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RESEARCH ARTICLE

# Pedagogical Competence of The Basic Education Teacher

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| ARTICLE INFO | ABSTRACT |
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| | The general objective of this research was to evaluate the impact of the pedagogical competence of the teacher on the learning of basic education students. The study was developed within the humanist hermeneutic paradigm. It has a qualitative approach. The design of the research is documentary, and the scope is descriptive of a qualitative type. The pedagogical competencies of the teacher are outlined in his professional training, however, it is in practice that he receives updated information on the pedagogical task, which, contrasted with the achievement of the students' learning and disciplinary mastery, challenges the teacher to readjust strategies and it is in this process that the consolidation of competence occurs and the circle of competitiveness is restarted when finding a new challenging situation or difficulties in the students' learning. The level of achievement in the learning of basic education students is an indicator of the result of the pedagogical competence of the teacher. In this context, the initial training of the teacher is decisive. Disciplinary training and classroom leadership are two factors that also have an impact on the teacher's pedagogical development. |

## INTRODUCTION

Education is a right for everyone. It is also a means to develop and enhance our abilities, making us autonomous, free, capable of exercising our rights, and fulfilling our responsibilities. An educated individual is a committed citizen and a protagonist in their own story and that of their country.

The educational process positions the teacher as the primary agent for mediating knowledge, promoting the development of competencies and skills, driving initiatives, among other roles. A teacher, aware of their context and students' needs, can plan and encourage the construction of their life projects. In the current context, the teacher's role is fundamental; strengthening their competence and refining their technical-pedagogical capacity is a strategic action to improve education in our country.

Peruvian education has undergone changes throughout history. However, it is noteworthy that it has always aimed for universalization, often neglecting teacher professionalization, which has led to a decline in educational quality. In 2007, Peru enacted Law No. 29944, the Teacher Reform Law, and in 2013, it was regulated by Supreme Decree No. 04-2013-ED. These legal and regulatory instruments marked a new phase for teacher development. In-service training and the application of standardized evaluations for teachers, along with monitoring their professional trajectory, remain meritocratic indicators aimed at teacher quality. In today's globalized society, where new knowledge is produced rapidly and labor competencies are standardized worldwide, the teacher's role gains prominence. Schools provide the initial formation of individuals, and it is the teacher's pedagogical competencies

that impact the development and formation of new citizens (United Nations Educational Organization, 2019).

The teacher's pedagogical competence corresponds to a specific profile, allowing for the delineation of capacity-building and the training required to adapt to changing times and contexts, meeting the needs of the work environment. Various studies identify four basic competencies: intellectual (related to knowledge and understanding), interpersonal (related to being—how challenges are faced, emotions managed, and changes handled), social (involving interaction with others, the community, and peers), and professional (concerning planning, strategy application, and ongoing activity evaluation for improvement). These encompass the techniques and methods teachers use to mediate learning (Hernandez, 2016).

In 2015, the United Nations outlined a global vision for sustainable development through the 2030 Agenda, endorsed by member countries. This initiative consists of 17 objectives, aiming for a fairer and more responsible world, ensuring resources for future generations. Objective 4, "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," mobilizes efforts, particularly in Latin America, to elevate the teaching profession through new legislation involving labor restructuring, in-service training, and professional advancement (MINEDU, 2012).

International research highlights the importance of teachers' pedagogical competencies. Espinoza Freire (2020) concluded that 21st-century teachers must possess a set of qualities and skills to mediate learning effectively. Collaborative work, technical capacity, and emotional management are critical for improving daily performance. Similarly, Galindo-Domínguez (2022) identified barriers to developing teacher competencies, citing lack of training, time constraints, and reluctance to leave comfort zones as significant personal obstacles. Professionally, the primary challenge is transferring research or training outcomes to classrooms.

In Peru, Huamán (2021) found deficiencies in teachers' pedagogical competencies, holding MINEDU accountable for insufficient emphasis on training. Likewise, Rodríguez et al. (2021) emphasized the importance of soft skills in teaching performance. They argued that teachers with strong socio-emotional skills can better interact with students, promote teamwork, communicate respectfully, listen effectively, and address mistakes.

Teaching competencies encompass skills developed during pre-service training and reinforced through in-service training, combining theory and practice to validate context-appropriate methodologies. (MINEDU, 2012). A competent teacher balances knowledge, being, and doing (Cuevas, 2019). Pedagogical competencies relate to didactics, educational guidance, research, communication, and leadership. Research indicates that teachers should develop:

Pedagogical or didactic competencies, involving strategies for mediating learning, addressing classroom diversity, and integrating technology into pedagogy.

Institutional competencies, adapting to school policies and fostering identity.

Productive competencies, focusing on sustainable development strategies.

Interactive competencies, encompassing social skills and effective communication with educational stakeholders.

Specific competencies, reflecting technical-pedagogical skills inherent to teaching roles (Romero, 2020).

Pedagogical competence includes elements aimed at teacher suitability, starting from pre-service training and continuing through in-service training (MINEDU, 2012). The teacher's role significantly impacts student learning by mediating and supporting competency development, contributing to

achieving graduation profiles (UNESCO, 2019). In the current context, teachers must possess technical skills to design strategies and methodologies addressing student and societal needs. State policies must adopt a long-term vision, with precise actions reaching all teachers. MINEDU's Technical Normative Directorate (DITEN) and Capacity Strengthening Directorate (DIFOCA) are directly involved in teacher professional development, recognizing the significance of education professionals and their impact on learning outcomes.

Latin America has prioritized educational reforms, with in-service training as a core strategy, complementing initial training. In Peru, 85% of teachers have undergone training through programs like the National Teacher Training Plan. While initiatives such as Nueva Secundaria have had national impact, inconsistent policies have hindered desired outcomes (UNESCO, 2019).

Teacher pedagogical competence in basic education remains a vital topic because teachers are considered the most influential factor in student learning achievement (Ascencio, 2022). Academic results are closely linked to the teacher's role, which continues to raise questions about teacher capabilities, strategies, outcomes, remuneration scales, selection and retention mechanisms, access to teacher training centers, motivation, and cognitive and academic capacities. Countries with consistent, long-term educational policies reflect positive outcomes in standardized evaluations like PISA.

This research explores the influence of teachers' pedagogical competence in basic education on student learning. The study sample comprises all teachers from an educational institution, analyzing their professional trajectories, ranking, and their connection to students' academic performance at both institutional and external evaluation levels. The general objective is to evaluate the impact of teachers' pedagogical competence on student learning in basic education, supported by four specific objectives: characterizing the ideal teacher profile for the 21st century, analyzing pre-service training's contribution to pedagogical competencies, arguing the necessity of appropriate in-service training, and defining the roles of basic education teachers.

## METHODOLOGY

The study was conducted within the humanistic hermeneutic paradigm, expressing and interpreting an educational phenomenon in a comprehensive manner, focusing on the influence among factors, their implications, and new research topics. The analysis centered on teachers' competencies and their effects, starting from understanding causes and purposes, the context or reality—which involves subjective motives and goals—and analyzing these aspects. A qualitative approach was employed, aimed at understanding the actions and events related to the subject of study. Previous research was jointly reviewed to make the study more consistent and provide a better explanation of the subject matter (Hernandez-Sampieri & Mendoza, 2018).

The research design is documentary, as it allows for expanding knowledge through an exhaustive analysis of valid sources that shape and support the theoretical framework. The scope is descriptive and qualitative, as it profiles the characteristics and importance of the phenomenon under study with the help of a set of previously selected sources. Several articles were selected and analyzed, enabling a critical review of the topic. The databases consulted included Scopus, Scielo, Dialnet, Redalyc, Ebsco, and ProQuest.

The cited articles were required to have been published between 2017 and 2022, follow a mixed-methods approach, and provide valid and sufficient arguments regarding the competencies of basic education teachers, particularly focusing on Latin America and Europe, with an emphasis on Spain. Articles of a purely documentary nature or those that did not align with the research perspective, were not published within the last five years, were not indexed in academic journals, or were unrelated to basic education teacher competencies were excluded.

The search for articles was conducted using the technological tool MyLOF, a library providing access to various indexed journals, where articles were subsequently organized according to the dimensions and categories of the research. The search terms included: teaching competence, teacher profile, in-service training, initial teacher training, pre-service training, teaching challenges, and pedagogical competence.

Regarding the article analysis procedure, the articles were first categorized into: pedagogical competence, teacher profile, in-service training, pre-service or initial training, and teachers' roles in service. Then, the abstracts, methodologies, discussions, and conclusions were reviewed to align the research and ensure an appropriate interpretation of the findings that contribute to the study.

## RESULTS

### Teachers' Pedagogical Competencies and Student Learning

According to Hernández (2016), teachers' pedagogical competencies are shaped during their professional training; however, it is through practice that they receive updated information about pedagogical activities. This, when contrasted with students' learning achievements and subject-matter mastery, challenges teachers to adjust their strategies. In this process, competencies are consolidated, and the cycle of competitiveness begins anew when faced with a new challenge or difficulty in students' learning. Furthermore, Hernández highlights that self-assessment processes are key for improvement. When teachers evaluate their own competitiveness, they tend to identify pedagogical and technological competencies at optimal levels, while communication and research skills are often at a deficient level, with academic, management, and institutional competencies being at an intermediate level.

Romero (2020) emphasizes that the most important competency for teachers to develop is didactic competency. He proposes a "know-can-do" model, where the challenge for teachers lies in achieving international standards, excelling in various skills and abilities related to socio-emotional management, classroom work, and professional projection—referred to as a "triad." Romero views the development of pedagogical competence as a process of technical refinement, combining pre-service training, practical application in teaching, and sustained monitoring and support. This enables teachers to integrate thinking, feeling, and acting effectively.

Both authors agree on the need to strengthen teachers' pedagogical competencies through their pedagogical practice, directly linked to students' academic outcomes, as reflected in learning achievements. A rigorous, critically reflective self-assessment by teachers is essential. Cuevas (2019) also highlights the direct relationship between teachers' pedagogical competencies and their impact on students' learning outcomes.

Villarroel (2017) offers a different perspective, categorizing teachers' pedagogical competencies into basic, specific, and transversal competencies. Basic competencies relate to the professional exercise of teaching, specific competencies involve the ability to teach and promote meaningful and significant learning experiences, and transversal competencies include creating a positive classroom climate, fostering quality interactions, promoting self-motivation, and encouraging reflection. Villarroel characterizes a pedagogically competent teacher as one who not only facilitates the teaching-learning process but also carefully plans sessions, evaluates their impact on students, and fosters positive relationships within their environment. Indeed, pedagogical competence encompasses a broad scope, requiring the mobilization of skills and abilities to achieve student success.

Galindo-Domínguez (2022) identifies four key barriers to the development of pedagogical competencies. These include:

Deficient initial training,

Poor time management,

Resistance to leaving one's comfort zone (all personal factors), and

Difficulty transferring research or innovations to the classroom, a professional factor.

Research suggests that professional growth often involves stepping out of one's comfort zone, embracing new challenges, and taking risks. These often tense or conflictive situations lead teachers to develop new tools, strengthening their competencies in the process. Galindo-Domínguez also stresses the importance of fostering motivation within schools and promoting continuous professional training. He suggests better time management and providing incentives as additional factors that could enhance the development of pedagogical competencies.

Villarroel (2017) offers a complementary perspective, asserting that teachers' pedagogical competence determines their classroom leadership style, which in turn influences the school climate. Implementing a variety of differentiated strategies to meet the needs of diverse groups is critical for creating a positive learning environment. An effective process begins with proper diagnosis, identifying classroom demands, and selecting a repertoire of strategies to address students' needs. Only with a didactic sequence that respects students' learning paces and styles can learning achievements be identified. Villarroel argues that implementing a standardized curriculum in today's context does not yield the expected results. The greatest challenge for teachers today is addressing differences among students, positioning the teacher as a significant and transformative figure in the student's educational journey.

**Profile of Basic Education Teachers in the 21st Century**

According to Jofré (2009), the roles of in-service teachers include didactic, tutorial, community engagement, and training functions (Figure 1).

Didactic functions involve the techniques, strategies, and methodologies used in the teaching-learning process.

Tutorial functions refer to the socio-emotional and cognitive support provided by teachers as a complementary service to ensure learning conditions and address specific cases.

Community engagement functions recognize how the context contributes to teaching and learning by considering the community's past, present, and future as a significant contribution to the construction of identity.

Training functions involve the teacher's responsibility for their own professional development and their students' education. This entails acknowledging societal changes, preparing for emerging trends, and integrating new technologies into the teaching and learning process.
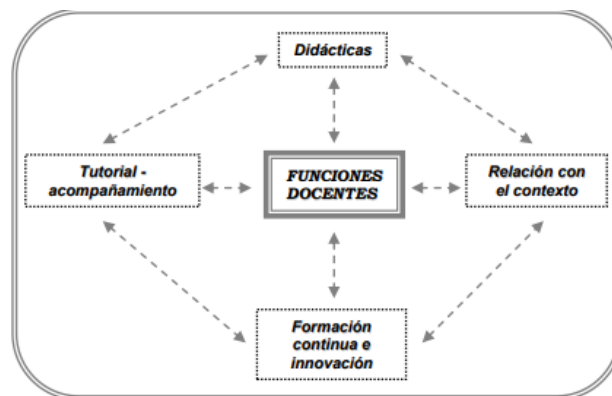


**Figure 1**

Teacher Functions According to Jofré

Note. Jofré (2009)

A 21st-century teacher must possess disciplinary and didactic mastery. This means they should have a thorough understanding of the subject matter they teach and a repertoire of strategies to promote student learning. Additionally, they must know how to work in teams, have a comprehensive understanding of the methodological processes of teaching and learning, use technology effectively, design meaningful activities, center their approach on the student, connect with the community, and prepare citizens capable of developing their life projects (Espinoza, 2020).

Beyond these characteristics, teachers must also develop soft skills, such as active listening, assertive communication, providing feedback while respecting the perspectives of students and other educational stakeholders, practicing tolerance, and demonstrating high levels of empathy (Rodríguez, 2021).

Being a teacher in the current context is a challenging task for several reasons:

Society is in crisis and places demands on schools to address issues that families cannot resolve.

Family disintegration and dysfunctionality require schools to assume unfulfilled roles.

Globalization introduces stereotypes that threaten cultural identity, compelling schools to both promote and create conditions for respecting interculturality.

Health vulnerabilities call for schools, and consequently teachers, to implement actions that create safe spaces for students.

In this context, a teacher must know how to mentor their students by developing skills as a school tutor, fostering reflection and resilience—both engines of societal change. Teachers must also promote learning communities among tutors, create guides and care protocols, and implement strategies for socio-emotional support and containment, always grounded in socio-emotional accompaniment.

Borja (2019) argues that the teacher's role in modern times is that of a pedagogical guide. This shift from the traditional paradigm of teacher or pedagogue to guide responds to contextual needs and entails:

Identifying students' needs,

Valuing the importance of interacting with all school stakeholders,

Preventing and promoting actions to avoid school failure,

Identifying students' learning difficulties,

Evaluating ways to address these issues, and

Engaging in dialogue with families to offer guidance.

A modern teacher must also act as a promoter of justice, protection, and equality.

Essential Qualities of a 21st-Century Teacher

A 21st-century teacher must:

Be a skilled technician and planner of activities,

Have strong disciplinary knowledge,

Utilize information technologies effectively,

Provide socio-emotional support,

Be highly empathetic and tolerant,

Foster dialogue as a mechanism for connection,

Embrace change with openness,

Be reflective and critical.

Additionally, teachers should prioritize professional development and aspire to personal and student growth. They must embody values, investigate pedagogical issues to address classroom challenges, and consistently serve as an exemplary figure—both inside and outside the classroom. Teachers should inspire actions for collective improvement and the common good.

## Pre-Service Training in the Development of Pedagogical Competencies

According to Ascensio (2022), disadvantages in teacher training begin early, as the best-performing students do not usually choose teaching as a professional option. Typically, candidates enter the profession with average levels relative to international standards, often selecting teaching as a second choice, which from the outset serves as a limiting factor. Ascensio proposes that educational governing bodies implement measures to attract high-achieving students to pursue teaching and elevate its value as a profession. He also highlights that the lowest academic performance is generally observed in the humanities, emphasizing the need to analyze entry and graduation grades to measure growth, potential, and effectiveness. Ascensio concludes that improving teaching practices requires establishing a consensus on minimum competencies, revisiting the current teacher profile with input from various stakeholders, and developing long-term, consistent state policies to strengthen a new profile aligned with modern needs. This approach should be informed by data from universities, schools, and institutes issuing teaching certifications.

Chenche-Jacomé (2017) underscores the importance of pre-service training for effective teaching practice, emphasizing the need to strengthen knowledge, develop skills, foster strategies, and promote values and attitudes essential for shaping future educators. He identifies pre-service teaching practice as a crucial period for bridging theoretical learning with real-world contexts, enabling future teachers to understand their role and contribute to school improvement. The supervising teacher plays a vital role by guiding and mentoring candidates, enriching the integration of theory and practice, addressing challenges collaboratively, and deepening their understanding of the complexities of teaching and learning. Future educators need mentors who are highly capable of nurturing their potential, turning schools into efficient and effective spaces for societal transformation.

Pre-service training prepares future teachers for professional practice, where vocation plays an important but insufficient role. Future educators must develop a broad range of competencies through an in-depth understanding of theories, trends, and processes involved in educating individuals. Topics such as cognitive processes, emotional regulation, conflict management, and addressing diversity are fundamental. Future teachers must also be skilled researchers with strong critical and reflective capacities. Teacher training centers should be strictly accredited to ensure quality education and employ instructors capable of mediating and enriching the training process.

## In-Service Training for the Development of Competencies in Basic Education Teachers

In-service training is a complementary strategy to initial training, designed to systematically and continuously extend throughout a teacher's professional career. In Peru and Latin America, this approach has effectively reduced achievement gaps. Significant investments in this process have been sustained, especially as regional trends increased education budgets. However, in recent years,

the focus has shifted toward promoting Professional Learning Communities, emphasizing collaborative work and curriculum planning (UNESCO, 2019).

The goal of in-service training is to refine teachers' skills and abilities, which may involve pedagogical mentoring, specialization in a second discipline, or postgraduate studies. A key strategy for continuous training is didactic systematization, a process of internalizing teaching practices through three stages:

Reflection, analyzing the positive aspects of practice.

Interpretation, understanding one's pedagogical actions.

Value-based argumentation, aimed at the continuous improvement of pedagogical and didactic processes (Valenzuela, 2019).

Andreucci (2020) highlights the importance of teacher autonomy in continuous training and emphasizes the guiding role of mentors in this process. Mentors should foster open dialogue, build strong emotional connections that inspire confidence and security, and provide socio-emotional support. They must also serve as exemplary educators who refine teaching practices. Decision-making capacity is tied to the confidence developed through professional service, and moral authority is linked to pedagogical authority, empowering teachers to navigate diverse scenarios effectively.

For Bautista (2019), continuous training is society's response to school performance outcomes and their direct link to teachers' work. Many countries have successfully enhanced teacher development, thereby improving educational quality. He also notes that the constant changes in the world compel teachers to stay updated, not only in their subject areas but also strategically. Both urban and rural teachers face challenges in addressing the needs of students shaped by globalization, requiring competencies to prepare them as global citizens.

In recent years, many states have suspended traditional in-service training programs, replacing them with initiatives like Professional Learning Communities, mentorships, collaborative meetings, and data systematization from student evaluations. These are often guided by the pedagogical leadership of school administrators. While results vary, some evidence indicates improvements in learning outcomes, although issues such as poor school climates have hindered success in certain cases. It is crucial to acknowledge that continuous training requires teachers willing to learn, recognizing that education is an ongoing process. A willingness to embrace new challenges and an openness to change have become indispensable skills for educators.

**Roles of Teachers in Basic Education**

Borja (2019) identifies key roles for basic education teachers, including conducting classroom research, systematizing findings, and sharing them within groups to foster pedagogical dialogue that reaches broader levels. Teachers must also dedicate more time to continuous training to enhance their performance. Borja suggests that educators participate in colloquia, seminars, and pedagogical events, extending their influence within society and promoting school guidance.

Espinoza (2020) asserts that teachers should possess strong disciplinary knowledge in their specialization and a repertoire of strategies to mobilize students' capacities. Strategies should be varied, mixed, and differentiated to address students individually, in groups, and collectively across diverse settings. Additionally, teachers must understand students' cognitive processes and the didactic methods for teaching and learning.

Rodríguez (2021) adds that teachers must strengthen their socio-emotional skills, as these are crucial for building interpersonal relationships. Active listening and empathetic communication foster trust and create the conditions for continued learning.

In recent decades, society has demanded better schools with highly qualified teachers, appealing to the right to education amidst global changes. This has prompted scrutiny of the teaching profession. In response, the roles of basic education teachers have been framed within regulations addressing:

Preparation for teaching and understanding students.

Interaction with the environment and reflecting on professional development.

Teachers today must prioritize being learning facilitators, providing socio-emotional support, and enhancing students' strengths. They must not only master their subject areas but also have a broad framework for fulfilling their roles effectively. Access to information and the rapid emergence of new knowledge compel teachers to stay informed and, most importantly, teach students how to process and use this wealth of information.

## DISCUSSION

### Pedagogical Competence of Teachers and Its Impact on Student Learning

From the perspective of this study, a teacher's pedagogical competence is reflected in students' learning achievements. According to Hernández (2016), teachers' pedagogical competencies are formed during their professional training, beginning with initial training and later strengthened in the classroom when theoretical knowledge is applied and refined through practice. Romero (2020) emphasizes that the primary competency a teacher must develop is didactic proficiency. He proposes a "know-can-do" triad model aimed at enhancing teachers' pedagogical capabilities. Cuevas (2019) affirms the direct relationship between a teacher's pedagogical competence and its impact on student learning outcomes. Pedagogical competence is broad, encompassing skills and abilities that enable teachers to help students achieve their learning goals.

Galindo-Domínguez (2022) identifies four main barriers to developing pedagogical competencies:

Deficient initial training,

Poor time management,

Reluctance to leave comfort zones (all personal factors), and

Difficulty transferring research or innovations to the classroom (a professional factor).

Villarroel (2017) complements this view by asserting that a teacher's pedagogical competence determines the type of leadership they exhibit in the classroom, which significantly influences the school climate—a critical factor for learning.

### The Role of Teachers in the 21st Century

Today's society places significant demands on the teaching profession. A 21st-century teacher must exhibit:

Disciplinary mastery,

Didactic expertise, and

Ethical integrity.

According to Jofré (2009), teachers' roles include didactic, tutorial, community engagement, and training functions. Espinoza (2020) adds that teachers must work effectively in teams, master teaching-learning methodologies, utilize technology, design meaningful activities, focus on students, engage with the community, and prepare citizens capable of pursuing their life projects. Teachers should also develop soft skills such as active listening, assertive communication, respectful feedback, tolerance, and empathy (Rodríguez, 2021).

Additionally, teachers should act as mentors by promoting reflection and resilience—key drivers of societal change. They must foster learning communities among peers, create guides and protocols, and implement strategies for socio-emotional support, with a foundation in socio-emotional accompaniment.

## Pre-Service Training and Pedagogical Competencies

Research on the contribution of pre-service training to pedagogical competencies reveals significant gaps. Ascensio (2022) notes that teaching is often not the first-choice profession for students, who typically enter with average academic performance relative to international standards. This creates a limiting factor from the outset. To address this, Ascensio recommends attracting high-achieving students to teaching and reevaluating teacher profiles based on input from various stakeholders to establish consistent state policies.

Chenche-Jacomé (2017) emphasizes that pre-service training is critical for effective teaching, focusing on strengthening knowledge, developing skills, and fostering attitudes and values essential for future educators. Practical teaching experiences allow candidates to bridge theoretical knowledge with real-world contexts, enhancing their capacity to improve schools and adapt to their professional roles.

## In-Service Training and Teacher Development

In-service training complements initial training and systematically enhances teachers' professional skills throughout their careers. In Latin America, this approach has been instrumental in narrowing achievement gaps (UNESCO, 2019). Recent trends emphasize Professional Learning Communities, promoting collaborative work and curriculum planning.

Valenzuela (2019) highlights didactic systematization as a strategy for continuous training, consisting of three stages:

Reflecting on positive aspects of teaching practices,

Interpreting pedagogical actions, and

Providing value-based arguments for continuous improvement.

Andreucci (2020) underscores the importance of autonomy in continuous training, emphasizing the mentor's role in fostering open dialogue, building trust, and guiding professional growth. Bautista (2019) argues that continuous training addresses societal demands for better educational outcomes by enabling teachers to stay updated, both in disciplinary knowledge and strategic approaches.

## Defining Teachers' Roles in Basic Education

Teachers' roles in basic education align with various performance indicators. Borja (2019) states that teachers must conduct classroom research, systematize findings, and share them in pedagogical dialogues. Espinoza (2020) adds that teachers must possess disciplinary expertise, a repertoire of strategies to mobilize skills, and the ability to address diverse learning needs.

Rodríguez (2021) highlights the importance of socio-emotional skills, emphasizing active listening and empathetic communication as tools to build trust and create conducive learning conditions.

In recent decades, societal demands for better education systems have prompted scrutiny of the teaching profession. Teachers today must be facilitators of learning, provide socio-emotional support, and enhance students' potential. They must also stay informed and help students navigate the vast and rapidly evolving landscape of information.

## CONCLUSION

The level of achievement in the learning outcomes of basic education students serves as an indicator of a teacher's pedagogical competence. In this context, initial teacher training is a determining factor. Disciplinary preparation and classroom leadership are also critical components that impact a teacher's pedagogical practice.

In recent years, society has increasingly demanded that schools instill a wide range of competencies in children and young people. A 21st-century teacher must mobilize skills and abilities that prepare students for life. Accompanying, guiding, mentoring, tutoring, and facilitating are just a few of the tasks that modern teachers are expected to perform.

Strengthening teacher training institutions is an urgent need. Multiple studies have highlighted that pre-service training alone is insufficient for effective classroom practice. One of the key challenges is updating the curricula of professional teacher training centers. In-service training serves as a strategy to enhance teachers' skills, bridging the gap between pre-service training and classroom practice. Recent years have seen a shift in strategy, emphasizing professional learning communities and collaborative work among educators.

The roles of basic education teachers today extend beyond ensuring student learning. Teachers must now also engage in research and systematize results to implement improvements. Additionally, they must possess a repertoire of strategies that facilitate both learning and coexistence.

This research provides an opportunity to explore the impact of learning communities and collaborative work on student learning outcomes. It also paves the way for a deeper understanding of the new roles teachers are assuming in the current context. The main limitation lies in balancing teaching responsibilities with research activities, as organizing time and conducting extensive literature reviews pose significant challenges for enriching reflective and purposeful analysis in research.

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