



## COOPERATION THROUGH LESSON STUDY CYCLES: CONNECTIONS BETWEEN INITIAL AND IN-SERVICE TEACHER TRAINING

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The teaching profession needs interaction with other teachers, allowing a process of communication between equals and an exchange of experiences, enabling sustained action in shared reflection. Teachers need structures of interaction that make it possible to understand, interpret and intervene in their practice (Imbernon, 2007; Darling-Hammond, 2007; and Pérez-Gómez, 2012).

Despite these theoretical advances, numerous analyses show that the predominant teaching culture is characterized by isolation (Fullan and Hargreaves, 1998) and point out the limitations that this entails for professional development (Pérez-Gómez, 1998; Stenhouse, 2007). It is therefore imperative that, from the beginning of teacher education, contexts and strategies are developed for the development of competence to promote professional learning communities and to develop an active role in them.

After developing a research project on Lesson Study in initial teacher training and verifying the pedagogical and training benefits that this professional development strategy has for future teachers, we now see the need to go a step further and connect initial teacher training with ongoing teacher training, forming heterogeneous work teams during the internship period involving trainee teachers, practicing teachers (professional tutors) and facilitators of the process (academic tutors).

This paper shows the beginning of a new line of research within the Lesson Study field, creating heterogeneous teams representative of both initial teacher training (trainee teachers) and in-service teacher training (practicing teachers). To this end, it is shown how during the academic year 2022/2023, an academic tutor

from the University of Malaga (who acts as a facilitator of the Lesson Study process) invites her professional tutors from the school to participate in the Lesson Study cycle of two student teachers. Thus, establishing the much needed connection between school and university:

*For me it has been a real discovery to be able to participate with the student in the design of her Autonomous Intervention Proposal. Thanks to these sessions I have felt that we are a real team and I have managed to banish all those prejudices that we tend to have about the "impracticality" of the knowledge that we work on at university (Professional tutor, February 2023).*