

Assessing the potential of innovation as a generator of change

Fernández Maqueira, María José; Blanco Encomienda, Francisco Javier; Latorre-Medina, María José

Veröffentlichungsversion / Published Version
Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Fernández Maqueira, M. J., Blanco Encomienda, F. J., & Latorre-Medina, M. J. (2016). Assessing the potential of innovation as a generator of change. *Opción: Revista de Ciencias Humanas y Sociales*, 32(Esp. 9), 687-705. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-78416-1>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY-NC-SA Lizenz (Namensnennung-Nicht-kommerziell-Weitergabe unter gleichen Bedingungen) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier: <https://creativecommons.org/licenses/by-nc-sa/4.0/deed.de>

Terms of use:

This document is made available under a CC BY-NC-SA Licence (Attribution-NonCommercial-ShareAlike). For more information see: <https://creativecommons.org/licenses/by-nc-sa/4.0>

Assessing the Potential of Innovation as a Generator of Change

*María José Fernández-Maqueira, Francisco Javier
Blanco-Encomienda & María José Latorre-Medina*

*University of Granada, Spain
tulatin@hotmail.com, jble@ugr.es, mjlator@ugr.es*

Abstract

In recent years many efforts have been made aiming to improve the situation of educational quality. Several plans to improve the quality of teaching have been implemented with skepticism and reluctance. Unfortunately, these well-intentioned reforms have not led to the expected goal. In this paper we analyze the two key elements of an education system: educational centers and teachers. Thus, we first describe some problems that are bounded to the management of the centers and then we define the teacher profile demanded by classrooms: the innovative teacher as a facilitator of learning and change.

Keywords: Innovation, training, creativity, change, teacher.

Evaluando el potencial de la innovación como generador de cambio

Resumen

En los últimos años se han hecho muchos esfuerzos para mejorar la situación de la calidad educativa. Se han implementado varios planes para la mejora de la calidad de la enseñanza, aunque con escepticismo y aversión. Por desgracia, estas reformas bien intencionadas no han conducido a la meta perseguida. En este trabajo se analizan los dos elemen-

tos clave de todo sistema educativo: los centros y los profesores. Así, en primer lugar describimos algunos problemas que están limitados a la gestión de los centros y, a continuación, definimos el perfil del docente demandado por las aulas: un docente innovador como facilitador del aprendizaje y del cambio.

Palabras clave: Innovación, formación, creatividad, cambio, docente.

INTRODUCTION

In the XXI century Spanish classrooms are still full of a problem that we do not get to shake off and that is beyond the scope of its inhabitants. The daily work has built a wealth of terms with which we have been coexisting too long; the ratio, academic failure, truancy, poor academic results, quality. All these terms have finished settling in our schools, reaching to shape the discourse of failure. However, this discourse of resignation is problematic as it can get to become the paradigm in which we live daily, causing a servile submission in excess of the established situation and resistance to the change. The changes that have been produced in our education system have not helped at all, rather the complete opposite, they have created among teachers a sense of imbalance and methodological and curricular disorientation. Our country has a tradition of permanent change of educational standards. In recent decades we have experienced a new and constant legislative activity. This fact has undoubtedly introduced a considerable degree of instability in the system and constitutes a distinguishing element compared to other Western educational systems that have enjoyed more permanence of legislation and, therefore, more sustainability and social awareness.

All these circumstances cause among Spanish teachers a discomfort that often translates into passivity derived, in turn, in a worsening of the baseline. Schools, management teams and teachers in general do not understand how their personal or collective contribution, under certain situations, can improve the educational situation when, on a global and on a policy and legislative framework level, they feel abandoned and, in the worst, harassed. In this situation, the quality of education feeds its problems and finds no new outlets or air to breathe. We must admit that in recent years apparent efforts by education authorities are constant in order to improve the situation of educational quality and academic performance as well. Several plans to improve the quality of teaching or in-

cident plans in education have landed in schools with a palliative function and have been implemented with more skepticism than faith and more reluctance than illusion. These well-intentioned reforms have not led to the expected changes and they have been contaminated with the endemic disease that affects the state of education. It seems that the solution is not in these improvement plans and educators receive them as a dressing of a wound that is too open and bleeding.

We have a system based on memorization and standardization; an educational system poorly designed, outdated, variable and ideological. A system that is unable to keep students and teachers excited about their own learning and educational work.

We are in a changing era, in which man had never lived before so closely with knowledge. It seems paradoxical then, that students in the first decades of the XXI century do not feel the passion for learning, the passion that has moved the world through history and turned the human being into something unique and unrepeatable. It is necessary a broad and global reflection of what we should change and how we want that change to be carried out, which the leading roles that should be involved in this transformation and which the goals we want to achieve are. Although there are multiple answers, we focus on creative and innovative teaching like many other authors (for example, Petit, Abad, López and Romero, 2012; Reyes, Vera and Colina, 2014). We believe that the change is possible and that there is no other important goal for society than investing in its future project. If we can combine the right tools for change, the flow of work of teachers and students, the commitment and the enthusiasm we can develop a school that contains the basic principles for which it was created: to improve the quality of the person. According to Marina (2004), education has the dual mission to show the complexity and diversity of the human species and, at the same time, the similarities among all human beings. From this perspective, there is and can be no nobler goal.

1. THE MAIN HINDRANCES TO QUALITY IN EDUCATION

Speaking of the quality that can arise from an education system, there are two elements that make up the backbone of the system: the commitment of teachers in their daily teaching and educational centers with the wide and varied range of components that make up its set. The proper functioning and

the appropriate organization in each particular case of schools are, undoubtedly, the basis on which it is supported, analyzed and evaluated the quality of our teaching that will perfectly regulate the optimal or lousy academic performance of students. There are many problems that we could describe bounded to the management of our schools but, from our point of view, drawn from the experience at the service of education and the concerns for delving into possible solutions, the problems that keep our schools anchored in an undeserved mediocrity are: disempowerment, lack of a true culture of assessment, lack of democratic and participatory life and lack of collaborative work among teachers.

1.1. The lack of autonomy of educative centers

Firstly, we highlight the lack of autonomy of educative centers as a fully incidental factor in the performance of our centers. Many laws have tried to dump regulatory efforts to alleviate what has been a drag on real and authentic development centers, however what has been called autonomy has not yet been presented before our eyes as a useful tool to improve our educational institutions.

Our educational tradition has been centralized by socio-political factors that marked a historical period in our country. The fact that all schools share an organizational system, of management and an almost identical *modus operandi* does not allow the necessary adaptation required to respond to each educational reality. It is right that schools are regulated following some legal standards that generate an institutional control, but the legislation cannot choke the necessary management so that schools develop with the freedom their contextual realities require. In this line, “we start from a European centralist tradition. This homogenizing trend has not favored the development of own projects and also does not stimulate innovation and improvement” (Bolívar, 2010:12).

According to the idea we present, we do not doubt that some people will contemplate that the Spanish education system, far from being a centralized system, has given real competency in education to the different autonomous communities. It is true, however, that this exercise of decentralization has not resulted in greater school autonomy but has been relegated to the political and bureaucratic framework of the transfer of competencies in education. The school plans have failed to reflect the true idiosyncrasies of colleges and institutes, and they are a cold document without a true identity in schools, reflecting radically different con-

textual realities. The Eurydice report (2013), which measures the level of autonomy of European educational environments, claims that the northern European countries are enjoying greater autonomy education and they get higher scores. Schools must be inserted in its socioeconomic and cultural context, this is the only way they can really respond to students who receive each day. Centers must have the ability to create their own proposals with a great capacity for self-management and organization, to create and promote real curricular projects with proposals that respond to their realities. The decision to organize space, time and resume, the ability to organize templates and schedules taking into account the competencies and not the subjects, the possibility of having the right kind of staff for implemented projects should be a priority for schools wishing to obtain success. However, we must consider that “the autonomy of schools is not a goal in itself but a means to achieve other goals of greater significance: improving quality and equity in education” (Marchesi, 2003:145). Therefore it must be analyzed at all times their influence on the quality of education obtained and equity reached.

Within the Spanish territory, it is in the Catalan Community where more progress has been made in this regard. The Education Act of Catalonia (arts. 99-102), opens wide possibilities for the direction in personnel management with the creation of the Center Autonomy Plans, driven to reduce school failure. These plans have been previous experience of what is stated in the new Decree of Autonomy of schools. The centers enjoy greater organizational capacity and management provides the necessary resources for the implementation of educational projects. This assumes, from the curriculum framework established, the ability to actively participate in the curriculum and school organization. So the possibility that both primary and secondary schools to design their own curriculum integration modes, grouping in areas of curricular materials is a considerable degree of autonomy. It is in this habitat where the lavish innovative teaching can be gotten. We believe this is the way to go.

1.2. The absence of a culture of assessment

Other of the great evils which, from our own perspective, teachers have anchored on the road to improvement is the absence of a culture of assessment. The external assessment is still considered as a form of control of teaching practice that teachers and management teams are reluctant to. What at first appeared to be a release for the system has turned

against us and left us, in many cases, unable to critical judgment, becoming one of the big negatives centers. In the words of Martin (2010), no one doubts that the quality of teachers is one of the essential factors in education, but the professional development also demands to count on the procedures for assessing the task that is performed in order to improve it. However, the Spanish educational system still suffers from the dynamism that these processes pose to the quality of education, as revealed TALIS OECD report (2009). The faculty continues to show resistance to be evaluated. In a recent survey of teachers of Elementary and Secondary Education it was shown that only one in three teachers agreed to carry out an assessment of the results of the teaching impact on working conditions.

The problem of rejection experienced in our schools to the assessment of teaching practice is an enormous lack of information and teacher training in this regard. What kind of assessment should we expose to? Who is the ideal agent for that assessment? Is that assessment translated into information, or bureaucratic requirement? Is it an assessment for improvement or a mere control? There are many questions that we, as teachers, have before a task we are not prepared to do. Ignorance causes reluctance.

The solution is to introduce in schools a philosophy of evaluation which stresses the benefits that brings this necessary educational action and minimize the drawbacks and fears. The assessment should start to be considered, not as a threat, but as a generator of exercise changes. It is ironic that a profession that constantly and regularly evaluates as part of its powers, is so reluctant, and in the best case, suspicious to be evaluated. The evaluation is necessarily an inherent work to teaching and a factor of relevance to the educational reality and to achieve improvement. "Any possible external evaluation will have little effect if it does not cause, at the same time, internal evaluation processes leading to make things better" (Bolívar, 2013:37).

There are many challenges before us in improving our schools; evaluation is one of them. Without a weighted evaluation exercise cannot be a judicious reflection on teaching practice, rejecting the evaluation we reject the self-critical assessment and the ability to adapt to changes. It is absolutely necessary a reeducation in this aspect.

1.3. Individualism isolates the teachers

In recent years, a large number of researchers advocate for the democratic life of the schools and consider that the level of democratization with which they get to manage their activity is closely related to the quality of education offered. The school should be a replica of the society that awaits our youngest citizens in development that is why they must find there the model of society we all aspire to have. The school cannot be outside of the democratic life, the confrontation of ideas, the debate and even conflict. It may be that the relationship that a particular teacher sets with his students is based in the dialogue and the involvement of these students; this happens regularly in our classrooms, however, if this micro democracy is not accompanied by an equally palpable and visible reality for them in an upper stage as the school, these students will enter necessarily in conflict with the real sense of participation and democracy.

Escudero (2006), in such an interesting and intense article, full of reflections that should make transform once and for all the stale foundation of our system, notes that the improvement of education passes for justice and democratization and goes a step forward the organizational or political, to reach democratic, considering this improvement as a matter of civic morality.

Participatory result of this low life is the lack of a collaborative spirit among teachers which choke the educational quality. We remain excessively individualistic in our daily work. Often efforts to promote and encourage cooperatives take place, but they are overly linked to personal efforts of a group of teachers who understand that collective work and participation is still pending, and this happens if there are no management teams to boost the centers in the sense of participation and discussion as basic tools to get the real change needed for excellence in educational quality. We can still define many schools as a sum of watertight compartments: classrooms, departments, management teams, cloisters, management and educational community. The fact that these organs and action spaces maintain a good relationship between them and can boast about a horizontal outline and not hierarchical or vertical, does not make out of its operation the ideal situation. These elements must ally and integrate. In Spanish schools, individualized work remains the imposed mode.

San Fabián (2006) attributes this taste for individualism to the *cell-way* organization of school spaces. Currently, a collaborative cul-

ture involves trusting relationships between teachers, mutual support and shared learning. Our centers are still dominated by the unshared isolated performances, collaborative work is not regarded as widespread as it should be and as in other European countries. The faculty is too installed in the dynamics of 'tell me and I do'. Although, if we reflect carefully, what came first? We might think that teachers are immobile because the centers do not spread in a participatory work or, on the contrary, participatory life of the schools is an impossible challenge because of the individualistic character of teachers. It would be nice to release this dilemma in a cloister and see what happens...

The teachers, though professional and being motivated in their daily work, assume the dynamics of the centers as something established, as a line of action to be followed without conflict. We are witnessing the phenomenon of socialization of Gago (2006); if a teacher begins to work in a center where there is no debate, confrontation of ideas or different performances, he will hardly try to change the situation but will leave it out to the *generalis modus faciendi*. There is a great trend for teachers towards the pursuit of stability not only in the center but in their teaching practices. This largely rooted inertia of teachers is one of the cornerstones of our action on which we should make a self-criticism. Since the immobility, the conflict becomes annoying and therefore leads to no changes that could bring significant improvements. It is necessary to understand the conflict as a resulting space of dialogue and confrontation of ideas; the conflict serves to learn from oneself because it calls into question what we regard as established; this same exercise convenes the institutions and, especially, the schools, which should be in a continuous process of reflection, evaluation and change. "Learning to live together in discussion and conflict is a major challenge for education professionals" (Paredes, 2004a:133).

Considering Montero (2011), the isolation of teachers creates a balkanized culture that emphasizes much more in the secondary, caused by the departmental structure and the specialization of teachers. This directly results in the generation of a dynamic work in small groups, which block a wider and comprehensive vision of the center. There are few spaces for mutual observation, for sharing in the same classroom with the same group, for sharing experiences and for working in order to solve common doubts. We could even go beyond the red line and express openly that still today is considered a sign of weakness to discuss with

colleagues the problems that we can find in classrooms and ask for help, a confession of incompetence. The time of isolation is over. In the words of Marina:

The time of the isolated teacher is over. It is the school that educates, and teachers have to be experts in collaboration. First, with the other teachers. The cloister is the main educational agent. Second, with families. Finally, with the other social partners because, as the proverb says, it takes a whole village to raise a child (2011:3).

Moreover, Esteve (2006) argues that there have been so profound social changes over the last thirty years and our education system has undergone so many changes, which teachers have failed to assimilate.

If it is acceptable that we are failing, what does prevent us change? What is happening at a higher level so that teachers had not known, and at least wanted to assume that our classrooms are clamoring for a new conception of teaching?

2. THE TEACHER PROFILE DEMANDED BY CLASSROOMS

One of the best definitions that have been able to make about the figure of the professor is owed to De la Torre:

The teacher constitutes a true subsystem within other systems such as innovation or education. His thinking on innovation, educational concept, expectations, personal interests, feelings, family environment, training received, skills, stress resistance etc. form a complex and variable frame from one situation to another. Innovation will end up being what teachers make of it (1994:171).

2.1. From reflection to change

Grosso modo, we can say that there are two types of teachers: traditional and innovative. In the first group we find those teachers who respect the guidelines that make the management teams without questioning their validity, efficiency or relevance; they define themselves as specialists in a given area, give priority to the seniority in the center or the specific charges before the professional curriculum, assume the author-

ity of educational administration without trusting or believing in it, work alone and feel comfortable if the innovators do not alter their bubble of stability. They are immobile and comfortable if their daily work is under control and do not check their performance nor feel comfortable with self-assessment. On the other hand, innovators are open to change; they do not fear conflict because they operate comfortably in it, are cooperative, do not consider seniority or the position in the center as a value, are in continuous process of training, are critical with the decisions of managers and management teams and seek for recognition of their work because they feel that it is part of the change they crave. There is also a factor that differentiates them above the rest; the first group of teachers has limited beliefs on students, while the second one has high expectations for the students.

It would be appropriate to question whether this subsystem within the education system, which is the faculty, is an agent of change or another element through which the changes are implemented. If the latter, we would have been decades making a fundamental mistake as alarming as visible consequences. Without the shelter, until the date of a pact on education in our country, and suffering the setbacks of changing laws, we cannot sit back and expect them to be the governments which legislate the changes that, in our view, we should apply in our centers. Teachers can create that change. What can we do then to get this new educational awareness? Consciousness is a term that comes from the Latin *conscientia*, shared knowledge, and language is wise, and is giving us the key; we have to work together because the knowledge that a society owns will be the social security of all. Once we get that social mobilization to the value of education, we can distribute responsibilities to act together. Parents should be role models for their children, not just keepers or protectors. Politicians must start managing good education, realizing that it is not about money nor education laws; they should promote that awareness and be at the service of education and not to contrary, brushing at once the servile ideology that has had kidnapped and castrated our education system.

Teachers must flip the switch and react against the established mediocrity. Our commitment is to introduce innovation and creativity in our classrooms. The classroom should be the first level of action to start viewing the improvement, the classroom as a place of innovation whose results will be, unavoidably, to transform the centers, from which other measures will be managed to support actions that occur in the classroom.

In this sense, Hopkins and Levin note that:

A majority of school improvement initiatives have been poorly conceptualized in those precise ways that could have an impact on learning in the classroom, which is the educational factor that could have greater impact on student outcomes. While many schools combine curriculum and levels of organization, the precise ways in which these changes will impact on learning are unclear and often misdirected (2000:21).

2.2. Learning the lesson

Fullan and Langworthy (2014), one of the most interesting educational experts of the time, mentions three forces that are converging to open prodigious learning opportunities. The new pedagogies that can have surprising effects when allied with the tools and necessary resources, moreover, the new leadership of change which represents the fusion of the energies that are produced to create the change and, finally, the new systemic economy which makes powerful tools and learning resources that accelerate the above two forces more affordable for everyone. According to this author, if we could develop a new pedagogy that helped us face these challenges, we would see a huge acceleration in the improvement of academic outcomes, instead of the frustrating decrease in the results of the last decades.

At this time in which we are doing an analysis of the desired school, it is worth mentioning some of the lessons identified by Fullan (1993) about the difficulties a transformer process implies:

- The important thing cannot be imposed by command; the more complex the change is the less it can be forced.
- Change is a journey, not a model; change is not linear, is full of uncertainties and sometimes becomes perverse.
- Problems are inevitable and indispensable to learn.
- There must be equilibrium between individualism and collectivism.
- Neither centralization nor decentralization work alone, both top-down strategies as bottom-up are needed.
- A wide connection with the environment is essential. The best organizations learn both from the inside and outside.
- Each person is an agent of change; change is too important to leave to the experts.

In the OECD report (2012) about the education of the XXI century, a huge emphasis is placed on the importance of preparing students on issues such as creativity, critical thinking, problem solving, collaboration, social responsibility, etc. These are the skills that the near future citizen will have to consider to get on successfully in the changing world where he lives. The results of external tests that our students pass, reflected in the PISA reports, leave Spanish students in a desolate level due to the poor academic marks obtained by them. These results should be a cause for reflection of all teachers. Hernández (2006) says that low PISA results are explained because teachers do not teach to use what the students have learnt in everyday life situations, this means that we continue teaching for passing exams but not to “act as informed citizens, thoughtful and smart consumers” (p.15). More recently, Marina (2011) claimed that Spanish teachers were poorly trained and just they complained of this situation; obviously he is aware that there are excellent teachers in Spain, but he is committed to his personal interest and self-taught capacity.

Internationally, Fullan (1998) became one of the first voices claiming that an emphasis on improving the quality of teachers had to be put particularly with regard to the collective ability to build better learning. The OECD report (2012) points out that low school results are due, among other things, to a teaching profession that does not offer a high quality. Eurydice (2013) reports that the quality of teachers is also raised, and advocates, throughout Europe, by a highly qualified faculty, and provides the opportunity to begin to attract the best students to careers devoted to the education.

Nowadays teachers are not responding to a school that, without realizing it, belongs to the future. Stoll and Fink (1999), two great scholars of educational change, expressed this need for years and daring to say that our schools would be good if we were in 1960. That is why one of the areas of knowledge in which we should print our efforts as educators is to understand and manage the process of educational change, school improvement and innovation. To remedy this situation we defend the need for a change in applicable methodologies in the process of teaching and learning, expository to participatory methods, from the masterful lesson to dialogue, from passivity to action.

Experts in this field, as Murillo (2002), have taught us to differentiate between certain concepts related to this area, which we consider essential to know in order to understand in which direction we should direct our practice.

- *Improvement*: refers to a planned and systematic change, coordinated and undertaken by the school, which aims to increase its quality, through a modification of both the teaching and learning processes and the organization of the center. Its natural place is therefore the school and practice.
- *Innovation*: is an intentional process of educational change carried out by a teacher or group of teachers that modify the curriculum or organization whose natural place is the classroom.

We can say that innovation and improvement are the aspects that are available to the action of teachers and that is precisely where we should focus our formation and efforts to contribute to change. Both innovation and improvement require a change of attitude and mentality and an enormous capacity to face the conflict and problems. We have already referred to the idea that teachers who best coexist with the conflicts are the ones who are more open to other ideas. The professional we require should be open to discussion and dialogue, resistant to discouragement and knowledgeable about what change means. Change is a process that takes time; it is not an isolated fact that does not last, but aims to be sustainable over time, brings conflict and provokes resistance. For a real change, teachers should have a new vision of the educational world, believe in the necessity and form for the process. Tribó (2008) demands the need for change, a new professional culture in which the teacher sees himself as part of a professional group where skills such as teamwork, coordination and joint programming are the main axes of our activity.

2.3. Innovative teacher as a facilitator of learning

New teachers required by change should use interactive methods in order to encourage the student's autonomy in the acquisition of knowledge, through research, debate and confrontation of opinions. "The teacher must learn to mediate between information and knowledge" (Tribó, 2008:194). It is going over the emitter teacher to the learning facilitating teacher. But it is not easy; nowadays the dominant factor is still the transmission of information from teacher to student.

It is clear that the new professional who has to face the new challenges brought to us today by education must possess primarily a critical spirit. Tejada (2000) claims that teachers must possess a number of skills and attitudes:

- Knowledge of the environment.
- Capacity for reflection about the practice.
- Self-critical attitude and professional evaluation.
- Adaptability to changes.
- Flexibility.
- Tolerance for uncertainty, risk and insecurity.
- Initiative and decision-making.
- Autonomy to intervene.
- Teamwork.
- Will self-improvement.
- Professional ethical commitment.

Why do we need this new teaching profile? To respond to the key change.

To provoke change we advocate innovation as the right tool. Unlike the concept of change, innovation is much more precise. Altopiedi and Murillo (2010) understand it as the introduction of ways of performance different to the usual ones. It is not only about a new response, but it is intended to solve those difficulties encountered in practice. It is, therefore, to incorporate changes affecting in specific cases and directly to the teaching and learning in the classroom environment. Rosales (2013) emphasizes the innovative teacher motivation to implement new ways of doing things and this motivation is based on the improvement of their students and the elevation of their self-image and self-esteem. Thus, Tribó (2008) defines the minimum contents that this new professional must handle:

- Scientific and methodological knowledge of the area to teach the content.
- Specific teaching according to the performance levels.
- Strategies and teaching and educational competences resulting from the reflection on professional practice.
- Knowing the educational system and the psychology of students.
- To know and be aware of the current educational problems.

The areas of change and innovation should be in tune and have between them a narrow but not always interdependence. We often find innova-

tive practices that remain confined into the context of individual performance. Can you be an innovative of classroom life despite the culture of change does not appear in the center? Paredes (2004b) makes an interesting study by monitoring the teaching practices of four innovative teachers; two of them belong to an innovative center and two others to more conservative centers. The four teachers were creative in their practices and obtained good results with their students. This shows that indeed creativity and innovation in the classroom may open a gap themselves even if there is not a culture of change in the center, not the desired situation but it does have an impact on the classroom space. It also shows that innovative teachers are committed to finding a new school culture that can influence part of the cloister, through the observation of results, curiosity or the spontaneous formation to other colleagues from these pioneers. This is not to say, however, that we can focus the change of a school on the isolated innovative practices. Paredes and De la Herrán (2009) claim that the change does not occur in isolation as it affects both the macro and the micro structure and focusing on the individual innovative capacity does not normally produce results in practice as innovations could disappear when those people leave the institutions or when that individual effort is reduced or canceled when disappearing protection situations to innovation.

3. CONCLUSION

It has been made clear that the isolated innovation will not generate the change of educational culture to which we aspire; in fact, this work is presented as a fundamental principle that will be just over half of all the defined elements: competent and creative leaders and management teams, innovative teachers, interactive methodologies and the involvement of all the agents in the educational community. This is our claim, but we cannot expect it to be reached without participating in its construction. That is why we stand for innovative, collective or individual practices, in the belief that, as Altopiedi and Murillo (2010) claim, innovation always involves change.

The teacher is the most influential element in the educational practice, being a system within larger systems, such as the school, the education community, the public administrations and the education system itself. His thinking on education, training, personal and professional inter-

ests and expectations that he has of his work will make from his performance a valuable element or not to begin forging a change and can soon become a critical variable for the quality of classroom activity. We reiterate the idea that the ideal is to have an inclusive approach to innovation, in which teachers, administrators and counselors work in a coordinated way to facilitate innovation and change in our schools; but while this solution comes the teacher must promote and rely on these creative practices with the optimism that understanding the meaning of change gives. Following Fullan (1993), the future of educational change depends on the evolution from innovation to institutional development.

It is therefore clearly argued that we need a renewed and more complex professional and, with an academic, intellectual and strong disciplinary training and constant adaptability, a teacher 're-educated', following the terminology coined by Fullan (1993) to understand that we have stopped being merely educators to be instructors, guides and advisors of future citizens.

Teachers need to learn to evaluate the formation and the potentiality that knowledge and educational management provides. There are attitudes, the potential as well. We have accommodated in the paper that the obstacles come from abroad and we have no courage to look at ourselves through the prism of professional objectivity and sincerity. Sometimes, the main obstacles are those we erect ourselves, prejudices that we defend irrationally without having tasted the new, which may be the best. Very easily we tend to put away from us the reasons or motives that make difficult to have a change of attitude when actually the major impediments are ourselves. Surely we can change our attitudes, but only learning new skills that make us strong, determined and able to assume and develop innovations. We agree with Marina (2001) when summarizes the features of the new teacher as one that sees education as an ethical project; who is an expert in education; in collaboration; who is trained for action; for diversity and problem solving; who takes a more active role and is a good propagandist of education, taking into account that among the attitudes that allow learning are those to do with humility and responsibility.

References

- ALTOPIEDI, Mariana & MURILLO, Paulino. 2010. "Prácticas innovadoras en escuelas orientadas hacia el cambio: ámbitos y modalidades". **Profesorado. Revista de currículum y formación del profesorado**. Vol. 14. Nº 1: 47-70.
- BOLÍVAR, Antonio. 2010. "La autonomía de los centros educativos en España". **CEE Participación Educativa**. Nº 13: 8-25.
- BOLÍVAR, Antonio. 2013. "Usar la evaluación para mejorar la enseñanza". **Revista Escuela**. Nº 3.980: 37.
- DE LA TORRE, Saturnino. 1994. **Innovación curricular: Proceso, estrategias y evaluación**. Dykinson. Madrid (España).
- ESCUADERO, Juan Manuel. 2006. "Compartir propósitos y responsabilidades para una mejora democrática de la educación". **Revista de Educación**. Nº 339: 19-41.
- ESTEVE, José Manuel. 2006. "La profesión docente en Europa: perfil, tendencias y problemática. La formación inicial". **Revista de Educación**. Nº 340: 19-40.
- EURYDICE. 2013. **Key data on teachers and school leaders in Europe**. Publications Office of the European Union. Luxembourg.
- FULLAN, Michael. 1993. **Change forces**. Falmer Press. London (United Kingdom).
- FULLAN, Michael. 1998. "The Meaning of Educational Change: A Quarter of a Century of Learning" in HARGREAVES, A. et al. (eds.). **International Handbook of Educational Change**. pp. 214-228. Kluwer. Londres (United Kingdom).
- FULLAN, Michael & LANGWORTHY, Maria. 2014. **Rich Seam. How new pedagogies find deep learning**. Pearson. London (United Kingdom).
- GAGO, Francisco Manuel. 2006. "La mirada de los otros. El director escolar visto por el profesorado". **Aula Abierta**. Nº 88: 151-178.
- HERNÁNDEZ, Fernando. 2006. "El informe PISA: una oportunidad para replantear el sentido del aprender en secundaria". **Revista de educación**. Nº extraordinario: 357-379.
- HOPKINS, David & LEVIN, Benjamin. 2000. "Education reform and school improvement". **National Institute for research advancement review**. Vol. 7. Nº 3: 21-26.
- MARCHESI, Álvaro. 2003. "La autonomía de los centros docentes. Riesgos, temores y posibilidades" in **La educación en España: situación y desafíos**. pp. 145-152. Fundación Santillana. Madrid (España).

- MARINA, José Antonio. 2001. "Profesores para un mundo ultramoderno". **Cuadernos de Pedagogía**. Nº 304: 18-21.
- MARINA, José Antonio. 2004. **Aprender a vivir**. Ariel. Barcelona (España).
- MARINA, José Antonio. 2011. "Los docentes, conciencia educativa de la sociedad". **CEE Participación Educativa**. Nº 16: 2-3.
- MARTÍN, Elena. 2010. "La autonomía de los centros docentes: un equilibrio necesario". **CEE Participación Educativa**. Nº 13: 127-133.
- MONTERO, Lourdes. 2011. "El trabajo colaborativo del profesorado como oportunidad formativa". **CEE Participación Educativa**. Nº 16: 69-88.
- MURILLO, Francisco Javier. 2002. "El Movimiento teórico-práctico de Mejora de la Escuela. Algunas lecciones aprendidas para transformar los centros docentes". **Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación**. Vol. 1. Nº 2: 1-22.
- OCDE. 2009. **Creating Effective Teaching and Learning Environments. Teaching and Learning International Survey (TALIS)**. OCDE. Paris (France).
- OCDE. 2012. **Preparing teachers and developing schools leaders for the 21st century: lessons from around the world**. OCDE. Paris (France).
- PAREDES, Joaquín. 2004a. "Cultura Escolar. Resistencia al cambio". **Tendencias Pedagógicas**. Nº 9: 131-142.
- PAREDES, Joaquín. 2004b. "Los materiales didácticos. Las actitudes ante la innovación y la cultura de centro en educación secundaria". **Revista latinoamericana de tecnología educativa**. Vol. 3. Nº 1: 446-449.
- PAREDES, Joaquín & DE LA HERRÁN, Agustín. 2009. **La práctica de la innovación educativa**. Síntesis. Madrid (España).
- PETIT, Elsa; ABAD, Roxana; LÓPEZ, María & ROMERO, Rosalinda. 2012. "Desarrollo Organizacional Innovador: un nuevo enfoque gerencial para Latinoamérica". **Opción**. Vol. 28. Nº 67: 173-205.
- REYES, Freddy; VERA, Luis José & COLINA, Elio Rafael. 2014. "Estrategias creativas para promover el aprendizaje significativo en la práctica docente simulada". **Opción**. Vol. 30. Nº 75: 55-74.
- ROSALES, Carlos. 2013. "Análisis de experiencias de innovación educativa". **Enseñanza and Teaching**. Vol. 31. Nº 2: 45-68.
- SAN FABIÁN, José Luis. 2006. "La coordinación docente: condiciones organizativas y compromiso profesional". **CEE Participación Educativa**. Nº 3: 6-11.
- STOLL, Louise & FINK, Dean. 1999. **Para cambiar nuestras escuelas. Reunir eficacia y mejora**. Octaedro. Barcelona (España).

- TEJADA, José. 2000. “El docente innovador” in De la Torre, S. & Barrios, O. (coords.). ***Estrategias didácticas innovadoras: recursos para la formación y el cambio***. pp. 47-61. Octaedro. Barcelona (España).
- TRIBÓ, Gemma. 2008. “El nuevo perfil profesional de los profesores de secundaria”. ***Educación XX1***. N° 11: 183-209.