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RESEARCH ARTICLE

Transformative Pedagogical Support: Innovations in Teaching Practices for Educators in Rural Con-Texts

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ABSTRACT

The article examines the impact of pedagogical support on optimizing teaching practices in rural educational institutions in Lambayeque, Peru. Using a qualitative method and collective case studies, interviews and documentary surveys were conducted with 14 teachers. The findings highlight that the pedagogical guide and teacher drive the joint creation of strategies, provide constant feedback, and promote continuous professional growth. This enhances digital skills, critical reasoning, innovation in methodology, and pedagogical leadership among teachers. Furthermore, the individual pedagogical support provided to teachers in rural institutions not only increases the quality of teaching but also addresses the specific challenges of education in these areas, such as the decontextualization of the curriculum and the scarcity of material and educational resources. This support, by promoting critical reflection and interdisciplinary collaboration, boosts teacher performance and has a positive effect on student learning and social transformations in vulnerable environments. Based on the conclusions, it is evident that the contribution of pedagogical support is a crucial process that aids teachers in improving holistic practices while enhancing their professional performance, encouraging them to promote social changes in rural education and other educational fields, thereby fulfilling the goal of advancing equity and quality in educational teaching.

1. INTRODUCTION

The education provided in rural environments has not guaranteed ideal academic outcomes, appropriate conditions, nor has it reduced educational disparities (Wan et al., 2018). Among the factors impacting this reality, it is important to highlight the poor allocation of time in student curriculum activities, along with the clear problems faced by basic education teachers in organizing metacognitive pedagogical practices, as they must attend to different educational levels in the same classroom (Lahtero et al., 2017). Additionally, various studies corroborate that the curriculum and teaching methods are decontextualized from the reality in which they exist (Beltrán-Véliz et al., 2024; De Nobile, 2018; Tobon et al., 2020). Furthermore, rural educational institutions lack systematic practices for supporting the teaching staff, especially the corresponding assessment (Neyra et al., 2021).

The pedagogical practices of teachers must undergo a transformation aimed at mobilizing, developing, and scaling educational processes while providing deep meaning to their actions, all while fostering continuous improvements in the teaching and learning process as the central axis of their educational model, with the goal of enhancing the professional performance of teachers. In this context, pedagogical support is considered a significant procedure for enhancing teaching and learning practices (Chaula, 2024). On the other hand, Law No. 24029, the Teacher Law of the Peruvian Government, factually states that pedagogical support is responsible for guiding teachers' education, promoting constant progress in their professional growth through pedagogical feedback. This

feedback should take place in a collaborative and reflective context, with the aim of enhancing the digital competencies and pedagogical strategies of the teachers participating in this process. Peruvian legislation emphasizes the importance of continuous education and professional development based on new technologies, ensuring that teachers maintain a pedagogical stance of continuous improvement in their teaching work. Furthermore, it seeks to promote pedagogical leadership among teachers through support that facilitates the development of critical and reflective skills, thereby contributing to high-quality basic education that meets teachers' demands (Pansiri, 2011). In this context, the figure of the pedagogical companion emerges: an experienced teacher with expertise in their subject area, equipped with high-quality disciplinary and pedagogical knowledge for professional performance in the educational field. In this context, they have privileged access to pedagogical support functions at all levels, backed by various institutions that provide support for the current educational model (Ministry of Education, 2019)

In conclusion, pedagogical support plays a crucial role, as research indicates that it fosters the constant improvement of teaching practices and, consequently, students' learning processes (Choccata-Cruz et al., 2024; Venter et al., 2024). Having data on pedagogical support related to the teaching practices carried out by teachers in rural areas would definitely facilitate improvements in academic outcomes, renewal and updating of curricular knowledge, and the feasibility of implementing educational policies in these contexts, which remains an ongoing necessity (García-Martínez et al., 2020; Elomaa et al., 2023; Lipiäinen et al., 2020). As a result of this discussion, the following purpose was established: to critically detail the contribution of the pedagogical guide figure in relation to the pedagogical practices carried out by teachers in schools located in rural areas of the Lambayeque region.

2. LITERATURE REVIEW

Education in rural areas faces several challenges, such as a lack of educational resources, extreme poverty, and limited ongoing training for teachers. According to the Ministry of Education of Peru (2019) rural educational institutions tend to have the lowest learning outcomes compared to various regions of Peru, highlighting the importance of effective pedagogical support strategies that specifically address these circumstances (Ministry of Education, 2019).

2.1 Pedagogical support as a training strategy

Pedagogical support emerges as an essential category and training tactic, both crucial for optimizing teaching practices, particularly in rural environments where educational challenges are significant. This tactic involves a collaborative relationship between the facilitator and the teacher, utilizing personal resources with the aim of not only providing technical support but also promoting critical reflection on pedagogical practice in general. According to the Ministry of Education of Peru (2017) pedagogical support is designed to drive improvements in teaching practices through a process of identification and awareness that enables teachers to implement the necessary modifications in their instruction. This method focuses on the teacher's cognitive learning as a continuous process, where feedback and reflective professional development are essential for professional growth and the independence of the teacher as an academic authority.

Furthermore, pedagogical support is based on the notion that teachers are active participants in the educational process. According to Nocetti et al. (2020) this process is not merely a supervisory action but is grounded in social interaction that fosters cooperative learning and the joint creation of pedagogical knowledge (Nocetti et al., 2020). The effective application of this strategy can lead to a notable increase in students' learning successes, enabling teachers to adjust their techniques and approaches to meet the specific demands of their students. Thus, pedagogical support becomes an instrument of change that not only benefits teachers in their professional growth but also positively influences the quality of education in rural environments.

2.2 Innovations in pedagogical methodologies

Innovations in pedagogical methodologies are essential for transforming education and adapting it to current demands. These advancements can be expressed through new techniques, teaching methods, and the application of information and communication technologies (ICT), which enable teachers to create more dynamic, participatory, and collaborative learning environments. According to Hawasly and Ramos (2023) educational innovation involves challenging conventions and seeking new teaching methodologies that include active methods associated with megatrends, thereby promoting relevant learning in which students not only assimilate knowledge but also develop critical and analytical competencies (Hawasly & Ramos, 2023). This approach not only enhances educational quality but also equips students to face current challenges, fostering their independence and analytical skills.

Furthermore, innovations in teaching methods promote a cultural transformation in the classroom, where the teacher becomes a facilitator of learning rather than the sole bearer of knowledge. According to Troncoso et al. (2022) educational innovation is a collaborative process aimed at addressing challenges related to quality and effectiveness in the education sector, associated with a current pedagogical model, which leads to more meaningful and contextual learning for students (Troncoso et al., 2022). This implies the implementation of strategies that take into account the individual characteristics of students and their environments, thus facilitating a more inclusive and effective learning experience. In this context, continuous training for teachers is essential so that they can incorporate these innovations and refine their teaching methods, promoting the holistic development of students' capabilities.

2.3 Pedagogical leadership and continuous reflective professional development

Pedagogical leadership and continuous reflective professional development are crucial elements in educational change, particularly in the current scenario where the aim is to improve the quality of teaching. Pedagogical leadership requires teachers to take a proactive role in building a cooperative learning environment under a competency-based approach that promotes critical reflective development regarding pedagogical practices. According to Anijovich (2020) continuous reflective professional development not only involves valuing educational actions but also entails a detailed and methodical analysis that enables teachers to identify specific areas for improvement and create new pedagogical tactics associated with innovation. This method fosters a culture of constant learning, where teachers can exchange experiences and acquire shared knowledge, thereby enhancing their ability to lead effective educational processes.

However, continuous reflective professional development becomes a driver of professional growth, allowing teachers to question their own beliefs and techniques. As noted by Mellado (2020) it is essential for teachers to dedicate time to their development in order to evaluate their performance and make informed decisions that positively influence their students' learning. This relationship between pedagogical leadership and continuous reflective professional development promotes a continuous cycle of ongoing improvement, where teachers not only become better educators but also acquire leadership competencies that enable them to impact their peers and the educational community as a whole. In this context, pedagogical support plays a crucial role by providing the necessary backing for teachers to effectively and timely apply this professional development.

Based on the information provided, we can affirm and deduce that pedagogical support becomes a crucial process in the professional training of teaching staff and acquires greater importance in rural environments from a cognitive perspective. Rural education encompasses different forms of education (formal, non-formal, informal, and technical cooperation) that cover childhood from early years through youth and adulthood, with varied goals that impact the interests of the State (Lipiäinen et al., 2020). Additionally, rural education is characterized by academic programs and teaching methods that decontextualize the reality of the area, as well as the overall social and educational vulnerability. It is also marked by multi-level education and a lack of teachers, particularly specialized

ones (García Martínez et al., 2020; De Nobile, 2018; Deryabin et al., 2021; Wan et al., 2018) alongside the coexistence of diverse cultures.

In this context, teachers working in rural schools organize and plan their pedagogical practices based on a predominantly monocultural and homogenizing curriculum (Deryabin et al., 2021) that includes the knowledge, skills, and particularities of the students, as well as their cultural educational environment (Beltrán-Véliz et al., 2024; Mamat et al., 2023). To partially overcome the aforementioned issues, it is necessary to apply contextual teaching methods that take into account prior knowledge, specific characteristics, and the social, cultural, and historical reality of the students. In this framework, the identity of rural education is shaped by the territory in which it is situated and developed, through language, culture, history, and the interconnection between school and territory (Lipiäinen et al., 2020). In this situation, rural education and its relationship with the territory maintain a close connection with the lifestyles that underpin knowledge, language, experiences, traditions, and ancestral and community beliefs. On the other hand, the intercultural dimension permeates rural education.

3. RESEARCH METHODOLOGY

This research is qualitative in nature, as it facilitates "detailed descriptions of circumstances, processes, events, individuals, experiences, interactions, and behaviors that are perceptible in close environments, including the voice of the participants, their occupational experiences, pedagogical stances, beliefs, thoughts, and reflections, as expressed by themselves" (Harju & Niemi, 2020). In this situation, a methodological design based on collective case studies was employed to gain a deep understanding of a reality (Etikan et al., 2016). The collective case consisted of three rural educational institutions assigned to local governments. These educational institutions are characterized by a high degree of social vulnerability, exceeding 80% to 82%.

The first educational establishment is located in the province of Chiclayo, in the Lambayeque department, within the rural area of the region as a whole. This center provides education from primary to basic levels (1st to 6th grade). The educational staff consists of 1 administrator, 15 teachers, and 10 educational assistants, with an enrollment of 200 students. Of these, 20% belong to sparsely populated communities. The second establishment is situated in the high province of Lambayeque, also in a rural area close to the city in terms of distance. Here, education is offered from primary to basic levels (1st to 6th grade). The educational staff includes 1 director, 12 teachers, and 8 assistants, with a total enrollment of 150 students. About 15% of the students come from Quechua families. The third establishment is located in the municipality of Ferreñafe, in a rural area that maintains a connection with the urban environment, especially with Cañaris, situated at two thousand four hundred meters above sea level. This center provides education from primary to basic levels (1st to 6th grade). The educational team consists of 2 administrators, 20 teachers, and 12 assistants, serving an enrollment of 250 students. Approximately 25% of the students have ancestry from the Peruvian highlands.

Population:

The group of interest consists of all the teachers working in the three educational centers mentioned. This includes the 15 teachers from the center in Chiclayo, 12 teachers from the center in Lambayeque, and 20 teachers from the center in Ferreñafe, totaling 47 teachers. This population is significant for examining the professional attributes, training, and working conditions of educators in rural environments.

Sample:

The sample selection was carried out using non-probabilistic convenience sampling, where teachers were intentionally selected because they have a greater understanding of the phenomenon under study. Initially, it was planned to conduct a census; however, due to the availability of resources, this method was employed. This ensured complete and effective saturation of categories and

subcategories with reliable data. This led to a total sample size of approximately 14 teachers (5 from Chiclayo, 4 from Lambayeque, and 5 from Ferreñafe).

Los criterios de inclusión para los participantes incluyeron:

1. Experience in the educational field: from the beginning of their work as teachers.
2. Gender: male and female regardless of age or social condition.
3. Service provided: in general, basic education authorized by the Peruvian Government.
4. Levels: from first grade to fourth grade of primary education.
5. Subjects: sciences; mathematics; history.

Instruments:

A semi-structured interview was conducted with the teacher in a context of pedagogical accompaniment. The questions were evaluated by a team of experts, consisting of three individuals specialized in the subject with doctoral degrees, applying the Delphi method. Subsequently, the interview underwent validation among three groups of stakeholders: the interviewees, decision-makers, and administrative personnel involved in the process. The interview was formulated and applied with 18 questions. The testimonies of the participants were collected directly through interviews and were assigned a code in the results anonymously. The narratives derived from the interviews presented in this manuscript were selected for their depth and meaningfulness after being filtered. To obtain more detailed and valuable evidence of the pedagogical accompaniment process, a thorough documentary analysis was conducted, generating codes and audiovisual records using recording devices and mobile phones.

In administering the semi-structured guiding interviews, a voice recorder was used to obtain a clear and precise record of the information. The documentary analysis was designed and implemented based on the Domains of the Framework for Good Teacher Performance; Domain 1: Preparation for Student Learning; Domain 2: Teaching for Student Learning; Domain 3: Participation in School Management Articulated with the Community; Domain 4: Development of Professionalism and Teacher Identity (Ministry of Education, 2022).

Process and evaluation of information:

For the evaluation of information, two phases of study were needed regarding the Theory and projection of the state of the art: open coding and axial coding. The open coding procedure involved breaking down the text, presenting the ideas, interpretations, and thoughts contained within it, with the aim of identifying and evolving concepts (Fourie, 2018). In this procedure, the data present in the text were divided into discrete and manageable segments, which were then carefully analyzed and examined in relation to one another to detect similarities and differences (Fourie, 2018). This process facilitated the creation of a priori categories and subcategories. To intensify the study of the data, after curating the data, the Constant Comparative Method was used to contrast categories and subcategories that emerged during the analysis process through a systematic holistic circularity procedure (Heikka et al., 2020). Simultaneously, this contributed to data triangulation and consequently to understanding the studied phenomenon to achieve a comprehensive view of the triangulation process.

Based on open coding, the category "contribution of pedagogical support" emerged, which includes the following subcategories: design of educational strategies; constant and relevant feedback; interdisciplinary collaboration; continuous reflective professional development; innovation in teaching methodologies; project-based learning; pedagogical leadership. The mentioned category and its corresponding subcategories showed fundamental theoretical saturation, as no additional data were found to enrich the category (Heikka et al., 2020). To avoid biases and deviations, descriptive reliability was used to examine and interpret the data impartially (Kalane & Rambuda, 2022); this procedure was carried out with another researcher specialized in educational pedagogical support. To enhance this process, memos and notes were utilized, allowing the researcher to consistently express thoughts, questions, reflective notes, and analyses in order to

recognize themes and patterns in the data, which helped elevate the conceptual level of the phenomenon under analysis. This process was undertaken when data provided by subjects proved confusing and insignificant, requiring researchers to return to fieldwork to re-interview participants in order to gain a deeper understanding of meanings and thereby clarify the resulting information. The previously specified actions contributed to enriching and adapting a priori categories and subcategories as well as establishing a more accurate relationship between them. Additionally, this facilitated an appropriate procedural axial coding process, which is understood according to Fourie (2018) as the process in which categories relate to their subcategories since coding occurs around the axis of a category.

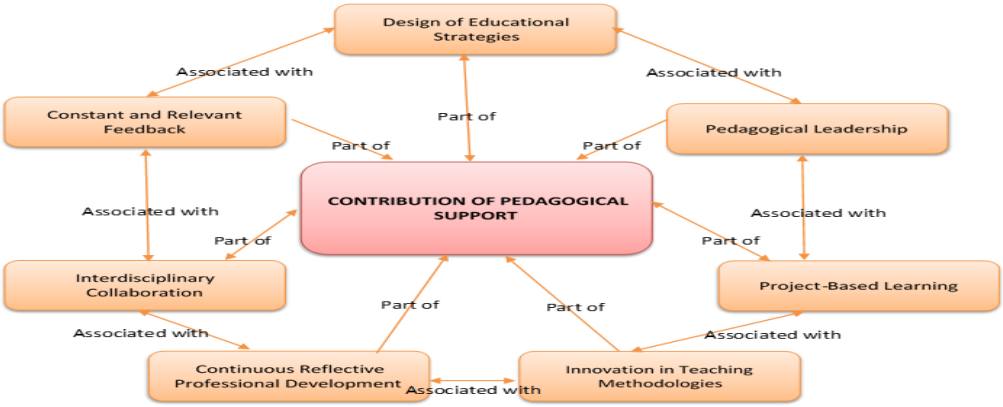

Figure 1: Contribution of pedagogical support.

4. RESULTS

4.1 Contribution of pedagogical support

This category relates to the key practices that comprise educational pedagogical support, which guides and strengthens the work of the teacher and thus helps optimize the teaching-learning practice in a context of regular basic education.

Table 1 shows the quantification of the most relevant and saturated narratives by subcategories in the qualitative part, which are presented in this basic research work. These stories are derived from the semi-structured interviews conducted with an organized structure and guidelines among the participants.

Table 1: Quantification of participants' narratives from semi-structured interviews

Subcategories	Quantification of Narratives
Design of Educational Strategies	3
Constant and Relevant Feedback	4
Interdisciplinary Collaboration	2
Continuous Reflective Professional Development	3
Innovation in Teaching Methodologies	1
Project-Based Learning	5
Pedagogical Leadership	2

Table 2 shows the quantification of the most relevant and saturated data by subcategories. This information is obtained through methods such as: semi-structured interviews; classroom

observation records; records of opinions on the observation; records of opinions on planning; and especially field notes of what was accomplished.

Table 2: Quantification of the information presented in the results

Subcategories	Quantification of Narratives
Design of Educational Strategies	1
Constant and Relevant Feedback	1
Interdisciplinary Collaboration	2
Continuous Reflective Professional Development	2
Innovation in Teaching Methodologies	1
Project-Based Learning	2
Pedagogical Leadership	2

Design of educational strategies

The team of teachers values the Pedagogical Content Knowledge provided by pedagogical support, which plays a crucial role in guiding and contextualizing educational design. This knowledge enables teachers to adapt their teaching and continuous assessment methods, thereby optimizing their pedagogical practices. The cooperation between the guiding teacher and the supported teacher is reflected in the joint development of lesson plans, where precise stages are defined to address problem-solving. This collaborative method fosters an interactive environment that promotes reflection and mutual learning, which is essential for optimizing teaching practices.

Constant and relevant feedback

The feedback provided by pedagogical support is constant and occurs both verbally and in writing, allowing teachers to continuously improve their pedagogical performance. This ongoing feedback enhances teachers' capabilities and supports more effective instruction promoted by evaluation and teacher training areas. This administrative process is appreciated by teachers as it allows them to reflect on their growth and connect new knowledge with their previous experiences, generating a positive effect on their professional development and on their students' learning. It is important to emphasize that all these processes must be based on normative standards associated with the current basic quality condition.

Interdisciplinary collaboration

Interdisciplinary collaboration fosters cooperation among teachers, creating spaces and environments where they can share ideas, strategies, and educational materials. This collaboration enables educators to work together to address shortcomings and weaknesses in their methods and enhance their pedagogy through assertive dialogue. Interdisciplinary visits promote reciprocal observation, facilitating instant feedback on pedagogical practices. This sharing of experiences not only elevates the level of education but also strengthens the educational community as a whole, benefiting society.

Continuous reflective professional development

Continuous reflective professional development is essential for teachers to identify elements that promote or complicate their work. Through reflection, educators can assess their effectiveness and modify their techniques to better meet the learning demands of their students. This process not only enhances their teaching growth but also supports their professional development by providing opportunities to consider diverse perspectives and alternative solutions.

Innovation in teaching methodologies

In the teacher support sessions, moments are created for reflection on pedagogical practices. Teachers receive guidance on how to optimize their teaching strategies and continuously monitor their students' learning processes. In some cases, surveys are conducted; this procedure involves a constant innovation of pedagogical techniques, adjusting them to the environments and learning speeds of the students. The systematic analysis of these practices allows teachers to make the necessary modifications to improve their teaching. In many cases, it is observed that there are even precedents to innovation in teaching methodologies associated with their current educational models.

Project-based learning

Project-based pedagogical support motivates teachers to innovate in their methods through a holistic teaching approach based on real situations and practices. This method focuses on contextualizing learning, taking into account the specific circumstances and requirements of the students. With the backing of pedagogical guidance, teachers can apply tactics that make learning more meaningful and relevant for their students, thereby fostering a more dynamic and effective educational environment.

Pedagogical leadership

Pedagogical leadership is reflected in the self-confidence of the supported teacher, which promotes effective communication and a favorable learning environment. This type of leadership is appreciated by students and supported by pedagogical assistance, which evaluates the growth of competencies in the teacher to lead their classroom. Through constant feedback, the oriented teacher optimizes their role, promotes an atmosphere of trust, and encourages students to actively engage in their learning process. This procedure not only changes the dynamics of the classroom but also enables students to take a crucial role in their education, thereby facilitating the achievement of established educational objectives.

5. DISCUSSION

The pedagogical support in institutions located in rural areas emerges as a transformative strategy, particularly in regions with significant constraints in educational infrastructure, such as Lambayeque, Peru. This model has demonstrated that pedagogical support is an essential tool for optimizing basic educational practices, fostering critical reflection, methodological innovation, and interdisciplinary collaboration among teachers who can apply these types of learning techniques in their educational sessions. The role of the pedagogical guide is crucial as it facilitates the design of educational strategies tailored to the specific demands of teachers and the needs of local institutions, a point also highlighted by studies such as those by Tobón et al. (2020). This approach not only enhances the quality of learning but also promotes pedagogical leadership that empowers teachers to create significant transformations in the instruction of students in basic education grades, addressing challenges such as curriculum decontextualization and the lack of resources provided by local government. The ability of teachers to engage in a continuous learning process results in a direct advantage for their students and communities.

A key element of this model is its focus on pedagogical innovation and the professional growth of teachers. The adoption of new pedagogical techniques, such as project-based learning and the use of information technologies, has revolutionized various educational practices applied in rural areas. According to authors Hawasly and Ramos (2023), these innovations not only increase student engagement but also promote collaboration among teachers within the same educational institution, facilitating their adaptation to new methods applied to meet each student's needs. Furthermore, pedagogical support is characterized by its ability to provide and demand constant and relevant feedback, which drives reflective professional development for teachers on an individual basis. This ensures that teaching practices are not only aligned with the current needs of the student body and faculty but also sustainable and adaptable to the specific realities of each educational community.

The implementation of these strategies is not without obstacles. Resistance to change, a lack of appropriate resources, and the absence of personalized educational policies limit the reach and effectiveness of pedagogical support. Research by Mellado (2020) and Nocetti et al. (2020) underscores the importance of a solid institutional framework that can overcome these challenges, ensuring the sustainability and positive impact of these initiatives. In the Peruvian context, pedagogical support faces additional challenges due to the social vulnerability circumstances of rural communities in the country. Nevertheless, the results reveal that strengthening pedagogical leadership and continuous teacher training are essential components for optimizing practices employed in basic education, thereby ensuring inclusive and high-quality learning.

Ultimately, the impact of pedagogical support transcends beyond the classrooms, as it directly contributes to equity and quality in education within institutions located in rural areas. As noted by Venter et al. (2024) and the Ministry of Education of Peru (2019), these actions not only improve academic performance but also promote social cohesion and community development. In a scenario marked by persistent inequalities in education, pedagogical support emerges as a crucial tool for building a more just and inclusive educational system. This holistic approach not only addresses the challenges present in educational institutions but also establishes the foundations for sustainable development in these rural areas, which are among the most vulnerable and neglected in their ongoing educational development.

6. CONCLUSIONS

Pedagogical Content Knowledge, in the development of evaluation strategies, establishes pedagogical support as a fundamental category of knowledge highly valued by teaching and administrative staff, aimed at mobilizing the processes of didactic transmission. Collaboration is understood as the joint work between accompanying teaching staff and students through contextualization to foster soft skills in students that help solve problems in real contexts.

The evaluation of educational performance is conducted both orally and in writing throughout the teaching process. This facilitates the advisory teaching team in strengthening and assimilating higher-order thinking skills. Furthermore, it provides relevant insights into the teaching and learning process and its role as a formative subject. Indeed, it helps enhance their professional performance as educators and the learning outcomes of their students. In this scenario, the auxiliary teaching team promotes interdisciplinary cooperation at all levels. This environment of socialization and feedback occurs through reciprocal cooperation based on dialogue and continuous reflection, aiming to share learnings, knowledge, educational experiences, and innovative initiatives associated with educational megatrends. This process is manifested through lesson plans, evaluation processes, tactics, and educational resources, as well as peer visits in the classroom to observe, reflect, and mutually provide feedback on their teaching methods. All of this contributes to transforming potential weaknesses into strengths while innovating and modifying their teaching methods, positively impacting student learning across different levels and subjects.

In relation to the above, it is evident that continuous professional development allows each supported educator to question the elements that facilitate and complicate their teaching work, as well as to identify and reformulate those pedagogical elements to meet the learning needs of students. This facilitation aids in adapting and changing pedagogical practice based on an understanding of the reasons that underpin the curriculum, taking into account the diversity provided by the environment. This entire reflective process contributes to enhancing the professional growth of teachers at all level.

The aforementioned is closely linked to educational innovation in teaching methodologies, where it becomes apparent that the advisory teaching team does not systematically supervise and mediate during the teaching and learning process. Based on this, each teacher providing support in the field guides through questioning, which prompts reflection in the supported teacher. Therefore, the supported educator must consider effective measures to integrate into their educational work, such as providing clear instructions, conducting constant monitoring, and focusing on students who

struggle to assimilate appropriate rhythms and styles for knowledge acquisition. Indeed, this will enable supported teachers to reevaluate their practice and reflect cyclically, with the aim of making decisions to reconstruct it based on adaptations of contextualized didactics.

As a result of pedagogical support, there is an observable evolution and innovation in teachers' teaching methods, which manifests in a project-based learning approach. This is facilitated by the teacher's intermediary role in engaging students in real contexts and activities, drawing on the knowledge, environment, and culture in which they develop. This entails learning to act through discovery and respecting and protecting nature, thereby fostering relevant learning through practical experience. The process of constant monitoring helps to cultivate pedagogical leadership in the supported teacher, backed by self-confidence, stimulating motivation and effective communication. This created a favorable environment while simultaneously instilling confidence in the students. This procedure promoted collaborative work, where each teacher adopts a mediating role, allowing students to play a crucial part in building their knowledge. In this context, this type of leadership facilitated the achievement of established objective.

In conclusion, the contribution of pedagogical support is established as a crucial process, as it enhances the practices of recommended teachers while also boosting their professional performance and consequently significantly improving student education. To achieve this, educators must possess appropriate didactic knowledge to develop contextual pedagogical practices aimed at achieving situated and deep learning. Indeed, this analysis encourages teachers to promote social changes in rural education and other educational areas to advance equity and quality in teaching.

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