

**The Policies of Pedagogical Accompaniment as a Development Strategy Teaching  
Professional: Theoretical Review**

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**Abstract**

Considering pedagogical accompaniment that crucial component of teachers who perform their duties in learning contexts. Through academic context learning teacher fosters critical thinking, reflection, and pedagogical autonomy, ultimately improving capacity for research, evaluation, and directly professional development. The aims of this theoretical review explores pedagogical accompaniment approaches, emphasizing their roots, empowerment, and collaboration. Additionally, it also discusses pedagogical accompaniment role in teaching professional's development, highlighting need for continuous skill and knowledge enhancement. The paper also presents methodological approach and discusses findings from relevant studies, underlining dynamic and multifaceted nature of pedagogical accompaniment. The discussion underscores importance of aligning pedagogical accompaniment strategies with educational policies and fostering a reflective and critical enhancement approach. Finally, the paper emphasizes incorporating pedagogical accompaniment significance to support educators, fostering competencies, values, and attitudes among students, promoting interactive learning process.

**Keywords:** *Pedagogical accompaniment, professional growth, Learning, Educational reforms*

## **Introduction**

### **The Pedagogical Accompaniment**

According to Kurbanova (2023) pedagogical accompaniment, also known as instructional support, considers crucial component of effective teaching and learning. San Martín Cantero et al. (2021) also refers to guidance and assistance provided by educators to students in order to enhance their understanding and mastery of academic content. Additionally, it portrays companion as mentor, who fosters knowledgeable professionals, encouraging growth of critically thinking and reflections accompanied teachers and fostering sense of pedagogical autonomy that enables improve their capacity for research, analysis, and professional expansion. Lazaro et al. (2023) visualize pedagogical companions in the role of a counselor whose suggestions and orientations will serve as the catalyst for or the continuation of their educational adjustments. Pedagogical accompaniment, support is tailored to fill individual students needs, taking into account more strengths, weaknesses, & learning styles. By offering personalized guidance and encouragement, pedagogical accompaniment aims to foster student engagement, motivation, and academic success. Pedagogical accompaniment may also create supportive and, inclusive learning when students comfortable for answers. Positive rapport with students, educators can effectively discourse any barriers to learning and provide necessary resources and successful tools.

For, San Martín Cantero et al. (2021) also recognizes pedagogical accompaniment as unique and different approaches and strategies to grasp complex concepts. Accompaniment is envisioned as a method for both technical and supportive, elements effect process of change for instructors in link to education. More, accompaniment as dynamic, learning, sustained, and holistic process impact on teaching and rather than seeing isolated actions predetermined phases. Change processes respond to technical assistance, dialogue, and reflection.

Hence, Chestnutt et al. (2023) reflect teacher complicated processes that requires organization actions beginning with accompaniment planning, followed by monitoring that takes place on location, and finally the implementation of processes that lead to pedagogical transformation. Mostly implement training linked tactics, teaching approaches, that influence pedagogical practice enhancement for learned changes. These changes are necessary to achieve.

### **Accompaniment Approaches**

Accompaniment approaches refer to various strategies and interventions providing support, guidance, and assistance to individuals or groups in various contexts (Melo & Huamán, 2023). These approaches recognize the importance of walking alongside others, rather than simply offering solutions or imposing ideas. Accompaniment approaches are rooted in principles of respect, empowerment, and collaboration, and they emphasize the value of building relationships and understanding the unique needs and perspectives of those being accompanied (Calderón-Villarreal et al., 2023).

### **Development Strategy of Teaching Professional**

Educational reforms set ambitious challenges for professional teachers. To professional teacher critically set education system excellence and ensure students success. Ever-evolving landscape of education, essentially enhance teacher skills and knowledge (Rengifo Rangel & Polo Echeverria, 2023). We discovered ample suggestion for fruitful approaches and professional development-programs (PDP), that improve diverse learners need. Haug & Mork (2021) argues that comprehensive development approach may help instructors create engaging and inclusive learning environments, encourage critical thinking and problem-solving, and promote lifelong learning.

Teachers may adjust their teaching approaches to their students' needs and abilities by constantly improving their skills and knowledge. Staying current on research and educational trends allows instructors to use new methods to provide kids a well-rounded education. Teachers may cooperate, share ideas, and learn new teaching methods by actively pursuing professional development. Finally, a holistic development plan gives teachers the skills and resources they need to empower students and prepare them for success in a changing world.

By continually enhancing their skills and knowledge, teachers can better understand unique needs and abilities of their students, allowing them to tailor their teaching methods accordingly. Staying updated with the latest research and educational trends enables teachers to incorporate innovative approaches into their lessons, ensuring that students receive a well-rounded education. Actively seeking professional development opportunities also allows teachers to collaborate with colleagues, exchange ideas, and learn new strategies for effective instruction. Ultimately, a

comprehensive development strategy equips teachers with the tools and resources they need to empower their students and prepare them for success in an ever-changing world (Haug & Mork, 2021).

## **Method**

The investigation used an analytical technique since the environment was vast. We can now identify and explain the study's core components' distinctiveness and their links because we know everything that happened (Harrison, 2023).

During the months of August and September 2022, the investigation of the documents was carried out. Most articles discovered in "open access" Scopus, Scielo, and Ebsco database. Following descriptor utilize in search process: "Pedagogical," "accompaniment," "approaches," "mediation," "training," "strategies," "professional" "learning,".

In a similar vein, an extra search was conducted in order to find a solution to the problem of university teachers not receiving adequate pedagogical support.

Exclusion criteria were examined owing to the fact that they were duplicates, that they were not scientific publications, that they were queries investigated issue, and, non-interesting issue. All part search strategies consideration, including, document title, methodology, abstract, and consequences. Even documents achieving goal were chosen downloaded PDF format. This allowed investigation carried out in an organized fashion, with the citations being linked. Bibliographic references being placed automatically. Moreover, 70 researchers already in aforementioned databases; however, 22 investigations omitted due to the fact that they did not correspond to the subject matter and interest, which resulted in 53 investigations being available for study.

## **Result**

In their descriptive exploratory study including 23 participants, Chestnutt et al. (2023) gathered information on notions linked to pedagogical accompaniment. This information was collected with the intention of shedding light on the definition of accompaniment. They found out that 15 of 24 interviewees saw this activity, recognizing inter-dependent unit whose action benefits. This was conclusion that they received. The findings derived from the interviews revealed

that the concept of accompaniment was consistently described as a dynamic process. However, the participants were unable to provide a precise and universally accepted definition for this term. In a manner parallel to this, out of the total of 23 people who were questioned, eight of them considered accompaniments to be a sort of social engagement. These interviewees stated that the activities and actions associated with accompaniments take place with the other person. This means they link to exchanging knowledge, and cataloging accompaniment external person who meets other person and, provides support via open dialogue, hence, trustful environment and qualitative attitude prevalent.

In a study that was carried out by Melo & Huamán (2023), the researcher found teacher accompaniment in virtual education. School teachers mainly focus implement learning students' strategies in the direction of interdisciplinary methodological work favours expansion of competencies allow director to prime educational institution pedagogically. Pedagogical support of teachers according to their practice to optimize student learning and increase regional, district, and national educational quality.

The study that was carried out by Lazaro et al. (2023) was considered case study for evaluation, e-learning innovative pedagogy to sustainable UN course. The researcher address implement pedagogy innovative through automated education. Results revealed participant developed business concept address local, global issues. This was found in studies that were found related to reflective aspect of accomplishment, which has provided teacher with perception of pedagogical work that they do, and also fostering communication, enhancing collaboration and fostering entrepreneurial ecosystem interactions. The teacher's reflective capacity has been enhanced through these strategies implementation. This has allowed teacher to gain deeper understanding of their pedagogical work, ultimately leading to educational practice improvement. Peer observation is also emphasized as being very significant for teacher development.

Qualitative research of Verástegui & González (2019) however conducted semi-structured method. The study was conducted in 6 schools with a total of 67 teacher. Findings revealed teachers practices observation strategies in classroom, along subsequent response, led to teachers feeling recognized, supported, and accompanied in their work. Studies have been conducted on the reflective aspect of accompaniment, and it was found that... Both of these tactics have strengthened the teacher's reflective capacity, allowing them to gain a deeper understanding of

their pedagogical work. As a result, their educational practice has been enhanced. Some of the observation tactics used included videos, & peer-observation in teacher's education. Peer observation was also used. Engaging in self-observation has led teachers to gain a deeper understanding of their own practice. Additionally, video feedback utilization has provided valuable tool and reference their pedagogical actions. This emphasize that strategy crucial for professional growth.

On the other hand, Carvalho et al. (2021) found that in their analysis study regarding policy (2016-2019) to developed Portuguese school. The debate activities were highly accepted considering policy regarding pedagogical strategy, impact favourable impact on development of schools. Study demonstrate pilot project serves, illustrative example of State's utilization of combination modes to manage education. A centralized system of managing education continues despite efforts to promote fresh ideas. This centralized strategy, which aims to assure social actors' conformity with the formal laws in existence, is firmly rooted historically and institutionally. The study clarifies intricate interplay via enduring administrative institutions and educational system emerging governance techniques.

In the context of volunteer work, as an essential component of the accompanying process Aliya, et al. (2021) study's conclusions teachers understood knowledge development cannot be built individually and, necessary to community work expand knowledge mainly relevant strategy. Finally concludes community work useful and effective for cocreation, together with teachers.

Qualitative work of Arrellano et al., (2022) describe essential component of teacher accompanying process. Specifies in study's conclusions many teachers understood of knowledge perspectives that necessary essential to expand knowledge in relationship with others for which community work is presented as a relevant strategy for cocreation in which they can, together with other teachers, help to learn in different contexts. This was found to be the case in the context of the accompanying process of teacher perspective. Work done in collaboration with peers is often seen of as a process that is enacted with instructional accompaniment.

However, the rapid expansion of pedagogical accompaniment programs to novices from one country to another currently seen on the training agenda of teachers of governments and international organizations conspires against the systematization of multiple experiences, the analysis of their foundations, and the underlying training and professional development models.

Despite the similar denominations given to the various programs, they are oriented toward different, and sometimes conflicting, statements, some more linked to evaluation, homogenization, standardization and control of the profession and others more prone to the autonomous and collegiate development of the teaching staff (Escandon, Mentado et al. 2023).

In their review research on collaborative work, (Malle 2023) another model is followed in Chile and Ecuador, where the advisers or mentors are peers, more experienced classroom teachers, and specially selected and trained mates for this new task. In these cases, the mentors do not abandon their duties in front of their group of students, but they assume this new function to maintain their classroom teaching activity. In this way, mentorship tests the innovations and changes the program proposes in their classrooms to appropriate them and be aware of the difficulties involved. It is assumed that by alternating their performance in the Classroom with counselling, the mentors also participate in reflective practice on teaching based on (Malle 2023).

The teacher's support should be focused on fostering the cultivation of critical thinking skills, enabling students to engage in inquiry, natural investigation, and independent knowledge development. It is imperative for the teacher to consistently engage in research, learning, and professional development in order to enhance their work process. According to Ripoll-Rivaldo's study in 2021, emphasizes that conducting research is a crucial component in the role of an educator. The training process serves as a pedagogical space in which individuals can reflect on their own practice, generate new knowledge, and develop proposals for transformation.

## **Discussion**

Pedagogical accompaniment emerge as possible possibility in education institute as instructor may combine theory and practice in classroom. In Chestnutt et al. (2023), the accompanying helps teachers use their professional training in classroom, since accompaniment support and enhancing professional teachers' development.

Accompaniment approach facilitates crucial interaction in teachers' educational processes. It is essential that this accompaniment is provided within a framework of respectful dialogue, where the companion and the individual being accompanied come together to analyze and reflect on the implemented practices (Portuguez Castro & Gomez Zermeno, 2020). This approach encourages as an educator's self-reflection and experiences, beliefs, and assumptions pertaining. As Portuguez



Castro & Gomez Zermeno (2020). Escandon et al. (2023) points out, the reflection is more likely enhance teachers' constructive new understandings and teaching approaches refine. Also, only applicable if pedagogical knowledge and approach are being applicable, and proper accompaniment process discussed. The work of Lazaro, et al. (2023) has a positive impact on instructors' ability to reflect and analyze.

School administrations must accommodate accompaniment process, so it's to believe how accompaniment approach make accurate and sustainable process, to enable teacher pedagogical practices (Escandon et al., 2023). Quiñones-Preciado et al. (2023) pointed learner would also take shared concern for pedagogical learning, that essentially direct teacher through providing active and that engage in quality pedagogical accompaniment deliver to concern students.

Escandon et al. (2023) also stated accompanist's responsibility during teaching and create appropriate strategies for delivering accurate and effective pedagogical accompaniment process. Only then school teacher's capabilities can engage, plan, observe, feedback and enhance pedagogical pre-evaluation. Peers effective pedagogical accompaniment methods is only required appropriate reflection procedure (Arrellano et al., 2022). According to Chestnutt et al. (2023), pedagogical accompaniment among students is only provide effective learning, discussion, just improving interaction of teachers and pupil's interaction. Because of this, the pedagogical accompaniment providing active and engage pupils through his own skill and expertise. However, since pedagogical accompaniment practices becomes cooperative efforts, that teacher essentially cultivate in same habits in accompanist thinking.

Therefore, the pedagogical accompanist must consider habits of continuous learning, by gather active learning meterails to grow as accompanist. Proper feedback and reflection study action ensuring that pedagogical accompaniment could receive classroom structure objective to developed and fostering pupil's education. School administer and first level management staff reflect to teacher and provide feedback that must be set autonomy in which they practice and reflect accordingly (Kurbanova & Omonillayeva, 2023). Teacher pedagogical professional teaching research essentially educate accompaniment process, that teach teachers to realize significance specific needs of pedagogical needs. The accompanist habits of own critical reflection allow future growth and emotional attachment for stimulating growth and expansion. This will attach students how they absorb basic learning ideas, values these during learning practice. A new learning



educational culture has significant influence students growth and considers path for the future academic success. Students quality training and learning needs allows pedagogical accompaniment process at educationist teachers framed accurate knowledgeable. That why reason, Melo & Huamán (2023) emphasize cultivating observation significance and communal analysis reflection to validate knowledgeable practice. According to Ramia et al. (2023) instructors will be more motivated to participate in the inter-learning group, which will give them with new prospects for growth and development. Pedagogical accompaniment can beneficial educationist teachers, particularly encourage classroom management and way of learning. Research also encourage students cultivate competencies that value students attitudes for democratic coexistence of learning. Research also develop trust and open communication, motivate pedagogical accompaniment process with teachers reflection, support, guidance, and assistance.

Innovation and change in pedagogical accompaniment also depend –among many other factors- like teachers opportunities, spaces and conditions. Professional development of teacher, reflect on work, and helps them strengthen their knowledge; motivating and practicing with teachers reflection and improvement and diversification of students' learning and developing in them research that helps them strengthen their knowledge; and developing in them research that helps them strengthen their knowledge; and developing in them research that helps In order to organize the spaces (Huamán et al., 2022; Lazaro et al., 2023). and choose the materials that are going to be provided to the students, one must first know the characteristics of the students. This includes identifying the students' achievements and needs, as well as their learning style and rhythm, and respecting the students' social and cultural environment. pupils, due to the fact that both the game and the resources may inspire them to attempt new things and learn in unexpected ways (Escandon et al. 2023; Ramia et al., 2023; Fernández-Simo et al., 2023). The accompaniment has to be accompanied by a critical approach that stimulates reflection on the teacher's own practice in order for the educational performance of the teacher to improve over time.

Preschool educators derive advantages from pedagogical accompaniment participating as contributes professional growth, particularly in the classroom management domains, research development, reflective practice, and performance enhancement. pedagogical accompaniment supports engaging teachers in fostering competencies, values, and attitudes among students. Furthermore, it motivates and encourages teachers to engage in reflective practice, thereby

enhancing their overall performance. Lastly, pedagogical accompaniment aids for promoting aforementioned benefits. Effectively arrange physical spaces and select appropriate materials for students, imperative to possess comprehensive individual characteristics understanding. This entails identifying the accomplishments, as well recognizing unique learning styles and paces. Additionally, crucially respect and consider social and cultural context, in which they are situated (De Peralta et al., 2023). De Peralta et al. (2023) stated that students explore novel approaches and motivated, acquire knowledge through utilization of both game and instructional resources. In short, the pedagogical development and pedagogical accompaniment become process that bond attentive listening, trust and patience through interactive learning.

### **Conclusions**

The pedagogical accompaniment must be aimed at critical thinking development of teachers, as that enables them to decode practice, identify strengths and weak actions. It reflects on the structured and erroneous conceptions that guide actions, pedagogical practice, so that from this critical process teacher can solve their problems and achieve goals.

Accompaniment practice convey specific action between peers or within educational community. Aligning pedagogical accompaniment strategies with educational policies further strengthen this approach impact. Pedagogical accompaniment, in short, share reflective and critical enhancements through excellent duties reflection. Thus, need to analyze and reflect on companion's role, the directive role, and accompaniment process currently implemented in school, and based on this, to rethink form of accompaniment, that must address teacher's needs and difficulties for pedagogical practice, prioritizing the socio-emotional aspect.

Principals must implement a continuous feedback process to encourage classroom teachers to reflect and self-reflect to develop critical thinking. Having accompaniment information of features of student growth and overall requirements will allow teacher and companion to direct their activities toward students success, and education purpose that is geared towards achieving student learning.

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