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Teacher Professional Development in Emerging Contexts*

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ABSTRACT

This article aims to present a research project on the problem of the professional development of teachers in Uruguay in a transition scenario of the educators' training career towards a university character. Changes are evidenced for this academic profession from a conception of a "career based on seniority assessment" towards a development proposal in three dimensions: undergraduate training, professional development and working conditions. A study proposal is presented through a multilevel analysis on the meanings that the different actors have with respect to national educational policies referring to "Teaching". It is assumed that there could be tensions between the macro / meso / micro levels, in the implementation phase of this strategic guideline within the Development Plan of the National Administration of Public Education in Uruguay. In this paper aspects of the research method, theoretical framework and expected results are shared.

KEYWORDS

Professional development. Teaching career. Emerging contexts.

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Desarrollo Profesional Docente en Contextos Emergentes

RESUMEN

Este artículo tiene por objetivo presentar un proyecto de investigación sobre el problema del desarrollo profesional de los docentes de Uruguay en un escenario de tránsito de la carrera de formación de los educadores hacia un carácter universitario. Se visualizan cambios, para esta profesión académica, desde una concepción de “carrera basada en la valoración de la antigüedad” hacia una propuesta de desarrollo en tres dimensiones: formación de grado, desarrollo profesional y condiciones laborales. Se presenta una propuesta de estudio a través de un análisis multinivel sobre los significados que tienen los diferentes actores con respecto a las políticas educativas nacionales referidas a la “Docencia”. Se parte del supuesto de que podrían darse tensiones entre los niveles macro/ meso / micro, en la fase de implementación de este lineamiento estratégico dentro de Plan de Desarrollo de la Administración Nacional de Educación Pública en Uruguay. En este trabajo se comparten aspectos del método de la investigación, el marco teórico y los resultados esperados.

PALABRAS CLAVE

Desarrollo profesional. Carrera docente. Contextos emergentes.

Desenvolvimento Profissional de Professores em Contextos Emergentes

RESUMO

Este artigo tem como objetivo apresentar um projeto de pesquisa sobre o problema do desenvolvimento profissional de professores no Uruguai no cenário de transição da carreira de formação de educadores para o caráter universitário. Evidenciam-se mudanças nesta profissão acadêmica desde a concepção de uma "carreira baseada na avaliação da antiguidade" para uma proposta de desenvolvimento em três dimensões: formação de graduação, desenvolvimento profissional e condições de trabalho. É apresentada uma proposta de estudo através de uma análise multinível sobre os significados que os diferentes atores têm a respeito das políticas educacionais nacionais no que se refere a “docência”. O pressuposto é que pode haver tensões entre os níveis macro / meso / micro, na fase de implementação desta diretriz estratégica no Plano de Desenvolvimento da Administração Nacional da Educação Pública do Uruguai. Neste trabalho, compartilhamos aspectos do método de pesquisa, referencial teórico e os resultados esperados.

PALAVRAS-CHAVE

Desenvolvimento profissional. Carreira docente. Contextos emergentes.

Introduction

In Uruguay, throughout the 20th century, teaching careers have followed different trajectories according to educational levels: Primary Education Teachers, Secondary Education Teachers, Technical Teachers, Teacher Training Teachers, but -in general terms- they have been traditionally organized in scales valuing three components: seniority, teaching aptitude and computed activity. In 2020, the Educational Development Plan of the National Public Education Administration (ANEP¹) for the period 2020-2024 was approved. According to the document, the general strategic guidelines of the current Uruguayan Education Policy are:

1. Expand access, retention, graduation and improve the path of all students in the different cycles of their education, promoting quality learning. 2. To reduce the internal inequity of the educational system and improve student learning, focusing on the most educationally and socially vulnerable sectors. 3. To adapt the curricular proposal at all educational levels. 4. Strengthen the management of schools and promote integrated and learning communities. 5. To design and establish a national teacher policy that includes initial training, professional development, and career development, as well as working conditions. 6. Transform institutional design and management, professionalizing processes, and technical-administrative and service functions. (NPEA, 2020, p. 129).

Based on strategic guideline five of the current ANEP Plan: "Design and establish a national teacher policy", three priority areas have been established with their corresponding objectives and strategies: (i) teachers' careers and professional development, (ii) initial (undergraduate) training and (iii) working conditions. To this end, the following objectives and lines of action were agreed upon:

(a) Generate a new professional career for teachers and new opportunities for professional development.

The approval of a new statutory regime is foreseen, as well as the definition of profiles and functions of high and medium dedication positions. Conducting professionalization courses prior to competitive examinations. Institutionalization of positions based on the reconversion of support and extracurricular hours. Holding of competitive examinations for effectiveness in medium and high dedication positions. Holding of competitive examinations and establishment of positions in the centers.

b) Develop and professionalize educational leadership teams.

c) Approve new initial training plans -undergraduate- in education, which favor the transition and review of current plans and proposals designed and under discussion.

¹ ANEP is an autonomous entity responsible for the governance of Public Education in Uruguay at the Early and Primary levels (3 to 12 years old), Secondary Education (12 to 18 years old) and tertiary technological careers and Teacher Training (Education Training).

The plan is to adapt the degree programs to enable their recognition as university tertiary careers, strengthen the scholarship policy and comprehensive care for students, develop a tutorial system to protect the trajectories of students and enable them to advance in their careers, and develop a system for the protection of their careers.

d) Develop an accompaniment and training plan for leadership teams and management officials.

e) Decentralize education training by strengthening inter-institutional links.

To this end, academic structures must be made more flexible, incorporating work in networks with territorial anchorage. Elaborate regulatory and normative frameworks that make possible the functioning and articulation of academic and participatory structures. Achieve the consolidation and strengthening of inter-institutional links that allow the development of careers and courses shared with other universities.

f) Development of the Academic Profession.

Deepening of the Program to Support the Development of Research in Education and the Program to Support the Development of Extension and Activities with the Environment (ENHEBRO), as well as the creation of a Program to Support the Development of University Teaching. The development of an Integral and systemic Plan within the framework of Postgraduate Higher Education and Continuing Education, through agreements with national and international universities. Promotion of publications in peer-reviewed scientific journals, optimization of the use of platforms, consolidation of the open access Institutional Repository and creation of an Institutional Publications Portal. Approve an occupational health and safety plan and guarantee adequate salary conditions.

But it should be noted that the problem of the teaching career and its professional development has been on the agenda for many decades, as well as the transition of the Educator Training career (degree) towards a university character; a transition that has been quite slow and was embodied in bills: of recognition of university degrees for teachers (1985), in the creation of a University Institute of Education (2008) in the Bill for the creation of a National University of Education (2013), as well as several actions in search of the realization of the new University; but, in fact, everything has remained at the level of debate both in the areas of teacher participation and in the Legislative Branch throughout several administrations.

In view of the above, it is pertinent and relevant to accompany the implementation process of the Educational Plan 2020-2024, particularly the fifth strategic guideline that addresses the problem of teachers' professional development in an emerging context marked by the pandemic, the internal inequity of the educational system itself, and the social, economic, cultural, and technological gaps that have become evident.

This article presents a brief theoretical framework to locate the discussion and its main antecedents in the Rio de la Plata region, recognizing that there are several international currents that have been devoted to the subject of the teaching profession/ art/ profession, so it was decided to make a spatial-cultural cut taking Uruguayan and Argentinean authors to frame the theoretical-conceptual reflection. A research project is also proposed in search of the production of qualitative data to support decision making in the implementation phase of the National Teaching Policy planned by the current Uruguayan National Administration of Public Education.

Finally, by way of closing, the expected results, and some final considerations, which are always provisional and therefore open new questions, are presented.

Teaching Careers and Professional Development

Teaching has been theorized by several essayists and studied by well-known researchers in the field of education. Several are the positions and conceptions that are handled, as Southwell (2020, p. 38) states "Teaching has been thought of as vocation, work, professional development, trade and condition (ALLIAUD, 1993; ALLIAUD AND ANTELO, 2009; BIRGIN, 1999, 2012; FELDFEBER, 2010; KAPLAN, 2010; TENTI FANFANI, 1988, 2005, among others)."

According to Dussel (2006) it is striking how the teaching profession has become more complex as the demands and challenges have changed, which are also linked to the "discourses on teaching". These discourses have been evolving "from State official to professional, to worker, to sociocultural animator", etc. In this changing scenario, it is striking how the school and its way of organizing the work of teachers has not changed over time.

This disparity or disjunction between reality and the imaginary is not new, nor is it only Argentinean. Different European and North American analysts (Tyack and Cuba, 1995; Viñao, 2002; Dubet, 2004; Vincent, 1994) speak of the crisis of a school model or form, and at the same time of the persistence of a certain grammar or hard core of rules and criteria that resist change and that is more powerful than the attempts of reformers and scientific experts to modify the life of schools. This grammar causes that, in many cases, and despite the irruption of new subjects and demands, schools maintain the previous "school appearance" or assume a defensive strategy of resistance, nostalgic and oriented to the past (DUSSEL, 2006, p. 7).

After a tour through the images associated with the teacher according to traditions, Dussel finally appeals to the position of Hanna Arendt ([1961]1996): to be a teacher one must live love for the world and love for the new generations: according to Dussel, at this crossroads between conservation and renovation, "education can propose a cultural authority that enables others to occupy new places". The problem that arises here is how to accompany a teacher professional development policy that enables to occupy new places when the starting point is marked by the disparity in terms of the meaning given to the teacher from the different traditions and the new demands.

For Romero (2017), it is essential to be attentive to the material and symbolic conditions that allow to produce breaks in the obstacles of both the budgets and the working conditions of teachers, but above all and -most difficult- it will be necessary to achieve epistemological, cultural, and pedagogical ruptures to create new theoretical frameworks and new paths of practices

[...] to be able to educate in contexts of diversity, growing social heterogeneity and profound scientific, technological, cultural, and environmental transformations, in the context of the fourth industrial revolution, marked by the internet of things, robotics, artificial intelligence, a formidable expansion of the social inequality gap and an unprecedented monopolistic control of information and graphic, audiovisual and virtual communication (ROMERO, 2017, p. 1). (ROMERO, 2017, p. 1).

In this complex and highly responsible action, the problem of teachers' professional development, their training, the construction of vocations and working conditions is raised. Betting on a policy of professionalization of the teaching career requires some profound changes in the educational system, but also in society and in the conception of what has been called professional development in a context that demands the redefinition of the teaching profession.

Aware of the complexity of the problem, in 2020 the ANEP's Educational Development and Budget Plan foresees some concrete proposals on the issue in question, as indicated in the Document (ANEP, 2020).

Designing and implementing policies for Teacher Professional Development (DPD) is essential since it is the teachers themselves who demand, in addition to more training, to leave aside the traditional promotion based on seniority as the only criterion. After a comparative study of teacher statutes on issues relevant to the DPD in various countries, Flavia Terigi (2010) analyzes the experience in which it has been possible to "move away from a discrete scheme that differentiated between pre-service and in-service training to one in which the DPD is seen as a continuum throughout initial training, incorporation into the teaching profession and professional performance" (p. 5). This implies developing a training program that encompasses all stages of initial, continuing, and postgraduate training that allows graduates and teachers to build their professional training trajectories in the public sphere. (p. 205).

However, it is not an easy task to undertake this program. As Vaillant (2016) states, although there is consensus that the professional development of teachers is key to achieving educational quality, there is also agreement that changing teacher policies is a long-term process that requires four aspects: governmental will, technical capacity, policy continuity and social support. In the history of Uruguayan education - in some decades of the 20th century - there were conditions for a national teaching policy that allowed interesting advances in the professional development of primary education teachers; but nowadays there is a different reality, given that there are different groups of opinion, some of them conflicting. In any case, no recent research has been carried out to provide empirical evidence regarding the degree of social support and motivations of the teachers themselves for this type of program.

According to the results of the research by Vaillant and Marcelo García (2015), policies should be based on agreements on professional criteria. It is essential to have agreements regarding the basic criteria for the undergraduate training stage, as well as constant monitoring of teacher training institutions, careful selection of trainers and programs for insertion into teaching, among others. For 2020, new aspects will surely enter the scene given the emerging characteristics of this era. In view of the new questions, a preparatory study of the implementation of the national teacher system is proposed.

Methodological Framework

Specifically, a multilevel study with a qualitative approach is proposed to understand the meanings that the actors of the different NPEA subsystems give to the teaching career and the teaching profession, especially the Higher Education Teachers of the Teacher Training courses. The purpose of this research has three focuses: (a) to contribute knowledge on the issue of teacher professionalization, particularly on the teaching career in Uruguay; (b) to generate recommendations on teaching career policies that consider the perspective of the teachers themselves and of the actors who make decisions on educational policy; and (c) to contribute to the conceptualization of the teaching career as a tool to support the implementation of the national teaching policy announced in strategic guideline 5 of the ANEP Development Plan (2020-2024); (d) to understand the discourses on teaching and generate possibilities for agreements on professional criteria.

Epistemological Framework

Given that in Uruguay there are rigorous quantitative studies that provide the necessary data to record the processes and carry out descriptive and inferential analyses on the subject in question, another approach is proposed that allows a deeper understanding of the phenomenon from an "inside" perspective. From this framework, research is based on the subjective understanding of how the actor lives and constructs his own daily life from a dimension in which the codes that propose a priori categories and are closed to the contexts must be replaced by communicative and observational practices that are inserted in the production of the meaning of the actions in the concrete groups.

According to Southwell (2020), to understand notions such as "professional development", "career" or his idea of "teaching position", it is necessary to recognize the need to collect

[...] a set of revisions that movements such as the "cultural turn" or "hermeneutic" and "discursive turn" included in the field of social and educational research. In particular, it is based on the need to consider centrally the construction of meanings by the subjects and to overcome the a priori analyses of subjectivity, detaching it from being an effect of determinations of some kind [...] This relationship implies links with knowledge and the forms of its teaching that are never completely stabilized, as they undergo alterations driven by the search and invention of answers in the context of schooling processes. In this framework, the category of teaching position thus refers to a construction that occurs in the relationship, which cannot be defined, established, and grasped beforehand, nor can it be detached from the

historical construction of this work. It is composed of the circulation of meanings and discourses that have produced a historical legacy and currently regulate and organize the work of teaching and specifically alludes to the multiple ways in which teachers assume, live, and think about their task and the problems, challenges and utopias that arise around it. (p. 32- 33).

Thus, the approach to these issues related to the teaching profession, and to the teaching career, makes sense from a theoretical perspective derived from a philosophical legacy that has been extended to the field of education, marked by the linguistic turn. The collective patterns that organize social life in teaching collectives can be modified by a policy and therefore such modifications constitute a threat for some groups and opportunities for others. Therefore, the implementation of the policy is not an abstraction since the content of the policy can be refracted by the professional culture through the participation of its actors.

In order to investigate from this approach it will be necessary to overcome the Cartesian epistemic framework that privileges formal rationality; it is based on the premise that knowledge of reality is not given by factual reference, but by the interpretation of discourse that has had several aspects, for example Habermas (1984) to build his Theory of communicative action, begins by developing "a categorical framework for a new theory of society posed in terms of a theory of communication" (HABERMAS, 1984, p. 58). For this he uses Wittgenstein's concept of "language play". In a way, Habermas is thinking about the situation that if Wittgenstein had considered the analysis of a grammar of language games, he should do it from a Universal Pragmatics.

Evidently, he starts from his concepts and goes further in the construction of a theory of his own. He takes from Wittgenstein the demonstration that language systems, within which words or sentences perform functions, have a public character, and require the existence of the interaction of subjects. But he goes beyond the idea that intentional contents can be treated independently of intentional experiences in language. He then places in the concept of speech acts the close relationship between intention and the fulfillment of intention. What Habermas calls the grammar of the language game cannot be confused with the grammar of language. For the structure of a language game establishes how sentences can be used in manifestations that are susceptible of consensus and intentionally takes the program of Universal Pragmatics to introduce his theory of society "in terms of communication theory".

To reach agreements, it will be necessary to clarify terms and for this purpose it is necessary to define what language games are the set of rules according to which it is possible to make utterances susceptible of consensus and not others. Now, the grammar of language games regulates "plexuses of meaning" embodied in sentences, in expressions such as gestures and in actions. Thus, when speech acts are executed, such as warnings, descriptions, commands, it refers to acts that participate in a common human action, that is, "with others" and this occurs in community, which is a context of action in which the subjects - speakers and agents - reach consensus on rules that become habits.

These statements place the researcher in the situation of needing to abandon the place of observer and become part of the communication". Participation is the only criterion of whether the understanding is correct or not" that is, if the researcher's hypothesis is false, the tacit consensus that accompanied the action is broken" (HABERMAS, *ibidem*, p. 68). Hence the importance of intersubjective validation in social research. Regarding play and language: it is interesting to reflect on the difference between the arbitrariness of a game that is agreed upon and the immobility of a language that is acquired from tradition and whose grammar must be adhered to. Therefore, the strategic game is not a good model of language.

Continuing with his reasoning, in the analysis of language - for Habermas - he must go beyond the limits imposed by the model of the game. He criticizes Wittgenstein in that he reduced the identity of meanings to the intersubjective recognition of rules; but he did not investigate the reciprocal relation between subjects who recognize a rule. The reciprocal reflexivity of expectations in a community of speakers is a condition for subjects to meet. With this reasoning, we can now approach the analysis of modern educational institutions, with their fragmented formats. And the possibilities found in those that have managed to become communities of encounter. Communication mediated by meaning is possible if -and only if- there is a simultaneous meta-communication. This is possible if there is the possibility of a "mutual recognition of the subjects" that when they meet - with their expectations - can constitute meanings to be shared.

The paradox appears: for two subjects to meet and identify themselves as subjects they must see themselves as identical: for this it is necessary to think that they have formed themselves into subjects capable of language and action, which is what makes them subjects. But at the same time, the reciprocal relationship of recognition demands the non-identity of one with the other; on the contrary, diversity must be ensured for dialogue to exist. This would be another approach to the dialectic of the self. Habermas recognizes this from Hegel, Fichte, and Humbolt, who warned about the paradoxical relationship of intersubjectivity with the system of personal pronouns with which a linguistic exercise is generated. To enter a communication, it will be necessary to master the fundamental distinctions of speech acts: being and appearance; essence and phenomenon; being and duty.

Regarding the first distinction, the use of constitutive speech acts makes it possible to distinguish the public world - of intersubjectively recognized conceptions - and the private world of opinions. In the second, the use of representational speech acts makes it possible to distinguish the being that is as a subject capable of language and action; from the emissions, expressive acts, and actions in which the subject appears. Finally, referring to the use of regulative speech acts makes it possible to distinguish between empirical, observable regularities, and current norms that can be obeyed or transgressed. The three distinctions - taken together - make possible the central distinction between a true consensus or a false consensus. We might call this a true consensus or a deceptive consensus. For Habermas, this distinction is part of the pragmatic sense of speech in general, which is that "at least two speakers/hearers understand each other about something, and in trying to understand each

other about something, they assume that such an understanding, to the extent that an understanding is reached, generates a valid consensus" (HABERMAS, *ibidem*, p. 93).

To produce knowledge, it is more than relevant the concepts it contributes, referring to discursive performance and validity claims. Speech acts have validity claims. Universal Pragmatics is the place where the meaning "truth" can be clarified. The validity claim implied in an assertion cannot be fulfilled by evidence that comes from experience - even if it is supported by it. The importance of language games then appears: a language game, in which speech acts are exchanged, is accompanied by what Habermas calls a "background consensus", that is, there is a reciprocal recognition of - at least - four validity claims that the speakers establish among themselves with each speech act: they make their utterance comprehensible or intelligible; they recognize the truth of the utterance; they recognize the correctness of the norm; they do not question the veracity of the subjects involved.

Another fundamental distinction is that between speech and discourse. He distinguishes between communicative action entails interaction "naively presupposes the validity of the emissions or manifestations to exchange information (experiences referred to the action)," whereas in discourse

[...] the problematized validity claims become the subject, but no information is exchanged [...] in the discourses we try to establish or replace the agreement that had been given in the communicative action and that has been problematized. In this sense, we speak of discursive understanding. (HABERMAS, *idem*, p. 108).

The communicative action takes place in language games that have become a habit and are normatively assured. In it, the emissions, or manifestations (both in sentences, bodily manifestations and/or actions) are formed according to rules, but they are coordinated among themselves according to rules of complementation and substitution. Discourses - insofar as they demand a virtualization of the coercions of action" (*idem*), in which all motives are suspended except one: the cooperative search for truth. Discourses also demand a "virtualization of validity claims", that is, that we adopt a hypothetical attitude towards states of affairs. In pedagogical dialogue communities, one can recognize, in the coordination hours of teachers, both features of communicative action and discourse. It can also happen, in the worst-case scenario, that neither of the two is recognized when these spaces, which are intended for exchange and creative dialogue, are not used for that purpose.

Methodological Design

A methodological design consistent with the epistemic framework presented requires a logical development that helps to take precautions to ensure construct validity. The objectives, generating questions and data production techniques foreseen for the study are presented below:

Research questions

- a) What are the characteristics of teaching careers in each ANEP subsystem in the period between 2000 and 2020? What are the meanings and evaluations given by the different stakeholders regarding job promotion mechanisms? What similarities and differences do each of the educational levels have regarding the perception of the teaching profession and its "initial and continuous" training?
- b) What are the characteristics of teacher performance evaluation at each of the educational levels in Uruguay? What are its main features according to the regulations and the stakeholders' perspective? What are the convergent and divergent elements in 2020-2021, at the beginning of the implementation of ANEP's Educational Development Plan at a time of change of government?
- c) What is the role of the Council for Education Training (CFE) in the process of building the new National Teaching System, in Initial (undergraduate) and Continuing Education?

Research Objectives

a) General objective

- To contribute to the understanding of the meanings constructed about the professional development of teachers and the career for educators in Uruguay.

b) Specific objectives

- To describe and compare the main features of teaching careers in Early and Primary Education, in Secondary Education (general and technical) and in Education Training in Uruguay in the period between 2000 and 2020.
- To monitor the implementation of the National Teaching System planned in NPEA's Educational Development Plan for the period 2020-2024 to systematize the implementation of strategic guideline 5 of ANEP's Educational Development Plan 2020-2024.
- Determine the role of the Council for Education Training (CFE) in the implementation process of the National Teaching System.

Data Collection Techniques

Given the methodological approach of this study, it would be pertinent to call them data production techniques. Interviews together with documentary analysis and educational policy documents are the main means of obtaining the information set out in the objectives, and both content analysis and discourse analysis are foreseen as appropriate according to each objective.

Criteria for Sample Selection and Fieldwork

The units of analysis of this research are the teaching careers of each of the ANEP subsystems; while the units of observation will be the discourses of political decision-makers, middle management, and the teachers themselves, as well as the normative and educational policy documents on teaching careers in force until 2020 and the new ANEP Educational Development Plan for 2020-2024.

Key informants will be selected for the interviews, and a theoretical or intentional sampling will be taken according to the following criteria:

1. decision makers in Education Policy at the central government level.
2. Middle-level educational actors at the national level (inspectors, supervisors, academic managers).
3. Managers of educational centers at all levels (elementary, middle, and high school, higher education).
4. Teachers for each subsystem (Primary Education, Secondary Education - Secondary and Technical Professional - and Higher Education - Teacher Training and technological tertiary education) in such a way that all ANEP regions throughout the national territory are represented, as well as the voices of both novice teachers and experts.

Expected Results and Final Considerations

For Southwell (2020, p. 45) "[...] the notion of discourse includes the advances that human and social sciences have made regarding the fact that our actions, decisions, reflections as social beings are inscribed in the inescapable mediation of language". Throughout the research, then, we will try to generate narratives, stories, texts to interpret; this is achieved with the application of techniques that favor the production of narratives to analyze, knowing that the interpretations will have their turn in the process of production of the stories, in the reading by the researcher and then in the game of interlocution between researcher and interlocutor.

From this study it is expected to know the existing or co-existing discourses that will serve as inputs for the implementation of the national program of teacher professional development, to redefine its stages and to decide on the necessary agreements that must be built in the phase of the development of the policy. It should be noted that discourse analysis requires the generation of speech, and this helps to provoke theoretical reflection through language. Reflective practice would facilitate awareness of past experiences to improve or reconstruct what was believed to be unique and true. Finally, consider that the act of reflection must be planned and accompanied. A teacher development program is useless if those responsible for it leave them alone with a task that necessarily requires permanent guidance and orientation.

The entire educational community develops when reflection and learning are provoked. But if - and only if - policy makers and other actors continuously accompany this task, then we will be facing a great opportunity for dialogue and articulation between the different levels of the education system. It is from the emerging contexts - which generate uncertainty and opportunities - where it is necessary to act and debate about the configurations and reconstructions required in the field of Teacher Education - as a specific field of Higher Education - which is interconnected with the whole educational system. This characteristic of the Education Training career demands from teachers the ability to dialogue in a space of natural tensions and plural visions that have been complexified by the abrupt changes in the work culture with the irruption of COVID-19.

Faced with the pre-existing limitations and the new challenges that have arrived for Higher Education and for teachers' professional development, the solution lies in maintaining curiosity, creativity, and the ability to constantly reinvent the ways of linking and relating in the different professional cultures.

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