is more possibility of improvement through the use of virtual environments or platforms that allow, through a didactic dialogue, mediator and with educational purposes, specify learning [11,22,23,24,25,26,27].

The accompaniment and advice to teachers of virtual classrooms is the moment in which the director visits the teacher in the classroom to observe his work, accompany him and advise him in the practice itself; in the virtual case, the entire process is developed using technological tools. Diagnostic monitoring is carried out at the beginning in order to detect strengths, opportunities for performance improvement and agree on improvement commitments. Based on these findings, the management team must present a follow-up plan that must focus its efforts on meeting the training demands detected and specifying improvement commitments [28].

2 scientific articles, 2 doctoral theses and 1 technical standard were reviewed to publicize the *approaches of pedagogical accompaniment*, which are presented by author, database,

country and year of publication.

Of the authors consulted, four pointed out that the main approach is the reflective critic, oriented towards the improvement of critical thinking and the development of professional autonomy, since it implies that the teacher can reflect on their practice and from their practice, making better decisions. and critically appropriating the knowledge and skills that guarantee the development of student learning, using self-reflection and continuous review of their pedagogical practice, seeking to achieve interaction processes that allow understanding meanings of those that are being built; that is to say, knowledge or knowledge, articulating theory with action. This approach is oriented to the construction of the pillars of education, in which being, learning, knowing, feeling are developed; but also learning to live and coexist [4,5,8,29].

A cooperative approach between peers is also pointed out, since it allows continuous learning, to accompany and share from their experience from the relationship of facilitator and teacher that allows changes in the practice of the teacher, in an environment of trust, empathy and tolerance.. On the other hand, the technical approach considers that the teacher should limit his role to the theoretical application of formulas or recipes that ensure that students can achieve the learning objectives. An inclusive approach can also be considered, which seeks to transform the educational system from its policies, as well as approaches, culture and pedagogical practice to meet the diversity of student needs, increasing their participation and reducing exclusion [5,8,14].

2 scientific articles, 1 pedagogical manual and 1 technical standard were reviewed to be able to indicate the *modalities of pedagogical accompaniment*, which are presented by author, database, country and year of publication.

From the point of view of Minedu, two forms of accompaniment were proposed: an internal one as a commitment to improve the management of the school, which is promoted and directed by the management team or another similar one, who accompany the teacher in the search for the continuous improvement of learning, seeking to institutionalize a better teaching practice permanently and in the same way a joint work in learning communities, through collegiate work. The other was the external modality, which is promoted by some management instance MED, DRE, UGEL, whose reference is the framework of good performance aimed at teachers, in which there is an external chaperone who does not work within the school, who coordinates with the management team and assumes various strategies for the accompaniment of the teachers in their charge [8,30]. There are other approaches in which it is pointed out that the modalities correspond to the supervision of the pedagogical work centered on the teacher to provide guidelines or directions in a unidirectional way; the facilitation model promotes reflection on the mediation that takes place in the classroom in order to find solutions to problems; finally, the collaboration model seeks to articulate

the work that is carried out as a training process, it is a reciprocal process in equality of shared responsibilities [14,31].

7 scientific articles, 4 pedagogical manual and 2 technical standards were reviewed to be able to indicate the *strategies of pedagogical accompaniment*, which are presented by author, database, country and year of publication.

The authors mainly pointed out four strategies: classroom visit, mutual learning groups, updating workshops and collegiate work meetings. The visit in the classroom allows recording evidence of the activities that take place in the classroom. The registration of the practice is carried out in a tool called a field notebook and the evaluation of performance can be evaluated through rubrics, evaluating the following levels of achievement: the level of involvement in which the students are within the day, likewise, how the time of the day is optimized, how reasoning, creativity and critical thinking are promoted, how the evaluation of learning progress is developed, how a respectful and warm climate is promoted in the classroom in order to regulate student behavior. Likewise, research indicates that, when there is a greater frequency of visits in the classroom, a better teaching performance is reflected, since the pedagogical accompaniment becomes an opportunity for mutual learning [32,33,34,35,36].

The inter-learning groups (GIA) are meeting spaces with the teaching staff in order to be able to exchange experiences of a pedagogical nature; analyze and reflect on the information collected during the classroom visit, in order to contribute to a collective reflection in the community, to improve student learning. This meeting is led by the pedagogical assistant and is held alternately to their working day, and teachers must be summoned in advance to guarantee their participation in the day. It can be pointed out that this strategy favors cooperative learning, since it can be carried out interinstitutionally by bringing together teachers from several educational institutions or institutionally among teachers from the same institution [9,10,18,30,37].

The collegiate work meeting (RTC) is a training strategy that promotes collaborative work between professionals, it is part of the paradigm of collegiality. The topic addressed in the RTC is defined by the management team based on the identification of teacher training needs after visits to the classroom to make decisions and actions for institutional improvement. There must be a good work environment and good communication in which the use of the 5Cs is evidenced "strengthening communication, good coordination, complementarity, generating commitments and trust", which allows developing clear relationships in which each one of the participants can give their point of view to reach agreements and encourage critical thinking, strengthen the sense of belonging, solidarity and mutual respect, making it possible for them to join collaborative work spaces, assuming responsibilities, carrying out a follow-up of the commitments and proposed purposes [30,38,39,40].

The updating workshops for teachers are spaces for reflection based on conceptual frameworks and knowledge of a pedagogical and disciplinary nature, since it contributes to being able to generate new knowledge that allows decisions to be made to improve pedagogical practice in the teachers' classroom. The evidence collected during the visits and the GIA is taken as a reference, which from the MBDD and the CNEB are contrasted and analyzed from the theory to generate proposals for change, improvement or continuity. These must be significant, guaranteeing a better teaching praxis. When conducting workshops, some elements should be considered, such as methodological content, training for teachers [8,21,33,41].

14 scientific articles were reviewed in order to define the relationship between *pedagogy and technology*, which are presented by cars, database, country and year of publication.

In our current society, from the changes produced by the pandemic, great impacts are generated in education; That is why the disciplinary contents were adapted to the educational needs and also to the various abilities of the students in relation to the use of technologies. Various investigations indicate that personalized e-learning will allow not only to create an adaptive curriculum; but it will also allow us to satisfactorily attend to the needs of each of the students. By relating pedagogy and technology, we cannot fail to point out the teaching and learning model that corresponds to the inverted class, modifying the traditional learning environment, generating prior learning and freeing up time that allows the teacher to carry out a better accompaniment and attend to the needs and the particular progress of students both inside and outside the classroom [26,42,43,44,45,46].

To achieve high-quality skills, it is important to consider that teaching practice must respond to the demands of a changing society; advances in science and technology are crucial, but also that the pillars of education can be present in the actions of each one of the members of the educational community; In this way, good management and quality education are guaranteed that allow life skills, in which cordial ties can be strengthened between family and school to be able to interact generating synergies [42,47,48,49,50].

It was possible to review 3 scientific articles and 1 doctoral thesis, in order to define the *pedagogical mediation*, which are presented by author, database, country and year of publication.

Pedagogical mediation is a teaching task that favors student learning, for which it is important that the teacher can know the disciplinary content that corresponds to the level of education, and can also create authentic situations with the active participation of the student, promoting significant learning. and contextualized, Seeking that students can experience new learning, become aware that they have multiple potentialities, promoting self-assessment and self-regulation in them, but rote teaching should also be avoided, as well as how to generate knowledge in isolation. It is very

important since it allows a transformation of the teacher's performance to achieve their potential within the pillars of education considering the four knowledges [31,35, 51,17].

Two doctoral theses, one pedagogical manual and two technical standards were reviewed to define the *concept of in-service teacher training* considering the author, database, country and year of publication.

In-service training, also called continuous training, refers to the updating process that teachers have and that continues from their initial undergraduate training and continues throughout their working life, since the teacher also learns over time. in service. In-service training fosters an autonomous and critical reflective teaching practice in which it is oriented towards achieving the competencies that all students have the right to learn and develop. Based on collegiate work, in-service training is not only a responsibility within the educational institution led by the management team, but also an external modality in which the institution has a companion from outside the institution [4, 5,11,30,33].

2 technical standards, 3 scientific articles, 3 doctoral theses and 2 pedagogical manuals were reviewed in order to define the *support policies for teachers and students based on the results of the pedagogical accompaniment*, which are presented by author, database, country and year of publication.

In Peru and in the world, there are various in-service training policies and programs that are emerging as a powerful and effective strategy that, making use of the classroom space as learning, allow personalizing and addressing teacher performance since it seeks to relate the accompaniment pedagogy and the training of teachers in service in a personalized way in the search for a better performance of their pedagogical praxis. At the international level, there is a commitment to ensure that there is quality education for all and this can only be guaranteed through relevant teaching and work by the teacher in charge of the classroom. In Latin America, there is a commitment to improve teaching since there are low results in learning; however, teacher training faces major problems in its structure and this is due to the fact that there are many weaknesses in initial training from university or pedagogical training and poor working conditions. The countries in Latin America are made up of heterogeneous societies, but also unequal with a large student population that is going through a situation of poverty and extreme poverty; Many teachers work in precarious conditions and are isolated from the population, which increases the gaps, generates social segmentation and also exclusion, which is why poverty is a reality that affects learning outcomes and also the pedagogical praxis of teachers in service [5,8,21,37].

It is important to analyze some advances in educational policies or actions of other countries in order to have a reference, for the same reason in Chile, educational policies

are based on four domains for good teaching: the first referred to preparing the teaching and learning process ; the second referred to having an adequate climate to generate learning is a relevant domain since the quality of learning requires a social and affective component; the third refers to developing teaching and learning processes for all students, made up of 75 criteria that seek to generate better learning and development opportunities for all students and the fourth and last domain, which is called commitment to professional development, must be keep in mind the professional responsibilities of all teachers to contribute to the learning of their students [4,5,8,17,21].

In Brazil, there are also public policies institutionalized by the Government to be able to address the academic difficulties that are related to the performance of students, with programs run by universities that seek academic orientation to facilitate the insertion of students in education, the same ones that are not effective throughout the territory since they are incipient and greater programs or actions of pedagogical support are needed [52].

In Venezuela, there is an open pedagogical accompaniment approach represented by a management that goes from the classroom and extends to the institutional environment seeking to raise the levels of educational quality [15]. In Argentina, some spaces are being created to promote learning communities from virtual environments, promoting synchronous meetings to improve the management of teachers, from support policies and joint work in alliances with universities to be able to accompany in a pedagogical and virtual way and attend to the inequalities in the educational system [53].

Peru has been a scenario in which many efforts have been made to improve the quality of teaching and learning through continuous training strategies, implementing in 1993 a national program for teacher training PLANCAD, and education programs in rural areas PEAR in 2004, In 2007, the national training and permanent training program PRONAFCAP begins and, from 2008 to 2016, the budget program for learning achievements PELA; but, despite the implementation of these policies and efforts, the expected results are not yet available, in which various difficulties arise, such as a weak institutionalization of the policies that are needed for in-service training, as well as a presence and persistence of traditional approaches developed from the role of the teacher in schools which still have a content-based job and low cognitive demand ; another of the difficulties is the disarticulation that exists between professional performance, training programs and changes in the national curriculum, this generates little attention to the demands of teachers and the programs that are implemented in service do not guarantee significant achievements in the student learning. Within the international context, the role that the Peruvian State must play from the Ministry of Education is significant to ensure the pertinence of policies, strategies and programs that allow in-service training and which are aligned with the

national development objectives by promoting actions but also policies, strategies, plans and training programs that allow monitoring and generating evidence to make better decisions [32,33].

It is important that governments in Latin America can consider the implementation of relevant public policies based on a diagnosis of the real situation of learning in schools at different levels and modalities; It is necessary for teachers to be able to count on an accompaniment program that accompanies them after their initial training and that is part of the educational praxis. Likewise, it is crucial to implement a public policy of accompaniment to the personnel in charge of the PRONOEI, since they must lead the training process with the promoter personnel who do not have professional training, but carry out the work of the classroom teacher, for which It is also important that, from public policies, spaces for learning and labor certification can be generated so that said personnel can access professional training that allows validating the work carried out and also being able to have the initial training that they need for the development of the job. educational work.

CONCLUSIONS

Pedagogical accompaniment is an in-service training strategy that is located within the school environment and that, through horizontal treatment and reflective dialogue, allows the reconstruction of pedagogical practice based on the relationship and bilateral communication between the accompanied teacher and the teacher. pedagogical companion, who can be a member of the management team or an external agent who promotes various opportunities for teachers to build new knowledge in order to carry out a relevant pedagogical practice that allows obtaining optimal learning results in students. In order for there to be better results, there must be a bond of trust between the pedagogical companion, who must demonstrate solvency in disciplinary management and empathy for joint work with the accompanied teacher, who is the main agent of educational work. Likewise, this accompaniment can no longer only be carried out in person, based on the context of the health emergency produced by covid-19, this teaching and learning process is hybrid, for which there are new ways of interacting and communicating, adapting to the times and needs of companions and teachers, with technological resources asynchronously to encourage reflection and to use virtuality as a learning opportunity.

Within the approaches of pedagogical accompaniment, the most significant is the reflective approach, which seeks that the teacher can deconstruct his pedagogical practice, develop critical thinking and professional autonomy that allows him not only to analyze, but also to make better decisions from self-reflection. to improve interaction and develop better praxis. The pedagogical accompaniment can be given from the internal modality, that is, directed by the management

team or whoever takes their place and from an external modality from the continuous training programs in charge of the Ministry of Education.

Among the main strategies of pedagogical accompaniment we have, in the first place, the visit to the classroom, which is the starting point and allows us to analyze the educational task that is recorded in a field notebook to be able to analyze it and share it with the teacher as a opportunity for mutual learning, identifying strengths, weaknesses, but proposing opportunities for improvement through the process of self-reflection; secondly, the GIAs are considered, since after having analyzed the visit in the classroom, the teachers of the educational institution are summoned to a collegiate meeting to work collaboratively, analyzing the pedagogical practice and promoting institutional commitments of gets better; thirdly, there are the collegiate work meetings led by the management team, meeting the existing needs from a good work climate and pertinent communication, identifying goals and ensuring institutional purposes to propose improvement actions from the leadership of the manager; fourthly, there are the updating workshops for teachers, these are reflection spaces where one deepens and reflects from the conceptual and disciplinary pedagogical framework.

Today's society demands a very close relationship between pedagogy and technology, which is why within the pedagogical accompaniment it is very important to also consider the contributions of technology in order to develop a better pedagogical work that generates learning and opportunities to improve the teaching process. and learning, which is why there are various strategies, including the inverted classroom methodology and the use of platforms and virtual environments, as well as the review of bibliographic material from asynchronous resources and others that allow meeting the demands of a society changing considering advances in science and technology. In the same way, all teachers must be aware that their pedagogical work affects the quality of learning received by students, who have the right to learn in a meaningful and contextualized way, guarantee reflection and deconstruction of pedagogical practice; It is necessary to guarantee good results, but also that the teacher can identify, in his praxis, the aspects that must be improved from the domain of disciplinary knowledge and the pertinent strategies according to the characteristics of the students.

In-service teacher training allows the process of comprehensive training to continue during the teacher's working life, since society presents various changes due to the trends and demands of today's society, which is why it is not enough to have initial training, It is very important to guarantee a process of accompaniment from the internal and external modality that allows teachers to appropriate the disciplinary domains that correspond to advances in science and technology, likewise, that they can guarantee learning through adequate mediation, led by the management team.

Throughout the world, policies and pedagogical guidelines

that seek to improve in-service training are necessary, our country is no stranger to this reality and, despite the fact that various in-service training policies have been implemented for many years, These have not managed to fulfill the stated purpose, achieving the expected effectiveness or generating sustainability. Still, in a large part of the country's schools, there is a traditional pedagogical work and by content that is reflected in the low learning results that our country has, both in national evaluations and in international evaluations, it is for Therefore, public policies must guarantee in-service training from the external modality, addressing the large gaps and training needs that teachers have, especially those who are in the most remote areas, where poverty and social inequality increase the gaps. Learning; In the same way, the participation of the Ministry of Education is important to work on external accompaniment that guides the mediation of pedagogical practice and that results are achieved.

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