

Teachers' professional development through the education practicum: A proposal for university-school collaboration *

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Abstract

In this article we present the results of an investigation carried out in the 2019/2020 academic year whose objective was to understand how an inclusive and reflective practicum model can improve in teaching professional development as well as initial teacher training, in which the university, teaching practice students and school teachers all actively participated. For this investigation we have carried out a case study in which 2 schools of infant and primary education participated. This included a total of 9 teachers, 5 students of Primary Education Teaching and 2 research professors from the University. The data of the 3 discussion groups that were carried out with all the participants were analysed like so the practicum summaries of the students. The main results show the importance of schools with inclusive methodologies favour initial teacher training to have the theory-practice connection along with the improvement of personal and professional development.

Keywords: Schools; University; Inclusive Methodologies; Internship Students; Teachers Training.

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Introduction

Talking about Inclusive Education refers to the restructuring process which requires innovation and improvement processes that allow all students to share the same school through their own presence, participation and performance. This is especially relevant for vulnerable students who may be likely to suffer exclusion processes. Learning to live with differences and overcoming them precisely through shortening differences among all the students is crucial to create a productive context (Echeita, 2008).

The main objective of Inclusive Education is for all students to graduate after school, especially compulsory education, with enough knowledge and skills to either continue into higher education or professional training or even being able to get a working job right away (Escudero, 2012: 110). The development of Inclusive Education implies the creation of a safe, welcoming, collaborative and motivating school community, in which each person is valued. The whole student body will be able to have higher levels of achievement with these fundamental principles (Booth & Ainscow, 2011).

These changes require a break from certain practices, cultures and policies that have been occurring in our country, and that are connected with segregation and the belief that there are certain children who must be educated by a specialist teacher, different from the rest. We believe that some of the changes necessary to achieve an inclusive education fundamentally depend on the teacher. These changes are about "building the commitment and capacities in schools to become more just and inclusive every day. It cannot be achieved without the professional involvement of the teachers. Teachers committed to a collective educational project and effective leadership" (Barrero et al., 2020, p. 2).

Support networks between teachers or professional learning communities are increasingly seen as a way to implement policy, improve practice, undertake innovations, and create community and system coherence. With the right resources and support, professional networks offer an especially promising strategy for schools and teachers who experience considerable isolation and distance themselves from readily available traditional supports (Hargreaves et al., 2015, p. 309).

It is essential that teachers have the opportunity to participate in their own change process, with the guidance of their colleagues, the support of the administration and from specialists within their school. As active agents of change, educators develop a holistic and functional perception of the change in which they are participating and can then identify what other changes should occur (Somma and Bennett, 2020). Furthermore, it is key that educators share processes born of joint reflection, taking into account that the more teachers interact with each other - working toward common goals and developing innovative strategies to achieve their goals - the more likely they are to develop a collective responsibility for the success of all students (Hargreaves & Shirley, 2012).

Theoretical Framework

Changes in teachers' attitudes towards inclusive education are mediated by their successful experiences and also through the exchange and joint reflection with other teachers. Hence, the strong increasing need for teachers to be able to live successful experiences in the implementation of inclusive practices, as well as the creation of support networks. As already indicated by Booth and Ainscow (2015), during these joint reflection processes by the teaching staff, consulting with people outside the schools to give another perspective, can greatly favour the development of inclusive improvement plans in schools.

Creating support networks between the University and the School can be configured as a form of mutual collaboration in which all educational agents benefit (Huberman and Levinson, 1988; Álvarez and Osoro, 2014). Incorporating students from the Degrees of Education into these networks and generating dynamics of joint reflection from all students, practicing teachers and university professors from the Faculties of Education specializing in topics related to inclusive education, could complement

initial and continuous training teachers, and help to achieve the goals proposed in UNESCO's 2030 agenda.

Sharma and Mallick (2021) agree that the importance of having a strong inclusive approach in teacher Practicums, could guarantee that future teachers, active teachers and university academics are all better prepared to respond to the growing challenges in order to meet the diverse learning needs of all the students. Establishing strong partnerships between universities and schools is not easy, as both institutions live in different worlds and have limited knowledge of how the other works (Sharma & Loreman, 2014; Sharma et al., 2018). Considering the professional development of teachers, we should include taking into account those aspects necessary to change their attitudes and beliefs.

Transformational change depends mostly on raising expectations and developing the abilities of teachers and other professionals, to demonstrate new ways of thinking and working throughout the education system (Porter and Towell, 2017). According to Durán and Giné (2011) "teacher training for diversity will be useful to develop a higher quality education for all, if it promotes a change in the professional teaching culture (a reformation of its identity processes and professional development), in a context open to all, and guided by inclusive values" (p. 157).

The joint construction of meanings helps to generate a critical educational praxis, necessary for the development of the values of an inclusive school (Rayón and De las Heras, 2012). When teachers become researchers, they take control of their classes and their professional lives in ways that challenge traditional views of teachers and offer evidence that education can be reformed from within (Carr and Kemis, 1988; Cochran and Smith, 2002).

However, this collective reflection, as Echeita (2012) says, in addition to dialogue, needs to be proactive, build culture and improve school conditions (Ainscow et al., 2001; Hargreaves, 2003). In schools, teachers should feel calm, and not threatened, in order to be able to say that they do not know how to solve a problem, but also, should feel motivated to explore alternative actions that could help overcome challenges.

By investigating the role that the University can have as an ally to schools for the change towards a more inclusive education, by being part of a support network can offer answers on how to initiate, promote and maintain change projects in schools towards more inclusive models. By defining a collaboration model based on the results obtained in each action or phase proposed in the accompaniment processes we can shed light on the role that the University can have in the processes of change of schools, towards a more inclusive education.

Related Research

Research shows that the Practicum is one of the crucial moments for the development of professional skills for students (Mérida, 2001; Fernández et al., 2001; Zabalza, 2003; Pérez and Gallego, 2004, Villa and Poblete, 2004, Smith and Lev - Ari, 2005 and Perez Aldeguer, 2012). However, there are indications that put forward some significant inadequacies in the procedures that guide the learning produced during this period.

There are also shortcomings in the links between the Colleges of Education and the schools where the prospective teachers' practices are done. Thus, there is a split between theory and practice, which in not a few cases is goes from each teacher's initial training to the professional development. This separation involves a disruption in the logic of practice of evidence and research which is traditionally enlighten by research results.

When the analysis of practice intends to transform people, attitudes and actions, it requires a thorough work of self-reflection. Besides, it also requires time and effort, and it exposes us to others, it leads to question everything, and it can even imply a crisis or a change of identity. As Ainscow (2001, p.55) explains, change, especially when it involves new ways of thinking and behaving, is a difficult and slow process.

Purpose of Study

This project proposes that the approach between theory and practice be made jointly with practicing teachers, creating a space for joint reflection between university professors, school professors and students with a teaching degree. This is so that they could reflect on educational practice jointly and to get to know to what extent this monitoring model can favour teacher professional development and initial teacher training.

Method and Materials

Research Model

A case study was carried out during the 2019/2020 academic year. The objective we set ourselves was to know how an inclusive and reflective model of practicum in which the university, teaching practice students and school teachers can actively participate in this process of teacher professional development and initial teacher training.

Participants

The Schools selected in our study were from two different regions of Spain, Madrid and Castilla La Mancha. The 2 schools are public with students from 3 to 12 years old. A total of 9 teachers participated from both schools. From the University, 2 professors who participated in the project were in charge of dynamizing the discussion groups and finally the university students who carried out their internships in those schools.

The selection of schools was intentional and involved the following criteria: a) that they were schools recognized for their interest and dynamics towards inclusive models through projects, contracts or awards b) that they taught through active methodologies that favour inclusive education such as Cooperative Learning, Project-Based Learning, Coexistence Projects through mediation, Learning Communities, etc.

From these two participating schools 6 teachers joined, together with their 2 directors (in Spain directors are also teachers in the same school).

Table 1.

Data of the participating teachers of the School 1.

TEACHER	GENDER	AGE RANGE	TEACHING PROFILE	YEARS OF TEACHING EXPERIENCE
Teacher 1	Female	40-50	Director Physical Education Teacher English qualification	22 years
Teacher 2	Female	40-50	Child Specialist Teacher, English Cooperative learning expert	24 years
Teacher 3	Male	30-40	Specialty English teacher	14 years
Teacher 4	Female	40-50	Primary school teacher Cooperative learning expert	17 years
Teacher 5	Female	30-40	Specialty English teacher	14 years

Table 2.

Data of the participating teachers at School 2.

TEACHER	GENDER	AGE RANGE	TEACHING PROFILE	YEARS OF TEACHING EXPERIENCE
Teacher 6	Female	40-50	Director EF and English teacher Associate Professor UAH Expert in coexistence	16 years
Teacher 7	Female	50-60	Infant and primary school teacher	20 years
Teacher 8	Female	40-50	Specialty primary school teacher	13 years
Teacher 9	Male	50-60	EF specialty teacher Degree in History	30 years

Table 3.

Data of the participating students.

STUDENT	GENDER	AGE RANGE	DEGREE PURSUED
Student 1	Female	22-28	4th Primary Education Teaching Graduate Certificate Mention in Special Educational Needs
Student 2	Female	22-28	4th Primary Education Teaching Graduate Certificate Mention in Special Educational Needs
Student 3	Female	22-28	4th Primary Education Teaching Graduate Certificate Mention in Special Educational Needs
Student 4	Male	22-28	4th Primary Education Teaching Graduate Certificate Mention in Special Educational Needs
Student 5	Female	22-28	4th Primary Education Teaching Graduate Certificate Mention in Special Educational Needs

Ethics

All participants signed an informed consent form. It was made clear that participation was voluntary and that participants could withdraw from the study at any time. It was specified that all discussion groups would be recorded and transcribed and that the researcher would keep the transcripts for research purposes only. The informed consent form made it clear that the research would result in publications. Each participant was guaranteed anonymity and that all information shared would be treated confidentially as appropriate.

Data Collection Tools

Three discussion groups were recorded and transcribed using the TEAMS recording tool. The learning folders and reflective works (final written memories) about the students' practice period were analysed, a total of 5 learning folders.

Data Collection Process

Three joint discussion groups were held with the two schools in which the school teachers, the University professors and the practicum students participated. The first two seminars were held alternately in each of the participating schools. The third took place virtually through the TEAMS tool (due to Covid-19 situation). The duration of each seminar was 2 hours.

The number of discussion groups that were included in the research corresponds to the number established by the University that must be carried out throughout the Practicum III in any of the specialties. In this way we avoid that students could feel that they participate in this research was an added overexertion compared to the rest of the students under the same conditions.

During the development of the discussion groups, the central thematic axes on which we reflected were:

- The projects and methodologies that each internship tutor is implementing in their classroom.
- Observations and reflections of the university students on the projects and methodologies they have observed in the classroom.
- Teaching and learning methodologies to respond to the needs of all students.
- Reflections and joint learning that lead us to changes in classroom dynamics, strategies and methodologies.

Data Analysis

Qualitative analysis software Nvivo was used for data analysis, which facilitated the handling of a significant amount of information.

Results

In the analysis, four themes emerged that will be addressed below:

- A. The relationship between the tutor of the school and the student of practices.
- B. The cooperative methodology as the central axis of innovation in the schools.
- C. Innovation awareness and theory-practice connection.
- D. Increase in the satisfaction of the participants in this modality of practicum.

A. The relationship between the school tutor and the practice student

The personal and professional relationship that is generated between the teacher of the School and the student of practices is the thematic axis of the seminar III showing it in different ways the

participants. The underlying ideas are related to joint construction, proactivity, reciprocity, horizontality or peer-to-peer relationship and two-way learning. As an example, we have teacher 2 when she says in reference to her intern student: "I've learned a lot from her, just like I hope she has learned from me." Active teachers express that the presence of students in their classes has led them to review their professional skills in a positive way, helping them to improve and / or remember specific techniques and skills. Likewise, Teacher 3 says:

For me personally, it is a challenge for me to say to myself you are not on any pedestal, you do not know anything, you have to accept others opinions and criticisms, which is a bit what we ask students of them, in an environment of cooperative learning. (Teacher 3, seminar III).

This comment is confirmed by teacher 5. Teacher 4 also reinforces it and describes it in terms of "opportunity to learn and it's a welcome change" on a personal level. For teacher 2 and teacher 1 it is a "wave of wind / fresh air".

Other emerging ideas focus on the emotional part, pointing out the importance of feeling comfortable and the freedom to express opinions and carry out activities both on the part of the teacher and the internship student. In this regard, student 3 comments: "I felt that you gave me that space to make mistakes, which is what you were telling me, the first step is to do it". (student 3, seminar III).

Both teachers 1 and 2 express "having been very comfortable" with their tutors, wishing to work with them again in the following projects. The more personal and emotional relationship that they have generated is shown in the case of teacher 4 when she says: "We were both very excited preparing materials. We were both very busy, L. was going to start a very nice project related to our environmental project" (teacher 4, seminar III).

The fact that there is a good relationship between the participants could be due to the fact that the tutors of the schools were predisposed to receive internship students without fear of showing themselves in their classroom, as expressed by the teacher 4 when he points out the awareness he had of his shortcomings or weaknesses prior to the arrival of his tutor and the will he already had to train and learn in this project and in others.

B. Cooperative methodology as a central axis of innovation in the schools.

The most developed common innovation in these two schools is cooperative learning. In this sense, the data collected indicate that this methodology constitutes the Zone of Institutional Proximate Development in which the participants and schools of this project are located. That is, cooperative learning is what they are developing and learning with help and collaboration, but which is still in the process of assimilation in which there are successes and mistakes.

This fact is supported by the number of references to the term, arising from open questions from both teachers and students. Only in the written works of the participants the words Cooperative Learning appear more than 75 times.

Also, when teachers are asked about the methodologies and general dynamics of the classroom, they point to cooperative learning as a "pillar of their classroom" (teacher 1, seminar II). But it also appears or emerges from other themes spontaneously when talking about the teacher-student relationship. For example, teacher 2 (seminar II) highlights cooperative learning as the source of greater learning: "[...] for me it has been a super positive experience, especially a bit focused on cooperative learning, which, in the whirlwind of the classroom, you forget those techniques". Student 2 who points out: "I have learned about cooperative learning, a technique that we had not used in class before, and it is very useful, which is asking students in groups to prepare part of the topic because it helps the teacher to see how children like/prefer to learn".

Something essential, on the other hand, is the existing cooperation in school 1 that is exemplified in the elimination of the use of the textbook as base material in the classroom that the entire faculty has

made, creating its own material based on the interests of the students as teacher 1 points out. This is only possible, through the cooperation of the teaching staff.

Also, student 1 stands out having witnessed the planning of a project with all the teachers, being able to see a link between all of them and therefore also between classes and different levels. Along the same lines, in educational School 2, they have "temporalized the acquisition of cooperative skills from three to six year old children to know what can be demanded to students" (Teacher 7, seminar II) and not be repeating skills. In this sense, the two institutions share an implementation of cooperative learning, from the classroom level to the School level.

On the other hand, both students and teachers understand cooperative learning from an ambivalence, as content in itself, as stated by student 3 when she says "it is important that students learn how to cooperate, right? Do not take it for granted" (seminar II) and as an aid to promote other learning. All of them express the importance of the teacher being a model of cooperation for their students, as shown in the seminar II: "We cannot have a cooperative classroom if the rest of teachers is not cooperative. And I know that it is a huge effort because it is unlearning the form we have of leadership, and the way to move the teaching staff." (Teacher 3).

We can see how each teacher adapts the techniques and theories to the classroom and to their own personality, but recognizes the importance of knowing them theoretically. Within cooperative learning, some themes are specified, such as the need to know the students together with the detection of their needs and the distribution of components in cooperative groups.

An example of this distribution is expressed by Teacher 4 "Normally we make two changes, the teams are generated and in the middle of the course we make a change again, so that the students can experience another social situation" (seminar II). As a result of this comment, several participants tell of experiences in which certain groups of students generate imbalances that are difficult to manage in practice and from where they emerge and add ideas related to the assumption of conflict and error as an opportunity to learn and not as a basic failure, the importance of the continuity of this methodology throughout the School and educational levels, the need to guide cooperative learning, the importance of asking for help, and learning to listen.

Cooperation with support teachers and the inclusion of all students is a divergent theme between the two schools. One of the school does not bring out the students to get an extra support from the classroom (school 1), while it is the case of (school 2), in which there have been certain advances, in which one day the support teacher stayed working inside the regular classroom.

Simultaneously to cooperative learning, the following are indicated as fundamental methodologies: Project Work, Manipulative Work, Emotional Education and Inter-level Learning. As a link to all these aspects, there is cooperation between all members of the educational community, this learning is not only for the children of the schools but for the teachers who are part of it.

C. Awareness of methodological innovation and practical theory connection.

One element that appears among the data analysed is the word *change*, both with respect to themselves, and towards the transformation of their classmates at the school or even of the general educational variations that should be present in all places and times.

For example, professor 1 (seminar II) indicates the word Innovation to refer to the global use in the School of Tablets, Gamification, eliminating the textbook and making own materials, etc., but remains open to new additions with phrases such as "*it is a good possibility to give it a spin to incorporate it*" in the face of possibilities that arise in the debate (seminar II).

Teacher 4, gives an account of the constant transformation to which her class is subjected, recounting an educational experience in the following way "*we had changed our perspective, focusing on the cognitive rather than the social and yes, it is true that as a result of this, they were happier, enjoying*

that relationship with their classmates" (seminar II), referring to some of their students. As an example of the transformation of their fellow school teachers, we highlight the participation of teacher 3 when he expresses:

The integration in the classroom and in the cooperative learning activities, cannot end in the classroom and when the door to the corridor is opened, it doesn't end there. Much in line with what the Director 1 was talking about and what the critical friend was mentioning about the School structure, we have to create an infrastructure in which we are all capable of cooperating. [...] This change in the structure of the school is essential because if its not in the classroom, then it will not be real in any other place. (Seminar II)

Reflection on the practicum, we find that students are aware of some of the barriers for school change as well as some of the answers to improve teaching. Student 4 in this regard points out:

The "that can not be done" is an excuse that is supported by reluctance or lack of knowledge. It is clear that it is not easy, if the profession of teacher is easy for someone, it is that there is something they are doing wrong. Above all, I have seen Cooperative Learning materialize and that these scaffolding learning situations are real, that this type of models can be implemented in our classrooms and that books and ratios are not compelling reasons not to do it. (2019, p.29)

We observe how student 4 reflects a connection between what he has previously seen in theory and what he has subsequently experienced in school. In addition, it responds to the generalized thought in educational practice that there are methodologies that cannot be carried out, thus being aware of the existing conceptions that disconnect research and practice. Student 3 in relation to this innovative construction expresses:

... I want it to be understood that innovating is not always the easiest thing to do. That we are going to encounter obstacles and precisely for this reason it is essential that we be clear about what we want and that we do not do things because others do or stop doing them, but that we be firm with our personal convictions, because if we do not, we are going to doubt everything what we are doing to the first or second difficulty. (2019, p.60)

The rest of the students in their written works make reference up to 13 times about the possibility of contributing theories and works that they developed in the university within the practical classrooms, showing that satisfaction between theory and practice in their training. For example, Student 1 points out:

... During this time, I have remembered and applied, certain knowledge of subjects seen during the stay at the university. For example, those that I would highlight are those learned in subjects such as psychology, cooperative learning or attention to diversity. (2020, p. 93)

Student 2 expresses it as follows:

... it caught my attention and I liked that the director had not randomly assigned us tutors in the school, but that they wanted to wait for us to arrive on Monday and tell them a little about our previous experiences (with which groups we had worked in the other practices carried out previously), what we were interested in learning or seeing, etc. To be able to adjust to our needs as much as possible. Why does this seem relevant to me? In the first place, the truth is that, as a student teacher, and more specifically because of studying the mention of special educational needs, it has been repeated to me on numerous occasions that we have to adapt to our students, and not try to adapt them to what that we have prepared. Therefore, this seemed to me a very clear example of how to start by putting into practice the theory that they have been teaching us (2019, p.16)

However, there is a reference to this disconnect between theory and practice in student 2 (2019, p.108), who is able to see what is still missing in the School. He points out the resistance that he has seen when it comes to including students with SEN, within the classroom and the centrality of the textbook as a basic dynamic, clashes with what he knew at a theoretical level with reality.

The school teachers also make oral references to the theories, use a terminology typical of cooperative learning such as *companions* or *positive interdependence*, or they cite other methodologies such as Singapore, and make references to authors and their materials such as the *Inclusion Index* (Booth and Ainscow, 2011), thus having a common language with educational research while seeing the usefulness of the theory.

D. Increase in the satisfaction of the participants in this form of practice.

This type of practicum modality generates in the participants a greater knowledge of the School as a whole, as well as a better personal relationship between them. Some of the examples in the words of the students are the following:

Student 2: In the previous practicums, I never had a meeting in which they explained the projects or how other teachers worked. It was always all focused on the tutor I was with, so it has given me more enrichment because I have also been able to see the first-year students, the projects they have in Meco, things about coexistence... (Seminar III)

By the other hand, the Student 1 said: "Last year, my practices were a bit traumatic, because I couldn't move from the classroom. They didn't include me in anything, at break-time they even told me to go away". (Seminar III)

Teachers also express the difference with other practicums with examples like the following. Teacher 3: "What differentiates it the most from others is the professional and personal relationship that is created with the internship student, where we are basically two alike" (seminar III). Teacher 6: "It is always enriching to have intern students [...] but in this internship I think it had an advantage, because it had that mission of inclusion of the students and then apart from these shared seminars". (Seminar III)

Finally, the university tutor also points out: "They sometimes in other practicums have had the feeling that they could say practically nothing because they were seen as if they had nothing to contribute. [...] They in this practicum have noticed a great difference". (Seminar III)

Discussion

One of the aspects that we have to highlight is the change in the relationship that is observed between the intern student, the school tutor and the university professor. Among all the participants, new and different types of relationships are established in which each of them is willing to put aside the professional / personal role that they had been exercising, creating a new type of work and training performance. In all of the teachers a new professional change was inspired that makes them grow personally and professionally.

Among the members who participate in the practicum process, triadic relationships have been generated united by the socio-culturally charged context of the school and where the emotional part is key for the creation and development of the interactive role (Higgins et al. 2011). The university professors removed themselves from the main role of experts and began to work on their own daily development of school activities. On the other hand, school teachers had decided to work with university professors to help students in their future as teachers to develop from a more practical part of the teaching activity, in short, true practice is coordinated with theory.

In line with the findings found in our work, we have to join what is proposed by Higgins et al. (2011) pointing out that, within the collaborative work between the different members, emotion plays a fundamental role within the work (p.6). That is to say, we cannot forget the affective part so relevant

that within the teaching-learning process in a work context in which they feel that everyone learns from everyone and where they are sincere with each other.

We can compare these systems of relationships, as these authors suggest, with Vygotsky's own description of the Zone of Proximate Development, which is "a complex whole, a system of systems in which the interrelated and interdependent elements include the participants, the artefacts and the environment / context and the experience of their interactions within it" (Mahn and John-Steiners, 2002, p.7).

We cannot forget how important it is to understand the development of professional identity during the internship period. As close relationships develop between the student and the school teacher, he / she learns how the teaching role is exercised and begins to shape his / her own image as a future teacher. Studies such as that of Trent (2012) show us that identity can play a crucial role in understanding teacher professional development through the relationships between schools and universities.

From this perspective we have to see identity as the "understanding of who we are and who we think other people are" (Danielewicz, 2001, p.10). In short, the student as he / she develops and learns the exercise of the teaching function is generating and developing his / her own personal identity and professional identity that will help him / her to carry out his / her work in a more coherent way. If you identify with a group that has also accompanied you on a personal level in your growth and development both from school and from university, you will feel more reaffirmed and part of it that we can refer to in Wegner (2003) when he expresses that "the people are involved in actions whose meanings they negotiate with each other" (p.73).

On the other hand, the results of the study carried out by Sigurðardóttir (2010) reveal that intersubjectivity is one of the central themes in the experiences of the participants who appear in the study of the development of the Practicum. We must consider this intersubjectivity as the possibility of listening to teachers and feeling that you are heard, trying to learn from errors and disagreements and understand the opinions of others, as well as obtaining their approval. This makes them feel like they are part of a group where they can collaborate and develop the sometimes confusing role of the teacher. That is to say, it helps them to generate the identity of the teacher supported by good emotional relationships between the participants.

Another aspect to be pointed out are the results that we have obtained in the same line of González and Fuentes (2011) when they point out that the practicum for students becomes a space for "searching for recipes that work" (p. 54), without considering that it is a space in which to try to autonomously and creatively resolve the difficulties encountered. In our study, both students and teachers especially enjoy the practicum because they feel that the inclusive methodologies that they develop in the schools provide them with the tools to solve everyday problems.

In relation to the awareness of innovation in the participants and the theory-practice connection experienced by them, we can say, as proposed by González and Fuentes (2011), that intern students often experience a "clash with reality" (p. 56) which disappoints them. It is not a fact that the students of our research practices have experienced, on the contrary, they have been able to verify the theory in practice. In this sense, inclusive schools such as those in our study will be able to develop training programs that transform teaching (Chan and Elliot, 2004).

Both professional teachers and internship students point out the complexity involved in teaching processes in schools, our findings being in line with research like that of Villalobos and Cabrera (2009) when they point out the "complexities, ambiguities and dilemmas" (p.152) to which teaching is subjected.

Regarding the programs that have been successful in bringing together teaching theory and practice analysed by Korthagen et al. (2006), they point out seven basic principles that could improve teacher

training. Among all of them, we can verify that the development of the inclusive practicum has benefited the collaboration between teachers favoured by the vision of a cooperative learning School in which the entire educational community experiences cooperation, linking university, school and future teachers and, finally, understand conflict as a constant opportunity for transformation.

Finally, we observed an increase in the satisfaction of the participants in this modality of practicum. From our study, we can say that teachers collaborating with researchers and students by creating collaborative research schools that allow them to relate more closely with the university and its community, participate in personal activities that make them grow personally, and understand the research from their own teaching practice, produces an increase in the aspirations and performance of the participating teachers, results that are in the same line of the studies carried out by Handsome (2014).

In short, the cohesion in the cooperative practices of college instructors and teachers in training brings a sense of achievement, a great sense of self-satisfaction and individual growth. As Higgins et al. (2011) assert all the stakeholders are more willing to take risks and get away from their usual way to work in their daily lives. In that way the Practicum students get live and gratifying experiences that will illuminate their future work.

Conclusions

At first, we have to put at the School the importance of both personal and professional relationships that are developed and established in this type of practicum. This strengthens the professional identity of the participants in all areas (university professors, school teachers and students of the Faculty of Education) as well as the relevance of the emotional part that is built in the teaching and learning processes.

In addition, there is a notable continuity between the theory learned in the university and the practices developed in schools that generates an increase in professional security in the students and an extra motivation in the active school teachers since they consider they have put into practice the right tools for its development. This leads us to confirm the importance of selecting schools that have good teaching practices.

Participation in joint sessions, with the students and the research teaching staff, improves the motivation of the tutors of the schools by feeling that they are open to the outside. Participation also develops collaborative research teams with the universities, improving their expectations and personal and professional enrichment. In the same way, this fact affects a greater development and satisfaction of the participants by opening up to new experiences that enhance their professional development.

Recommendations

In relation to our research, we believe that it would be important to expand the number of schools that participate in the inclusive practicum experience and to be able to contrast it with other schools where they do not carry out this type of methodology.

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