

El desarrollo profesional de docentes. Una propuesta desde la complejidad

The Professional Development of Teachers. A Proposal From the Complexity

O desenvolvimento profissional de professores. Uma proposta da complexidade

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Resumen

Pugnar por la mejora educativa es una constante en la política de todos los países. Y uno de los aspectos nodales son los docentes. La propuesta que aquí se presenta, desde una perspectiva teórica compleja, reconoce a estos como sujetos históricos que al incorporarse a las instituciones se construyen y reconstruyen. El planteamiento recupera tres ámbitos centrales: personal, profesional y social. El primero alude a la motivación, satisfacción y aprendizaje; el segundo reconoce la necesidad de propiciar desde las instituciones condiciones de comunicación y toma de acuerdos y espacios para la reflexión y las comunidades de aprendizaje. Finalmente, el social se asocia con el reconocimiento de la profesión y su relación con el desarrollo comunitario que redunde en pro de la sociedad. Los planteamientos de este artículo son producto de una investigación desarrollada de 2011 a la fecha. De manera específica presenta los resultados de dos proyectos: una investigación etnográfica denominada “El desarrollo profesional de los formadores de docentes. Una

mirada desde la complejidad” y un proyecto de corte hermenéutico denominado “El desarrollo profesional docente al debate”.

Palabras clave: complejidad, desarrollo profesional, enseñanza.

Abstract

Fighting for better education is a constant feature in every country’s public policy, being focus on educators one of the main components in such policies. This proposal recognizes educators as historical beings, which, once incorporated to educational institutions, are constructed and reconstructed in personal, professional and social manners. These three central areas are discussed from a complex perspective throughout the proposal. The first aspect refers to motivation, satisfaction and learning. The second recognizes the need for improvement of conditions for communication, making agreements, spaces for reflection and learning communities. Finally, the third aspect describes the role of education for community development that benefits the society. This approach was based on two research projects’ results: “Professional development of teacher educators: a complex view” and “Debating the teacher’s professional development”.

Keywords: complexity, professional development, teaching.

Resumo

Lutar pela melhoria educacional é uma constante na política de todos os países. E um dos aspectos nodais é o dos professores. A proposta apresentada aqui, a partir de uma perspectiva teórica complexa, reconhece-os como sujeitos históricos que, quando incorporados às instituições, são construídos e reconstruídos. A abordagem recupera três áreas centrais: pessoal, profissional e social. O primeiro refere-se à motivação, satisfação e aprendizado; o segundo reconhece a necessidade de promover, a partir das instituições, condições de comunicação e realização de acordos e espaços de reflexão e aprendizagem das comunidades. Por fim, o social está associado ao reconhecimento da profissão e sua relação com o desenvolvimento comunitário que resulta em benefício da sociedade. As abordagens deste

artigo são o produto de uma pesquisa desenvolvida de 2011 até hoje. Apresenta especificamente os resultados de dois projetos: uma pesquisa etnográfica denominada "O desenvolvimento profissional de formadores de professores". Um olhar da complexidade "e um projeto hermenêutico chamado" Desenvolvimento profissional do professor para debater".

Palavras-chave: complexidade, desenvolvimento profissional, ensino.

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Introduction

Professional development in different work areas implies the recognition of the person and the possibilities of their performance. In general, two ways of conceiving it are recognized: the first is directly linked to empowerment and training to obtain better results that result in institutions. In this vision, the human being becomes a resource that is required to invest to achieve the objectives. This implies that people can be shaped and modify their behavior in favor of institutional objectives.

The other position recognizes people as historical subjects who possess knowledge, skills, beliefs and interests that, by joining and being part of an institution, contribute to their configuration, while the organization also gives them elements to build or rebuild. This position recovers approaches from the humanistic administrative theories to the so-called systems far from equilibrium or complex adaptive systems of transactions, which have to do with the possibility of organizations to self-organize and adapt. Which implies that we have to adjust to the environment and its characteristics.

As a result of the research carried out, the following proposal is proposed to conceptualize the professional development: "Complex process that is constructed of collective and individual actions, result of the weaving of personal, social and institutional factors, that contribute to the achievement of the realization professional, enabling the satisfaction of personal, institutional and social development needs "(López, 2013, p.4).

Based on research developed since 2011 and that has been integrated predominantly by two projects: "The professional development of teacher educators. A look from the complexity "and" The professional development teacher to the debate ", whose results revealed aspects that give guideline to materialize a proposal with a view to that in the institutions it is possible to favor the professional development of the teachers; from this work, as stated, the approach presented in this document is structured. In no way is it a strict guide, but rather it allows us to recognize a series of elements that can be considered and from which professional development can be strengthened.

Thus, in order to analyze the aspects considered in professional development, three areas are recognized: personal, institutional and social; not because they are isolated but because they allow to deepen their relationships and possibilities.

Method

Although the proposal presented here is the result of the two investigations mentioned above, the general principles that served as a guide, indistinctly from the projects, start from a position that is based on the recognition that reality is a construction carried out by the subjects; reason for which to investigate it: to recover its voice, that of the subjects, gives a pattern to recognize it. In this sense, and in congruence with the method, what was considered by Walter Runciman (cited in Guber, 2011), who divides the comprehension process into three levels was considered. In the first, called primary or report, account is given of what happened ("the what"); the second, entitled the explanation or secondary understanding, alludes to its causes ("why"); and the third, the description or understanding, deals with what happened from the perspective of its agents ("how is it for them").

The first project developed from 2011 to 2013 was an ethnographic study that allowed delineating what can be conceived as professional development, based on the recognition of the historical subjects involved in it, valuing that they possess skills, experiences and attitudes that when integrated into the institutions converge and build new perspectives. However, this research recognized the need to deepen the theoretical and normative analysis. As a result, a second work was proposed in which hermeneutics was resorted to and the theoretical review

and other research was deepened in order to form an approach that would point out a way for institutions, based on the recognition of their reality, they were able to make proposals so that the professionals of the education strengthened or increased their professional development.

Results

At first it is convenient to recognize how to conceive complexity, because although it has been raised by authors such as Immanuel Kant (1781), Darwin (1882), Hegel (1970), it is not until the end of the 20th century that punctually a proposal is developed to respond to social needs. In this document three positions are recovered. Complex thinking and systems theories and chaos. The first and second recognize that the systems are more than the mere union of the parties because the articulation of the elements generates relations in which new interactions arise and some characteristics are lost, as well as the recognition that the whole is in the parts and parts in the whole (Ackoff, 1999; Morin, 1990). The third, the proposal of chaos, is that in complex processes, despite having the same entries, the output is different because it is unknown what happens in the "black box", which is why it is not feasible to think of single solutions or uniform and causal behaviors for this type of systems (Prigogine, 1999).

Complexity gives a pattern to recognize that professional development is not a linear system but a chaotic one; one in which it is necessary to glimpse that there are no linear and unique solutions to favor it. From this perspective, the proposal is presented and points out elements to propose actions that contribute to strengthen it, with the understanding that they will be collective and individual construction processes.

To analyze the gears that are associated with professional development, these were grouped into three major areas: personal, social and professional. With respect to the professional, it is necessary to reflect what Day (2007), citing Hargreaves, states as one of the characteristics of creative schools:

A culture of commitment and enthusiasm for continuous improvement; that stimulate informal rather than hierarchical relationships, and diversity rather than uniformity among staff, and that show the willingness to encourage everything that involves experimenting with new ideas, in a culture in which errors are considered ways for the knowledge. (p. 17).

The foregoing recognizes that work in institutions is achieved by consolidating a continuous learning, which is consistent with what is encouraged in the students and responds to social transformations.

In the case of training, there is no exception, and, on the contrary, it requires that teachers, in an ongoing manner, be updated regarding what happens in the environment, the concerns, risks and needs of the new generations. But how to achieve it within the framework of curricular reforms, administrative demands and personal problems? The dialogue between peers and the reflection of the practice represent a means to achieve it. Although it is not a simple process, starting with the recognition of the needs and how from the joint analysis it is possible to reach consensus that enrich the teaching task will be a first step. For this, it is suggested to focus on some aspects associated with institutional work that represent a key point to consider.

The first aspect related to this is the development of effective communication among its members. It is worth noting that there are two types of communication manifest in the institutions. The first has to do with the taking of agreements for the development of daily work, the activities inherent to the organization, where standards of measurement are specified, which must be answered. This type of communication can be described as necessary.

The second is the institutional communication through which agreements are made, achievements are discussed, successes and failures are analyzed, actions are analyzed, the common benefit and the development of its members are promoted. In it, the free expression of ideas allows to build approaches to be put into practice; a voice is given to those who carry out the educational task and the theoretical and empirical analysis is propitiated, and in this way, the analysis and reflection of the daily work is promoted.

Another aspect has to do with the institutional elements. It is about generating communities where collaborative work is a strength, where a work is developed with full conviction, all of which requires time and spaces for it. In this sense, it is pertinent to recognize that while establishing methodologies or strategies for ordering processes from the administrative point of view allows to establish means and mechanisms of follow-up, sometimes they become a straitjacket in which it seems that there are aspects that are delineated or structured and it is not possible to recover the experience of educational actors. Faced with this scenario, it is worthwhile that, before starting with the joint work, initially seek to consolidate the work teams and then establish the administrative processes to regulate them.

In addition to the above, it will be necessary to recognize that the meetings of the teaching collectives have to promote open dialogue on common themes and, in this way, avoid falling into monotony. To this end, it is proposed that the agendas be defined in a common way, that they be modified according to the progress that has been made or the new challenges that may arise, but, above all, that the analysis is not from the perspective of who holds the power, but that the dialogue and the confrontation of ideas allow the members of the collective to feel free to express their points of view, that at the time that they recover the empirical knowledge they enrich it with foundations that give support to their doing and that allow them to document for later share with other teachers.

Providing continuity and follow-up to the proposed actions until they are evaluated will be another element to be taken into account, because it will allow teachers to glimpse the possibilities of proposing actions that materialize and materialize in the improvement of the service. This empowers them, makes visible the possibility of contributing, of recovering the knowledge that the experience gives them.

This, in addition, generates rootedness in the institution, in the school community and openness the possibility of sharing the experience with others, which, in turn, promotes research from the do of teaching from proposals such as action research and the educational intervention, in which the education professional recognizes his potential and the strength of the analysis of his work.

It is also essential to recognize the importance of management to achieve the proposed purposes. This implies that the people in charge of the institutions are committed to the development of their teachers, and to not only give an account of results, but also to generate conditions that allow them to empower themselves, to put in the center concerns and needs.

Career plans is another of the elements that are worth turning around, in order that teachers recognize and take control of what they expect their professional life in the institution to which they are attached and if so in other spaces. There is also a need for teachers to gradually become aware of the need for the qualification or training they require based on what they evaluate as a priority for continuous improvement.

Discussion

In various educational spaces, habilitation, training and professional development have been directly associated with professional development. In this proposal, it is linked not as a synonym, but as an element that is foreseen. In this sense, the principles of adult education are recovered from different theoretical proposals. According to Knowles, Holton III and Swanson (1998), adult education must guarantee the following principles:

1. Autonomy.
2. Interactivity
3. Adhesion or mission.
4. Immediate application.
5. Respect for the need to know.
6. Respect for the learner's concept of self.

Following this approach, it is emphasized that although it is true that learning is a process that is assured from the self-determination of those who wish to learn, in adult learning, specifically when alluding to the continuous training of teachers, in its majority it is an extra activity that is linked to those that are regularly in charge.

Three proposals related to adult learning for professional development are recognized. Because, although it is true that it is not the only thing, it is an aspect of personal development

that is articulated with indicators to value educational institutions. Table 1 recognizes the andragogic, humanistic and competency proposals.

Tabla 1. Teorías que sustentan el aprendizaje en adultos

Teoría	Aportación	Autores
Andragógica	La experiencia es un recurso de aprendizaje. Se relaciona con los resultados que consiga de forma inmediata. Su disponibilidad, por su parte, se relaciona con los beneficios potenciales.	Linderman (1925) Knowles (1968) Hiemstra (1993)
Humanista	El aprendizaje se facilita. Es significativo cuando las personas reconocen que les ayudarán a mantener la estructura del yo.	Rogers (1965)
Competencias	Se vislumbra como la forma de desempeñar mejor alguna labor o actividad.	Knox (1980)

Fuente: Elaboración propia con base en Cázares (2007)

Knowing these elements sets the tone for institutions and teachers to consider the fact of detecting needs as a first aspect prior to training. Because this will allow the teacher to grant the importance of the training and habilitation processes. And in this way it will also fight for the proposals to have the efficacy sought.

So far the aspects described have a direct and timely relationship with educational institutions. However, if the suggested term is recovered to define professional development, it is necessary to recognize that in order to achieve the expected results it is necessary to promote the personal sphere. In this regard, the idea of Nias (citado en Day, 2007):

Teachers have a heart and a body, as well as a head and hands, although the rebellious nature of their hearts is governed by their heads, by the moral responsibility they have towards students and the integrity of their subject that is at the center of their professional integrity . They can not teach well if some part of them disregards for a long time (...). If the balance between feeling, thought and action is disturbed excessively or for too long the teaching is distorted, the answers are reduced, they may even stop being able to teach. Teachers are emotionally committed to many aspects of their occupation (p. 30)

The teaching work, as it is shown in the previous citation, requires a balance between feeling, thought and action. Undoubtedly, the above invites reflection on how much the teachers manage to balance the aforementioned elements. From the theoretical proposals, the organizations that provide services depend substantially on the operators, because the user's experience increases, decreases or fails depending on the training, potential and goals of the members of the organization.

Teaching also implies a challenge. Not only is a service offered, but education professionals become a fundamental gear in the development of infants, adolescents and adults, in the case of training institutions.

Tabla 2. Grado de adaptación del servicio

		Bajo	Alto
Grado de contacto con el cliente	Alto	1. Reclutamiento y selección: Criterio centrada en las habilidades humanas y la actitud. Capacitación: En el trabajo, con un poco de seguimiento. Actividades: Específicas para una tarea. Recompensas: Modestas, basadas en el tiempo de trabajo. Metas: Poca complejidad en el trabajo y el entrenamiento requerido para constantes cambios.	2. Reclutamiento y selección: Altamente selectivo, basado en habilidades técnicas y humanas. Capacitación: Profesionistas con capacitaciones en el trabajo y actualizaciones periódicas. Actividades: Que permitan un desarrollo personal. Recompensas: Altas, basadas en el valor que proporcionan al cliente. Metas: Poca movilidad para construir experiencia.
	Bajo	3. Reclutamiento y selección: Con base en los conocimientos, salud y actitud. Capacitación: En el trabajo y con un seguimiento moderado. Actividades: Cubrir actividades de producción. Recompensas: Variadas, basadas en el tiempo de trabajo. Metas: Baja capacitación y mínima rotación de la gente clave.	4. Reclutamiento y selección: Basado en habilidades tecnológicas. Capacitación: Previa a la selección con una orientación tecnológica y actualizaciones con seminarios. Actividades: Actividades específicas Recompensas: Variadas, basadas en habilidades tecnológicas Metas: Mínima rotación para proveer experiencia y continuidad.

Fuente: Elaboración propia con base Heskett, Sasser y Hart (1990)

Table 2 makes explicit, based on basic criteria, the need to recognize the substantial elements to be considered in service organizations. Without losing sight of what was mentioned in advance regarding the fact that educational institutions go further, these would represent the minimum aspects to be considered.

An aspect that recovers the second quadrant, and that has to do with the professional service, is that of activities that allow personal development. And a concept associated with this is that of job satisfaction. Here the job satisfaction is understood according to the following:

A multidimensional and multidisciplinary concept that supposes the emotional state, attitude, sensation or degree of well-being that an individual experiences towards his work as a result of the greater or smaller discrepancy existing between his past and present expectations about the rewards and the role he offers your job and the average in which it is actually met (Sánchez, Artacho, Fuentes y López, 2007, p. 869).

Although the term began to be considered in the 1930s, precedents are recognized in proposals such as those of Taylor (1900, cited in Valverde, 2009), who said that wages are a reward and that this is one of the motivations to the workers to the fulfillment of the objectives. Other proposals such as that of human relations highlight the psychological and social factors, which even have a greater impact than the salary factor.

The concept of job satisfaction recovers three aspects that allow people to determine whether they feel satisfied or not, namely, the expectations, rewards and roles they perform in the organization. Vroom (1964, cited in Valverde, 2009) recognized that motivation can come from two variables: valence and expectation. The first has to do with the results and the expectation of achieving the results based on the effort made. In the proposals of Vroom and Porter Lawler there are elements that are linked to what is expected, the effort that is made and performance, which allow achieving satisfaction.

When the proposal to define professional development alludes to the satisfaction of personal, professional and social needs, it is recognized the importance of the teacher assessing their social work and how their work transcends with the generations that are formed. This is associated with authentic evaluation processes that allow you to recognize the achievements and that, based on the feedback, you can improve.

In this sense, the importance of assessing the successes of teachers, of valuing their efforts in favor of improving education, as well as making their work visible, is paramount.

In a fragment of the oath of the teachers who graduate from the public normal schools of the State of Mexico it is affirmed that "to be a teacher is to find man under the responsibility of the same man".

Task that is not minor and for which a process of empowerment of the teacher is required; a process in which you feel capable of making decisions that allow you to function better as a professional in education, that recognizes your knowledge, that collaborates with others to perfect your task together, in which a student who is able to grow in the personal as in the academic is an achievement that subsane the extra work hours and the lack even of social recognition that in countries like ours is latent.

Thinking in this sense leads to understand that the professional development of teachers goes beyond perfecting teaching, which has to do with the joint development of the one who teaches with the one who learns, who recognizes the need of the human being to accompany another, that works on their feelings and emotions to generate conducive learning environments, in which sometimes you have to forget your own pain to turn the room into a magical world of learning.

From this complex proposal, teaching brings about strengthening the teacher so that he / she is capable of giving everything that is intended to develop in the students both personally and professionally, which in turn implies that he / she is responsible for his / her citizenship and that promote in others the bases for them to achieve it. It is recognized that a citizen committed to his environment is one who takes care of himself, of others and of spaces; who knows how to relate in their different facets, which contributes to the development of others.

In this sense, it is necessary that institutions promote learning environments that allow it, spaces in which teachers are recognized, where they can express their opinions and develop their potential; spaces for joint work and moments to contrast ideas that result in the educational task.

From these proposals it would be necessary to find options that, even if they do not become steps or recipes, do give guidelines to guide institutions and educators on how to promote actions to promote their professional development on a continuous basis.

As it has been established so far, it is necessary to bear in mind that, from this perspective, the nodal axis is the recognition of the teacher both personally and institutionally. To this end, the idea of training that invites each of the educational actors to recognize what they want to become and, consequently, take action to achieve it, is recovered. This position implies a process of analysis and reflection on the part of each of the teachers. But, because it is not always a common practice, institutions can generate alternatives in which these perspectives can be jointly perceived.

For this, the possibility of considering the construction of a personalized professional development plan is envisaged, in which the teacher recognizes the professional profile he / she wishes to achieve and determines the times and ways to achieve it. This plan is complemented with the recognition of skills, strengths, personal and professional preferences to establish a career plan.

Based on the self-evaluation that each of the teachers carries out in order to generate synergies with the institution, it will be preponderant that the responsible area promotes the conditions to achieve the professional development of the teachers, review the recognition that the education professional makes. and articulates it with the institutional possibilities and requirements to generate a common plan in which it is valued that the greater the personal and professional satisfaction of the teachers with respect to the task they perform, the greater the effect on institutional development will be obtained..

Once the career plan of each of the education professionals has been established, it will be convenient to delineate the means to follow up and reflect on how the actions allow the established purposes, what should be given continuity and what needs to be transformed, and struggle with all this to ensure that the teacher can recognize how their expectations are being met.

Conclusions

The professional development opens the possibility of enhancing the teaching work. It is worth thinking about how to conceive it. If only it is seen as synonymous with training and updating, it would be seen as a linear process, which is not entirely true, because the same results are not always obtained with the same inputs, in this case, under the same conditions for training, the same results are not always obtained.

It is also worth recognizing that in the processes of transformation and improvement it is necessary to keep in mind that it is the teacher who is at the center of the transformation and improvement of their practice, which is why the spaces for reflection and analysis they will have a determining role in the achievement of the objectives.

In addition, because teaching does not take place in isolation, it is important not to lose sight of the fact that in work spaces between peers, dialogue is promoted not only to agree on actions or meet goals, which, despite being an important and necessary aspect, do not become the center and axis of the collegial meetings; but that from the plans that are designed the identified problems, the stories of success, are promoted and generate moments to ground, analyze and reflect.

The proposal of these spaces focuses on consolidating learning communities that allow those who are part of the institutions to build empirical knowledge, for which it is necessary to promote their empowerment, and to give guidelines with that to those who are responsible for promoting educational spaces get generate alternatives both personally and professionally.

As noted, the proposal that is presented recovers the idea that teacher professional development is a complex process that is worth analyzing, recognizing and strengthening, trying not to find unique solutions, but rather recognizing the contexts, needs and possibilities, struggling for teachers to be increasingly full and, consequently, their work is meaningful to make sense of what they do on a daily basis.

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