



Educational Relationships and Teachers' Pedagogical Knowledge in Secondary Education. An Ethnographic Study in a Learning Community in a Rural Context

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ABSTRACT

This text explores the dynamic nature of teachers' pedagogical knowledge, highlighting its continuous evolution and the importance of relational dimensions in teaching practice. The research is conducted as an ethnographic study in a rural secondary school established as a learning community (hereinafter referred to as LC). The research challenges established models of secondary education by placing interpersonal relationships at the center of educational activities. The theoretical framework emphasizes the complexity of teaching, advocating for a broad view of pedagogical knowledge that includes didactic, relational, social, and emotional aspects. The results reveal four key dimensions for the construction of pedagogical knowledge in secondary education, highlighting school coexistence, relationships between teachers, relationships with students, and collaboration with families. The school's commitment to learning experiences based on participation, dialogue, interdisciplinarity and community building is highlighted.

Keywords: learning community, pedagogical knowledge, secondary education, transformative education, rural school.

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Received: 09/01/2025 – Accepted: 30/09/2025

ISSN: 0210-2773

DOI: <https://doi.org/10.17811/rifie.22164>



1. Introduction

Currently, numerous educational centers are developing alternative approaches to traditional models (Alfandari and Tsoubaris, 2021; Hammer, 2023; Ramos-Ramos et al., 2022) to improve educational processes and transform the school experience (Cortés-González et al., 2020). This includes exploring new educational models (Valles-Baca and Parra-Acosta, 2022) and proposing organizational and participatory alternatives (Cortés-González et al., 2023).

Within this framework, Learning Communities (LCs) have emerged in Spain as disruptive proposals. In Andalusia particularly, the Sauca Network (2023) points out that only 26 of the 175 centers in this network are secondary schools. A LC involves opening school processes and spaces to the responsible participation of the entire community (García et al., 2013), exercising rights and duties to improve the quality of life and learning.

LCs promote the collective creation of spaces for coexistence and learning that strengthen the community, foster social and cultural transformation in the center (Aubert et al., 2013), promote democratic processes and improve coexistence (Álvarez and Silió, 2015) based on dialogic and transformative learning (Cortés-González and Rivas, 2024).

LCs maintain high expectations for all students, approaching performance from a perspective that does not compensate for inequalities with labels of “deficit,” but rather seeks to improve teaching and learning processes (García et al., 2013) while promoting social change to improve the quality of life of communities.

In this paper, we present the results of the R&D&I project entitled *Nomadic knowledge and disruptive teaching practices: emerging community narratives in secondary education*, which focuses on innovative, transformative, and emerging experiences developed in secondary schools with the aim of mapping the fundamental elements, from the perspective of critical, ubiquitous, and expanded pedagogies that connect and integrate places, people, and times for learning into the curriculum. For this text, we focus on the ethnographic research experience developed at IES Sierra de Yeguas (hereinafter IES SY), which for ten years has been established as a LC, through the following objectives: (1) to analyze the teaching role and pedagogical perspectives of IES SY teachers as a LC, and (2) to understand how teacher-student educational relationships function based on their pedagogical knowledge.

2. Theoretical framework

During the 1980s, the dimensions established by Shulman (1986) regarding the different pedagogical knowledge of teachers, such as knowledge about students and their characteristics, the school curriculum, the educational context, among others, enabled a new debate about the teaching profession. This is further proof of the complexity of the teaching profession (Barrientos et al., 2019) and the diversity of terms that have been developed around its definition.

At present, we live in a liquid (Bauman, 2013) and *know-nomadic* society in which knowledge is constantly changing (Martínez-Rodríguez and Fernández-Rodríguez, 2018) and in which teaching has become an intellectual, cultural and political activity (Cochran-Smith, 2004) that goes beyond the limits of formal education systems. In this sense and delving deeper into what we understand by pedagogical teaching knowledge, we agree with Imbernón (2019) when he states that teachers need to acquire educational, psychological and sociological knowledge that enables them to respond to the needs that may arise in the educational context. However, teacher training programs and many experiences in secondary education focus largely on the development of technical skills and do not pay sufficient attention to the development of relational (Aspelin and Jonsson, 2019), social and emotional skills (González-Mayorga and Rodríguez, 2023).

Teachers’ pedagogical knowledge is a continuous, formative, competency-based, action-oriented and reflective process (Sarceda-Gorgoso et al., 2020) organized into two complementary approaches:

- a) The formative and competency-based perspective emphasizes the development of key competencies, such as planning, educational management, curriculum, assessment and tutoring, as well as cross-cutting competencies such as emotional management, teamwork and ethical commitment (Martínez-Izaguirre et al., 2017). This approach seeks to address the multiple dimensions of pedagogical knowledge, strengthening interpersonal skills, criticism and self-criticism to promote comprehensive teacher development.
- b) The critical and relational perspective addresses relationships with educational stakeholders, such as students, families, and the community (Cochran-Smith, 2004). Based on reflection and professional experience (Jurasaitė-O’Keefe, 2021), this vision is strengthened through collaborative practices and information exchange, enriching school dynamics and enhancing teacher learning and knowledge (Ainley and Carstens, 2018; Önen, 2023).

This work is mainly based on the second perspective, aligning itself with research such as that of Beach and Vigo-Arrazola (2021), Milstein et al. (2024) and Cortés-González and Rivas (2024), which analyze the relationships between educational agents from epistemological, ontological and social perspectives. We also draw on approaches from the micropolitical dimension of the school (Ball, 2016), offering possibilities for understanding aspects that go beyond the normative and focus on interpersonal relationships.

At this point, and to summaries the current state of art, we highlight the following research on teachers’ pedagogical knowledge. On the one hand, we point to studies that address the need to improve the initial training of secondary school teachers in the acquisition of pedagogical knowledge (Bolívar and Bolívar-Ruano, 2014; Valdés et al., 2015). It is key to consider that the development of teachers’ pedagogical knowledge is related to improvements introduced in initial training programs (König et al., 2017), an issue that

is also confirmed by Martínez-Izaguirre et al. (2021) and Sarceda-Gorgoso et al. (2020) in studies focusing on teachers' perceptions and assessments of their training.

On the other hand, research by Kleickmann et al. (2013) indicates that deep reflective debate on pedagogical knowledge by secondary school teachers facilitates the design and development of teaching practice. Furthermore, questioning teaching knowledge has a positive impact on students' learning, motivation and academic performance and, therefore, improves the quality of teaching and learning processes and educational relationships, issues that are observed in Haron et al. (2021), Keller et al. (2017) and Vergara and Cofré (2014).

Finally, in relation to experiences in LC, Flecha and Puigvert (2005) mention the importance of proposing pedagogical knowledge and skills that enable teachers to provide an educational response adapted to the demands of individuals and the context, facilitating the transformation and construction of knowledge with the capacity to take on new responsibilities and strengthen relationships between teachers, families, students and volunteers through dialogic learning. Rodríguez (2015), for his part, adds the need to establish and promote horizontal pedagogical relationships. It should also be noted that in the process of building CdA, specifically during the awareness and dream phases, there is an improvement in teacher training and in the creation of an educational community (De Gràcia and Elboj, 2005).

3. Method

We approach this research from an interpretive, hermeneutic, collaborative, non-invasive and negotiated (Flick, 2015) ethnographic perspective (Hammersley, 2018), which considers intersubjective cultural mediation-interpretation (Díaz de Rada, 2011; Hammersley, 2018) as a key element in understanding the complexity of the reality studied (Cortés-González and Rivas, 2024). For this text, we focus on addressing two key objectives. First, to analyze the function and pedagogical conceptions of the teaching staff at IES SY, understood as a Learning Community (LC), to identify how these influence their educational practice. This objective aims to investigate how teachers understand their own educational work, paying special attention to their pedagogical approaches, beliefs about teaching and learning, and how these aspects are reflected in their daily practice.

Second, to understand the dynamics of the educational relationships established by teachers based on their pedagogical knowledge and its implementation in the context of a LC. That is, how teachers' pedagogical knowledge translates into interactions with students and other school actors, paying attention to the relational, communicative, and ethical dimensions that shape their educational practice.

There were two criteria for selecting the school: firstly, because it is the only school in the province of Málaga that is a LC for secondary education in a rural environment. Secondly, because they were implementing emerging educational projects of a participatory, disruptive, *nomadic* and transformative nature (Montes-Rodríguez et al., 2021; Cortés-González et al., 2020), based on the participation of different groups and recovering different narratives and emerging stories through various sources of knowledge production. Table 1 below presents the context in which the ethnographic study was conducted, based on a previously published work (Cortés-González and Rivas, 2024).

Table 1
Context of IES SY. Own elaboration

Location	Sierra de Yeguas is a municipality in the interior of the province of Málaga, with an economy based mainly on agriculture and trade.
Population (2021)	It has 3,386 inhabitants, with a medium/medium-low socioeconomic level.
School	It accommodates approximately 150 students, aged between 12 and 17, with two groups for the first three years and one group for the fourth year of secondary education. There are between 15 and 20 students per class.
Families	Most have completed compulsory education, and few families have higher education qualifications. They tend to support and participate in school activities, meetings and tutorials.
Participatory bodies	San Bartolomé Parents' Association, Family School, Joint Committee, Management Committee, School Council, Family Delegates' Board.
Teaching staff	22 teachers (10 permanent) organized into 14 departments.

In terms of the profile of the informants, due to the focus of the study, we focused on the teaching staff. The teaching staff consists of 22 teachers, 10 of whom are permanent. Among them are teachers with management, guidance, tutoring and department head functions, as well as teachers from different curricular areas (language, social sciences, mathematics, biology, physical education, among others). We have had a diversity of profiles in terms of gender, seniority and degree of involvement in the projects, which allows us to capture a diversity of voices in relation to pedagogical knowledge and educational relationships.

3.1. Fieldwork and data collection instruments

The fieldwork was carried out between December 2021 and February 2023, during which we conducted 21 individual interviews with the different stakeholders involved (teachers, families, students, social agents and school management teams), seven focus groups lasting approximately an hour and a half each, and 55 hours of observation using audiovisual recordings, among other strategies detailed below in Table 2.

Table 2

Stakeholders involved, methodological strategies and hours of recording. Own elaboration

Stakeholders involved	Methodological strategies	Records at IES SY
Teaching staff and management team	Interviews	12
	Reflection groups	4
	Observations	25 hours
Students	Interviews	10
	Focus groups	2
	Observations	30 hours
	Reflection workshops	4
Families	Interviews	1
	Reflection groups	1
Other social agents: specialists, interns, associations, etc.	Interviews	3 8 hours of recordings
Centre project, regulations, specialized programs, annual reports, school guide.	Documentary analysis	25 documents
Joint committees (representatives of teaching staff, students, families, municipal officials and/or volunteers)	Observation of participants	6 8 hours of recordings

For the purposes of this text, we will focus almost exclusively on the information provided by the teaching staff and on the observations, to meet its objectives.

3.2. Analysis of the information

After collecting all the information, we performed axial coding of the different blocks of information (interviews, focus groups, etc.), which allowed us to generate categories and a manual analysis of the information, which in turn led to the creation of categories and manual descriptive inductive codes (Gibbs, 2019), from which we identified and classified emerging study patterns (units of meaning). Manual analysis favors an inductive and flexible approach that responds to the need to maintain constant proximity to the information based on the research team's prolonged immersion in the context, allowing us to capture linguistic nuances, situated expressions and emerging meanings that facilitate the progressive development of interpretative categories.

Subsequently, after reading and rereading the categorized evidence, we began the second phase of deductive structural coding (Strauss and Corbin, 2002), with the intention of working with the interpretative categories that bring into play the emerging themes and thematic lines of analysis (see Table 3).

Table 3

Descriptive thematic axes, structural themes of analysis. Own elaboration

Interpretative axes	Thematic lines of analysis
The area where IES SY is located. The rural context.	Relationships and sense of community: pedagogical knowledge for coexistence.
Pedagogical decisions.	Relationships between teachers: pedagogical knowledge for communication and teaching development.
Building foundations. The importance of interpersonal relationships at school and with the community.	Relationships with students: pedagogical knowledge about students.
	Relationships with families: pedagogical knowledge and family involvement

4. Results: The ethnographic report on teachers' pedagogical knowledge

IES SY is a small school located in a rural setting, which facilitates the analysis of the links established between the different social and school agents (teachers, students, administrative and service staff, cleaning staff, families, associations and collaborators), which, although not without conflict, give rise to a scenario of diverse commitments and motivations that have an impact on the pedagogical vision of the school and its teachers. Below, we highlight four dimensions that have the greatest impact on the construction of teachers' pedagogical knowledge in this area.

4.1. Relationships and sense of community: pedagogical knowledge for coexistence

As a shared and open political project, the work carried out at IES SY focuses on the community and is a key cornerstone that influences the pedagogical approach and action, as well as the educational and organizational approach of the school.

A community [...] takes you out of your comfort zone, because traditionally you are always in your classroom with the children and you have a relationship with the parents that is usually informative, but (now) you break that bond to create another, other bonds. [...], the parents or grandparents who come to participate and who you see taking a more active role. (Teacher, Head of Studies)

IES SY is established as a social agent that develops projects in the village and involves its inhabitants, not only in terms of material resources or infrastructure, but also through educational projects that involve community life.

It takes a whole village to educate a child [...], education must be taken to the streets, *especially with Service-Learning projects* [...]. In fact, they have renovated the '8 de Marzo' square, repaired the benches and rebuilt it. The same goes for the watering hole on the Zalejo lane (teacher).

The school is open to social projects from associations, neighbors or the local council, creating opportunities for collaboration and learning. A couple of examples are the village renovation projects and cooperation in cultural activities. (Interpretative record of the observation)

The school is also open to social projects from associations, the neighborhood or the local council, creating opportunities for collaboration and learning. Examples of this include village restoration projects and cooperation in cultural activities. From a methodological point of view, the collaborative approach is used to create community and share efforts, resources, experiences, possibilities and interests.

I belong to an association in Sierra de Yeguas that works with alternative leisure activities, and here at break time we played traditional board games [...]. It worked very well; the children loved it (mother).

We found it very interesting how grandparents came to the center to share their knowledge as part of the curriculum. Recovering the experience of older people in agriculture or leisure is another way of creating community ties. (Interpretative record of the observation).

The opening of IES SY to the community extends the boundaries of educational action beyond the walls of the classroom or formal and traditional intersubjective school relationships, incorporating the potential represented by the community as a social, economic, or political space.

4.2. Relationships between teachers: pedagogical knowledge for the development of teaching

One of the characteristics of IES SY in relation to the bonds formed among the teaching staff is their strong commitment and sense of responsibility towards a school project that is significantly linked to the LC and the management and departmental project.

Let's say that communication between all the teachers, in the staff room and with all the educational teams, is very good, very fast. Even when it comes to requesting training at the center, which, as you know, we often must do to keep up to date, because, as I say, this means innovating every day. (Head of Studies)

We work well here because the management team is united, we rely on the teaching staff for everything, and with the teaching staff we always try to be united. (New teacher)

Without wishing to idealize and considering the limitations inherent in any 'written' educational project, it should be noted that the approaches set out in this document, in the context of a very specific center and context, reflect the initiatives implemented at the school, including teacher training.

In the first few days of September, we always hold interactive groups and dialogue sessions to explain how things work to the teachers, because you can learn the theory, but until you see it in action, you don't really know [...]. In the first few days, we present the plans for the school and how everything works. (Head of studies)

The daily actions carried out by teachers go beyond what is documented and included in final reports. As a center open to the community, IES SY promotes participatory channels that encourage shared decision-making and the proposal and creation of projects and activities that engage the community through interactive groups, dialogue-based discussions, service-learning projects, project-based learning, among others. (Interpretative record of the observation)

We don't have the pressure of 'if I take time out of your class or mine'. When we propose an activity, we try to get almost everyone involved and contribute from each subject. If I occasionally need more time for an activity, we have no problem adapting to the day. (Teacher)

This approach to teaching fosters the need to generate interdisciplinary opportunities and teaching relationships based on trust, respect and commitment through the promotion of shared leadership and autonomy within the framework of the projects and actions they develop as LC.

4.3. Relationships with students: pedagogical knowledge and views on the student body

The way in which relationships between students and teachers develop reflects the view and expectations that teachers have of their students and the axiological and epistemological principles that underpin the school's educational project. Encounter, listening and dialogue are established as the pedagogical foundations of educational relationships that lead to mutual reflection in order to establish commitments and responsibilities.

You must be tough. Why? What is that, and what will you achieve by being tough? Being tough is the quick and easy way out. You did this, so get out [...]. That's the quick, easy and comfortable way. The difficult thing is to establish a dialogue with that student, establish a dialogue with the family, try to convince them, use resources, commitment [...] Why? So that coexistence flows, remains positive and there is no breakdown, because expulsion is a breakdown that breaks the relationship between the student and the teacher. (Headmaster)

At IES SY, it is easy to get to know the students and for the students to get to know everyone involved in the school's activities. However, a variety of relationships are formed depending on the characteristics of the teaching staff (and the students), as well as their dispositions and interests. The complexity of working with adolescents whose interests, experiences, concerns, problems and virtues are different from those of the teaching staff are evident, and this requires consideration of three relevant issues:

- (1) Addressing and understanding the tensions surrounding school rules, authority figures and discipline as the foundations that underpin the relationship between students and teachers.

Not listening to pupils, not caring for them or not being affectionate towards them is not incompatible with discipline. It depends on how we define the concept of discipline [...]. For me, discipline means achieving the desired objectives with the child as the reference point. Each child must grow in their own way, so we have to mould our attitudes according to the child we are dealing with. (Teacher)

An example of this is the idea of the 'positive report' as a protocol for involving students in behaviors that disrupt coexistence, as a warning and dialogue before imposing a sanction:

when there is an incident or behavior that is a little more aggressive than it should be, then it is like a kind of agreement between the teacher and the student before reaching the report, the formal incident. (Teacher)

The "positive report" gives students an opportunity to understand the situation while encouraging dialogue, reflection and improved coexistence without threats or external pressure. At the same time, it promotes student responsibility for the process and resolution of the conflict and avoids notification to families, aspects that foster autonomy and self-regulation in students.

- (2) Emotional management beyond the more traditional limits of the curriculum.

I would rather have my daughter come to school and respect her classmates and teachers than have her get good grades. (Mother of a student)

Make him feel always included, make him always feel loved, and, logically, let him know that he contributes just like everyone else [...], which is why I say that we all contribute, in one way or another, with different conditions, whether we are fat or thin. We are all people, and we all contribute, and we all have something different to offer and a different way of thinking. I

believe that we are all, if you really think about it, just like we are here talking, if you examine it later, I am going to contribute something that you did not know, he is going to contribute something that I have not seen, I had not seen it so clearly, right? That's how it works. (Student's mother)

The concept of community, always present in the center's activities, takes on new meaning in the relationships with students established at IES SY. Creating emotional bonds, setting aside time and space for shared knowledge, and viewing student diversity as an enriching element in learning, in recognizing others, and in social relationships are priority issues in IES SY's educational approach.

(3) Personal commitment to looking after their present and their future.

We have a responsibility; we are working with people. So, always influencing them in a positive way, as I was saying, is difficult because they don't have the predisposition that we would like them to have. What I want, I am doing for you, because it is your future. (Teacher)

Academic life coincides with your personal well-being. If that does not happen, the students or others will notice, and this is directly related to the effectiveness of your work. (Therapeutic pedagogy teacher)

It can be observed that relationships with students are staged both individually and in groups, focusing not only on the academic development of students, but also on personal and collective human growth. Similarly, at IES SY, simplistic answers and easy, convenient procedures are not used, as there is a deep commitment to a sense of community that promotes dialogue and joint reflection in order to transform conflicts into learning opportunities.

4.4. Relationships with families: pedagogical knowledge and family participation.

Many families view the opportunity to actively collaborate with the educational project positively; they visit the center and classrooms and also participate in workshops and activities such as dialogue sessions, which are exclusively for families and volunteers.

Mothers are mothers at home, but if you also collaborate in some way with your children's schools, it is much better, more favorable, even with other parents' children, even with the parents of other children. It's a bit more familiar [...], it gives you more confidence. And I, honestly, find it quite positive that schools give you that opportunity to participate in everything (Mother of a pupil).

The families are there, except in exceptional cases, they are on board the ship that we are steering towards the children's education. So the family is not a problem. And out of the 150 children, we may have three, four or five complicated, complex cases that require time and attention. But the rest are children who are perfectly normal and go with the flow of the center, and we work with them and they improve when they leave here. And it's very satisfying when you run a center. (Director)

Although families participate actively, we found several more critical opinions pointing to the fact that many families work during school hours, which means they cannot participate in the activities promoted by the center and that it is always the same people who attend as volunteers.

I think there is little participation from families, either because of work or other reasons. But perhaps because it is in the morning, many parents are at work. (Master's student on work placement)

In this regard, the management team states:

It's true that we would like to see greater participation. It's always the same mothers who participate. We would like to have forty or fifty volunteers. We call for interactive groups, but it's always the same faces. They do come, but we would like to see greater participation. Fathers and grandparents also come [...] (Headteacher)

Significantly, and in line with the above, teachers understand that the pandemic has had a negative effect on family participation. On the one hand, we find that many students have completed their education at IES SY during this period, which has meant that many families who previously participated actively in the project no longer do so. On the other hand, the families of students who are joining the school for the first time do not know how they can participate actively.

The problem was the break caused by the pandemic; we started again last year. We must teach them again how the community works, because the families have changed [...], the problem is that with the break, parents are not familiar with the project and those who participated are no longer there and do not know how they can participate. (Teacher)

It seems that, in some way, active participation is beginning to resume and that families are once again participating in the dynamics of the school.

This year, we had a hard time getting started with the family schools until we found the right people to do it. Another important issue is that without volunteers, this wouldn't make sense, because the center will respond to that diversity of people, although we would like *more people to participate and not always the same ones*. (Director)

This year, families and people from the council came to the literary carnival [...] when they come, they come back again and again. (Teacher)

In this sense, we understand that considering families as one of the central points of teaching work implies understanding that educational commitments must be built in a collaborative and participatory manner. Decisions related to pedagogical issues that affect students must be the subject of constant and close dialogue with families. This implies not only their participation but also understanding that the school plays an educational role not only for students, but also for the families themselves.

5. Discussion

The ethnography developed at IES SY shows an educational model where learning is seen as an open and participatory experience that actively involves teachers, students, families, and the community. In line with previous research (Aubert et al., 2013; García et al., 2013; Travé-González et al., 2025), community building is closely linked to teachers' pedagogical knowledge, promoting an educational function based on cooperation and shared responsibility. From this perspective, teachers develop their pedagogical knowledge based on the relational possibilities offered by the LC model.

In relation to the sense of community, critical pedagogies emphasize that academic success arises from inclusive and collective processes rather than approaches focused on static sequences of curricular content (Kincheloe, 2008). This perspective encourages dialogue, solidarity and collaboration, falling within the framework of disruptive pedagogies (Ordóñez-Sierra and Rodríguez-Gallego, 2016; González-Alba et al., 2024), which are fundamental in rural contexts where resources are limited, and the community fabric takes on special relevance. Thus, community-oriented pedagogical knowledge recovers dialogic, participatory and situated learning (Alfandari and Tsoubaris, 2021; McKoy, 2013).

Regarding family involvement, community interaction and involvement, which are essential in learning communities (Palomares and Domínguez, 2019), several relevant observations can be highlighted. Many families adopt a positive attitude towards collaboration with the educational project, strengthening ties with the school. Families are considered a key factor in education from two perspectives: as active supporters, mediators or role models in their children's educational process, participating in classes or workshops; and as beneficiaries of the educational center, also understood as a learning space for them. However, there is still criticism of the limited number of families involved and the lack of transparency in sharing problems, aspects that still require attention to consolidate more inclusive and effective participation. This leads us to understand the complexity of educational relationships (Bakker and Montessori, 2017) and the need to build networks in decision-making to channel any problematic situations.

As for teacher relations, these are understood as an educational project for active education from an everyday perspective in the training processes and curriculum, reflected in the projects incorporated by the teaching staff. At IES SY, organizational practice, based on the principles of LC, allows both the school's political project and its pedagogical and organizational projects to include the direct participation of the community and families (Ordóñez-Sierra and Ferrón-Gómez, 2022).

Finally, regarding the construction of pedagogical knowledge about students, several key aspects stand out. First, the quality of the relationships between students and teachers reflects the principles and values of the educational project, considering students as a key group in decision-making and curriculum planning, considering their interests, motivations and learning ecologies (Martínez-Rodríguez and Fernández-Rodríguez, 2018). This approach is based on encounter, listening and dialogue as pedagogical and methodological pillars (Aubert et al., 2013; García et al., 2013). Second, the effectiveness of disciplinary strategies based on a 'heavy hand' is questioned, prioritizing dialogue and emotional management as essential elements for constructive and healthy relationships, beyond the traditional curriculum. Thirdly, it emphasizes the teacher's responsibility to care for the personal well-being of students (Pérez-Mármol et al., 2023), which is closely linked to academic success and their development.

Personal and professional development (Santamaría and Valdés, 2017). The pedagogical knowledge of the teaching staff at IES SY promotes a committed, reflective and dialogical approach to educational relationships (Rodríguez, 2015), addressing both academic and human development, with special attention to the diversity and complexity of school interactions.

6. Conclusions

Pedagogical knowledge is configured as a situated and relational construct, forged in everyday interaction (Imberón, 2019; Sarceda-Gorgoso et al., 2020). From an epistemological and ontological perspective, knowledge is understood as a dynamic process that currently demands openness to more flexible methodological possibilities, based on an educational construction centered on people, relationships and community (Cortés-González and Rivas, 2024).

Teachers' voices show that educating involves building bonds and sustaining spaces for coexistence based on dialogue and mutual commitment (Cochran-Smith, 2004; Aspelin and Jonsson, 2019). However, this approach, especially in secondary education, coexists with tensions arising from rigid school structures (fragmented into disciplines and departments), the persistence of traditional logic (Ordóñez-Sierra and Ferrón-Gómez, 2022) and unequal community participation, which limits an interdisciplinary perspective and polarizes teachers towards projects focused solely on their specific areas.

Nevertheless, the commitment to an educational community based on the logic of participation, care, affection, attention and respect increases the possibilities for the educational action required by today's society. In this sense, the CdA is not limited to being a methodological strategy or an organizational innovation but acts as a way of understanding education as a transformative social practice (Aubert et al., 2013). In the words of the management team, "the formula is very simple: good coexistence, a good working climate, a good atmosphere between teachers and the community".

Finally, this study has limitations inherent to its ethnographic approach and the unique nature of the study conducted in a single educational center. Although the procedures and techniques can be transferred to similar contexts, the situated nature of the work requires attention to the particularities of the environment and the relationships established during the process.

Funding

This research has been funded by the Regional Ministry of Economy, Knowledge, Business and University-ERDF Operational Program Andalusia 2014-2020, Regional Government of Andalusia, with grant UMA20-FEDERJA-121 and the project entitled Nomadic knowledge and disruptive teaching practices: emerging community narratives in secondary education.

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