





## REFLECTION ARTICLE

## Transformations in School Evaluation Practices from a Teacher Leadership Approach

Transformaciones de las prácticas evaluativas en la escuela desde un enfoque de liderazgo docente

Transformações de práticas avaliativas na escola a partir de uma perspectiva da liderança dos professores

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### ABSTRACT

The purpose of this article is to highlight the need for significant change in education. To this end, it reflects on evaluation and the forms of teacher leadership necessary to transform learning practices in schools. By means of a literature review methodology, a systematization of the different evaluation approaches linked to school learning was carried out. In addition, we examined Latin American initiatives that are detached from conventional schooling, among which the experiences of Colombia, Uruguay and Mexico stand out. The review shows that the evaluative approach influences learning and is expressed in a certain relationship between teachers and students by virtue of the contents. It concludes on the importance of reflecting and assuming teacher leadership to redefine the evaluative practice in coherence with the educational purposes.

### RESUMEN

Este artículo tiene como finalidad destacar la necesidad de realizar un cambio significativo en la educación. Para ello, se reflexiona sobre la evaluación y las formas de liderazgo docente necesarias para transformar las prácticas de aprendizaje en la escuela. Mediante una metodología de revisión de literatura se realizó una sistematización de los distintos enfoques de evaluación vinculados al aprendizaje escolar. Adicionalmente, se examinaron iniciativas latinoamericanas que se desligan de la escolarización convencional, entre las que se destacan las experiencias de Colombia, Uruguay y México. La revisión da cuenta que el enfoque evaluativo influye en el aprendizaje y se expresa en una determinada relación entre docentes y estudiantes en virtud de los contenidos. Se concluye sobre la importancia de reflexionar y asumir el liderazgo docente para resignificar la práctica evaluativa en coherencia con los propósitos educativos.

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Conflict of interest:

The authors declare that they have no conflict of interest.

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## RESUMO

Este artigo tem como objetivo destacar a necessidade de mudanças significativas na educação. Para isso, nós refletimos sobre as práticas avaliativas e as formas da liderança dos professores necessárias para transformar as práticas de aprendizagem na escola. Mediante uma metodologia de revisão de literatura, realizou-se uma sistematização dos diferentes enfoques de avaliação vinculados à aprendizagem escolar. Além disso, para aprofundar na necessidade de transformação, foram revisadas iniciativas latino-americanas com abordagens que se afastam da escolaridade convencional, entre as quais se destacam as experiências da Colômbia, Uruguai e México. A revisão dá conta de que a abordagem de avaliação influencia a aprendizagem e se expressa numa determinada relação entre docentes e estudantes em virtude dos conteúdos. Conclui-se sobre a importância de refletir e assumir a liderança docente para ressignificar a prática avaliativa em coerência com os propósitos educativos.

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## Introduction

The legacy of conventional education has endured for many years and, although resources or models have been invested in educational improvements, they have not generated significant changes in favor of deep learning (Farrell et al., 2017; Fullan and Langworthy, 2014). For Santos-Guerra (2017), conventional educational institutions stand out for focusing more on superficial content knowledge, which is usually measured with traditional tests that influence the emotions and motivation of the student body. This situation makes us question the design of the educational system, which tends to prioritize the memorization of content and the results of standardized tests as evidence of learning, resulting in the scarcity of authentic and meaningful learning for the development of today's society.

In order to make a profound change that directly impacts education, it is necessary to talk about the transformation of the pedagogical core, understood as the basic unit of learning that is based on the relationship between the teacher, the student and the contents where each one plays a role and contributes to the educational process (Cohen et al., 2000; Elmore, 2010; Rincón-Gallardo, 2011). For Rincón-Gallardo (2019) one of the greatest motivations for transforming pedagogical practices and influencing educational change is obtained from the satisfaction of learning well, developing pedagogical links and recognizing tangible improvements in student learning. Therefore, changing the way in which these core elements are mobilized would guarantee that the educational process takes place in a context of democratic and equitable learning to favor the construction of deep learning.

Pedagogical leadership is crucial to transform education requiring a fundamental change in its architecture to influence student and teacher learning at school (Bolívar, 2019; Contreras, 2016). Consistent with this approach, Fullan and Langworthy (2014) propose that teachers exercise a new leadership for change focused on a dynamic educational space where collaboration is based on a shared vision of what the educational goals are and how to achieve them. In this way, learning in community promotes the constant development of ideas to respond to educational needs, which in turn fosters deep learning for students and teachers. Therefore, we believe that it is important for teachers to redefine and assume leadership beyond the classroom, where they play an active role in the socio-educational context and achieve transformations regarding what, how and for what purpose learning takes place.

In order to transform the relationship between teachers, students and content, it is necessary to change the approach to learning assessment, since in the current educational environment there is a greater interest in testing learning and interpreting it as a result and not as a process, which translates into the predominance of tests, exams and grades (Hernández-Nodarse, 2017; Sanmartí, 2007; Santos-Guerra, 2014). In this same line, Sanmartí (2020) bets on formative assessment, i.e., a student-centered assessment characterized by autonomy, self-regulation and decision-making about one's own learning. In short, the existence of pedagogical practices that consider assessment as a synonym for grading, with a negative and punitive connotation, prevents students from constructing meaningful learning and, therefore, it is necessary to

reflect on practices that promote a change in the roles of the teacher and the student.

In order to promote teachers' learning and professional development, an intentional and rigorous reflective practice is required, which can be individual and/or collective, to rethink pedagogical decisions and actions (Domingo, 2021; Muñoz et al., 2016; Rodrigues and Rodríguez-Illera, 2014; Villagra and Fritz, 2017). Ortega and Hernández (2015), specify that teacher reflection is a complex learning act that can be oriented with different proposed processes and referents to achieve a personal analysis of the teacher's own actions, which allows reconstructing the pedagogical practice in accordance with the educational purposes pursued. It is necessary to highlight that in order to carry out a deep transformation of teaching practices, it is required to stress pedagogical beliefs to resignify the educational process, given that beliefs act as a filter in the process of construction of new knowledge (Mellado et al., 2017).

In consideration of the need to change the educational dynamics, this article aims to reflect on teacher leadership and its role in the transformation of the pedagogical core from the approach of evaluation as learning. For this purpose, some problems present in the evaluative practices that are developed in the school context and that invite to question the professional responsibility are raised. In turn, to achieve this purpose, three evaluation approaches are investigated and systematized: (i) evaluation of learning, evaluation for learning and (iii) evaluation as learning, explaining how each of them represents a different vision of evaluation according to the interaction between the teacher, the student and the contents.

### **Teacher Leaders for the Transformation of the Teaching Nucleus**

At Latin American level, there is quite a long time ago a strong awakening in educational leadership, for it has been proven that when this influence is conjugated with a pedagogical vision brings various benefits to the educational community, which positions it as a key piece in the educational organization to perform deep transformations (Bolívar, 2010; Fullan and Langworthy, 2014; Oplatka, 2016; Rincon-Gallardo, 2019). Now, to understand this impact of educational leadership, we must take into account that it is based on a set of shared practices that sprout from the collaboration between the different actors of the educational community (Mellado and Chaucono, 2019). In this way, the importance of educational leadership for collaboration among members of the school community can be made visible, showing that not only principals lead, but also classroom teachers.

For this, a key aspect to highlight the concept of leadership of the teacher, which can be defined as a collaborative horizontal practice shared between the teacher and the rest of the educational community that has as a purpose to propitiate integral spaces for the construction of reciprocal learning (Bush, 2016; Harris et al., 2017; Lambert, 2016). Teacher leadership is necessary for school communities to develop their educational projects, enhance their confidence and identity, and integrate the different stakeholders, which allows for greater likelihood of effectiveness when the school management promotes and complements it (Bush, 2016). According to what has been expressed, it is necessary to resignify this conception so that each teacher is empowered and assumes leadership not only from the classroom, but also at the school level, in order to transform pedagogical practices in favor of the learning of the educational community.

Teacher leadership focuses on teaching and learning, essential processes of education in which the teacher fosters trusting relationships among community members and transforms the school context into a space conducive to the construction of learning (Achach and Cisneros-Cohernour, 2020; Castillo and Martínez, 2018; Contreras, 2016). Along with this, it is necessary to highlight that critical reflective practice is fundamental in the teaching practice, since it leads towards a thinking that connects practice with the axiological, social and political ideals proper to any educational vision (Rodrigues and Rodríguez-Illera, 2014). Consequently, teacher leadership is necessary to guide reflective practice in this context, in order to question the various educational processes and purposes individually and collectively, making this a permanent exercise that nurtures the teaching work and leads the learning processes.

The improvement of learning in the educational community should be the focus of teacher leadership to aim directly at the transformation of the pedagogical core, given that one of the most recurrent problems occurs when teachers' teaching does not connect with students' learning, demonstrating that the conventional educational system is ineffective (Elmore, 2010; Farrell et al., 2017; Rincón-Gallardo and Fullan, 2015). Thus, the structures and practices developed by the conventional and bureaucratic educational system have been

in charge of placing power and decision making at the top, away from the school reality and leaving aside the powerful capacity for individual and collective action of those who make up the educational community (Rincón-Gallardo and Fullan, 2015). In consideration of this problem, it is necessary to leave behind the vertical relationships of power and control in order to build an equitable school environment that favors deep learning and produces a change regarding the purpose of learning in school.

Faced with the need for change in education, over time, the following question has arisen: why, despite the years, do conventional education and standardized models persist without significant changes in favor of good learning and good pedagogy (Cámara, 2008; Rincón-Gallardo, 2019)? (Cámara, 2008; Rincón-Gallardo, 2019). Rincón-Gallardo (2019) asserts that most efforts to change education have been slow, difficult, and short-lived. However, he suggests that in order to achieve good pedagogy, dialogue and mutual learning are necessary to transform education in a collaborative way. In this way, teachers can make efforts to transform the pedagogical core through leadership based on horizontal relationship building and dialogue.

If the transformation of education focuses on the pedagogical core, influencing from the inside out, it can produce significant changes for our society, leaving behind the image of a monotonous and controlling education, which bets on practices that encourage the process of learning to learn. Rincón-Gallardo (2020) explains that a practice opposed to conventional culture is the transfer of control of the learning process to the students; teachers change their role to become learners and students take back the power to direct what, when and how to learn. In this sense, educational practices can be transformed by turning around and looking towards the reconfiguration of the pedagogical core in order to destructure and modify the conventional school system and generate profound changes from the inside out.

In the logic of the transformation of educational practices and teacher leadership, the leadership of change emerges that addresses the concerns, capacities and desires of community actors to develop better learning practices. It is important to keep in mind that, without leaders to guide educational processes, it is difficult for an organization to last, since they are the ones who encourage others to pursue a shared objective considering the opinion and requirements of all (Carranza-Villón, 2020; Domingo, 2021; Rojas et al., 2020). Under a current view, teacher leadership is also considered, it is present both inside and outside the classroom to influence the educational practice of the whole school (Harris et al., 2017). As stated, this conception of leadership is an invitation to implement new ways of relating, rethinking the interaction between students and teachers as learners.

### **Evaluation Approaches and their Relationship to Learning**

Evaluation is a controversial topic in education, since it highlights the idiosyncrasy and meritocracy that are naturalized in society, as a consequence, the evaluative process is used as a synonym for measurement or qualification (Arribas, 2017; Hernández-Nodarse, 2017; Sanmartí, 2020). Given this, Hernández-Nodarse (2017) raises the following question: why is it difficult to change something in life? This question points to the fact that traditional evaluative practices have endured in the educational sphere through assessments that seek to test what has been learned and that, on the other hand, are mostly focused on contents of a conceptual order that overlook diversity, preferences and ways of learning. Although these ideas are increasingly present in the literature, it is still complex to generate a transformation, since the traditional academic approach is based on a system that continues to promote these evaluative practices.

On the one hand, assessment as verification is a certain conception of assessment that assumes such process as a synonym of valued measurement or grading, restricting its pedagogical function, since it aims only to check what each student has learned (Mateo and Martínez, 2008; Otero-Saborido and Vázquez-Ramos, 2019; Santos-Guerra, 2017). This practice is the least formative, since, in addition to the fact that it is often applied at the end of the educational process, it does not promote student reflection and is only responsible for measuring a result (Vera et al., 2019). This evaluative sense can be framed in the learning evaluation approach because it corresponds to a verification perspective that does not affect the improvement of the teaching and learning process. Therefore, it is one of the most retrograde and not very pedagogical views, which is associated with reward and punishment, since the teacher, from a leading role, issues value judgments and determines learning by labeling each student according to the evidence of his or her performance.

From a more pedagogical viewpoint, assessment for learning or formative assessment is approached, which focuses on regulating the teaching and learning process, where the teacher plays the role of mediator, providing guidance and suggestions to students based on errors to improve learning (Anijovich and González, 2011; Chávez and Martínez, 2018). This approach considers assessment as a continuous feedback process carried out by the teacher, who plays a regulatory role in order to modify the teaching strategy according to the students' needs (Anijovich and Capelletti, 2018). In these times, some practices in line with this approach are observed, which has driven a change to leave behind traditional evaluative practices and give way to procedural evaluation more linked to learning, however, this look has failed to move towards the transformation of the student's role as an authentic learner.

With the intention of retaking the meaning of educational assessment, assessment and learning are proposed as an inseparable process, a link that gives life to the approach of assessment as learning, which enhances a democratic relationship between the teacher and each student favoring learning to learn (Cabrera and Soto, 2020; Sanmartí, 2007; Santos-Guerra, 2014). According to Sanmartí (2020), evaluation and learning are a single process that helps the learner and the teacher to recognize the difficulties that arise in the educational process in order to find solutions based on the processes of self-evaluation and self-regulation. Therefore, this approach to evaluation could be related to understanding, to the extent that one learns when one evaluates, and when one learns, one also evaluates, since finally one becomes aware of one's own learning process and integral development.

The meaning of evaluation as learning is approached from the perspective of formative evaluation, which emphasizes the role of the learner, who throughout the pedagogical process makes decisions to regulate it and regulate himself from the recognition of his own mistakes (Sanmartí, 2007, 2020; Santos-Guerra, 2021). In this context, each teacher promotes throughout the pedagogical process a shared evaluation, which is based on co-responsibility and student involvement in everything related to their learning (López-Pastor et al., 2019). Then, assessment would develop naturally, as part of the learning process, where students and teachers dialogue, share and make educational decisions.

For constructivism, it is essential that students develop their own and internal success criteria through reflection and dialogue (Lambert, 1995, as cited in Lambert, 2016), in this learning current, the leading role of students in their own evaluation is recognized, giving a personal meaning to the ideas and concepts they learn. From this perspective, evaluative practices require a change that moves towards evaluation as learning in order to promote democratic and autonomous opportunities for integral development where the interaction between the learner and the teacher is based on a horizontal, dialogic and collaborative pedagogical relationship (Rincón-Gallardo, 2019). In this scenario, self-evaluation and co-evaluation are developed as permanent practices of classroom interaction and the construction of new knowledge.

When comparing these three approaches, we note that learning assessment is the most conventional and the one that has predominated in education. However, there is already evidence of a shift towards more formative assessment practices, whose priority would be student learning. Unfortunately, the entrenched view of learning assessment as testing continues to hinder the development of a deeper understanding of the educational process in which assessment tends to be dissociated from learning. In this sense, although evaluative situations are diversified during the pedagogical process, they are not sufficient to transform evaluation.

On the other hand, it makes sense to reflect on how evaluative practice configures and orients a certain type of learning. In other words, if we think about what students actually learn, we would have to rethink not only the contents at stake, but also the dynamics of evaluation, since if the teacher does not democratize this practice, it is difficult for students to develop fully. Therefore, it is relevant to be aware of how assessment guides integral learning through scenarios that promote knowledge, skills and attitudes to function in the world in an integrated manner. In harmony with this purpose, the evaluation as learning approach considers essential the involvement of the student during the whole educational process.

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### Outstanding Educational Initiatives in Latin America

#### a) 'New school' in Colombia: The Importance of Context and Community Participation in the Learning and Evaluation Processes.

'New school' (*Escuela nueva*) has existed in Colombia since 1976. This is an educational proposal implemented in rural schools in which the student is the real protagonist of the pedagogical process. This generates a paradigm shift, as it moves from a focus on the transmission of knowledge to one that focuses on its understanding and social construction, which transforms the traditional vision of education into a much more comprehensive and humanistic one (Díaz and Gutiérrez, 2019; Fundación Escuela Nueva, 2016; Jara and Buitrago, 2021). The *escuela nueva* was promoted to address the requirements and differences of rural education, which presents high vulnerability (Fundación Escuela Nueva, 2016). This model seeks to transform the way of thinking and conceptualizing education in order to propitiate learning construction spaces for all students in the country, regardless of their socioeconomic situation.

In the new school, the pedagogical process is more flexible according to which each student, with the guidance and references provided by the teacher, chooses what to learn, how to do it and for what purpose, since they are responsible for their own learning. The teacher leaves aside his absolutist role to become a dynamizer of classroom interaction, depending on the interests and needs of each student (Díaz and Gutiérrez, 2019). Based on collaboration, autonomy and flexibility to develop diverse activities, this model promotes personalized learning spaces and in work teams that include families and the community (Peralta, 2020). Consequently, this pedagogical model gives a new meaning to the learning process in each school, since it escapes from academicism and prioritizes the construction of learning based on collaboration among all actors in the educational environment.

The evaluation approach of the new school is more integrative and free. Based on the above, it can be said that this vision coincides with the assessment for learning approach, since students are the ones who explore and make decisions based on the proposals made by teachers. In this way, it is the teacher who elaborates the guides, adapting them to the context of the school and the curricular guidelines (Fundación Escuela Nueva, 2016). On the other hand, Rincón-Gallardo (2019), states that each student constantly self-evaluates his or her own learning process, which is remarkable if we consider that self-evaluation is not a usual practice.

#### b) Uruguay In The Global Learning Network: The Importance of Defining What to Learn and What to Assess

The Global Network is an international collaborative work proposal that integrates new learning pedagogies from different countries from all continents through a common framework of actions and research. Uruguay has participated in this network since 2014 through the National Administration of Public Education (ANEP) and the Ceibal Plan. In this context, teachers and management teams from each educational center work with shared objectives, design their own ways of working together and integrate the community. The network provides a framework for action and the implementation of new pedagogies as an invitation to analyze and evaluate the practices that each educational center develops in order to improve, expand and enrich them based on their own reflection and collaboration with other members of the network who participate both nationally and in other countries around the world.

The conditions of the 21st century demand that schools transform learning for the development of world citizens (Quinn et al., 2021). Based on this vision, educational policies have been developed that seek to enhance educational engagement and collaborative work by students, teachers, management teams, inspectors and families. In this context, with the implementation of new pedagogies, innovation initiatives are proposed in which learners are considered as the center of learning, which promotes ways of knowing through real situations to achieve deep learning through the development of six competencies (6C): creativity, communication, collaboration, citizenship, character and critical thinking (Fullan et al., 2017).

Fullan (2021) states that the 6Cs are global competencies for the 21st century that involve the development of socioemotional and academic knowledge and skills enhanced by effective pedagogy and procedural assessment. These competencies have been incorporated into the national curriculum not as a complement, but as an opportunity for students to engage and expand their learning and skills, and to develop critical thinking about current and future contexts (Quinn et al., 2021).

These new pedagogies involve new ways of assessing, as competencies consider well-being, mental and physical health, social intelligence, sense of purpose, belonging, teamwork, contribution to the world, and critical reflection that aims for equity (Fullan and Quinn, 2020).

### c) Learning Communities in Mexico: Transformation of the Teacher-Learner Relationship

The Tutoring Networks (*Redes de tutoría*) are a project of learning communities and an educational proposal created by Gabriel Cámara in 1996 for those small rural communities where basic and telesecondary education needed to be completed (Redes de tutorías, 2021). This pedagogical model promotes learning through the tutoring relationship that has its foundations in learning based on collaboration and dialogue mobilized by the interest of those who teach and learn. Cámara et al. (2020), explain that the mentoring relationship aims at deep learning and is defined as a contract between a person who possesses a certain competence and another who wishes to acquire it through a personalized, horizontal and affective practice in which the role of tutor and learner may vary and occur between teacher and student, between students, between teachers or even between teachers and parents or other people in the school community.

Professor Rincón-Gallardo actively participates in this educational project and emphasizes that who is a tutor and who is a learner is not determined by conventional school guidelines, but is defined according to who masters a subject and who is interested in learning it (Rincón-Gallardo, 2019). Moreover, in this model, the curriculum is an orientation to develop 21st century competencies, among which research, dialogue and discourse skills that allow taking control of learning in the context of a supportive community stand out (Cámara et al., 2020). In fact, the role of these learning communities lies in the fact that with tutoring we seek to serve those children and young people segregated by education and who are at risk of being incorporated into mass and superficial schooling (Elmore, 2016).

The tutoring relationship is a space of interactions between teacher, student and content. This forms a cycle of tutoring with twelve pedagogical moments that, according to Cámara et al. (2020), occur as follows: (1) the tutor selects topics that he/she knows well for the learner and (2) the learner chooses the one he/she likes the most. (3) When the topic is chosen, the tutor orients the student by specifying the challenge to be overcome and then (4) interprets the internal process of the learner and guides him/her to face the task by him/herself. (5) At that moment, the learning process flows bidirectionally through the tutor's support and the various solutions proposed by the student that manage to surprise the teacher. Thus, (6) the criterion of achievement is the expression of surprise and satisfaction on the face of the learner at the moment of learning, which is complemented by (7) the ability to reflect on the learning process and the art of teaching through dialogue. Finally, (8) this reflection must be written up and (9) exposed publicly explaining the method with which the challenge was overcome and (10) demonstrating the usefulness of what was learned in order to then exercise and (11) record it as a tutor and, thus, (12) nurture the learning community thanks to the discussion and deepening of knowledge.

In short, these initiatives invite reflection on the relevance of the evaluation process to guide learning. The Colombian experience presents a new way of seeing the relationship between all the actors of the educational community, since the importance of each one of them is understood in order to achieve integral learning hand in hand with the evaluative processes that consider self-evaluation, co-evaluation and heteroevaluation. On the other hand, with respect to the Uruguayan experience, it is possible to highlight that the change in the evaluative field can also be approached from the practical curriculum, in which it is rethought what students should learn to function in society, emphasizing the development of capacities and skills through the knowledge of the study program to solve problems and face life in an ethical manner. Finally, the Mexican experience shows that the tutoring strategy allows the development of evaluation and learning in a natural way, in which the roles of learner and teacher can change within a collaborative context where the learner adopts autonomy, self-regulation and self-evaluation in the company of his or her tutor..

### Conclusions

The awareness of the need to generate significant change in education in order to transform the pedagogical core from the inside out (Elmore, 2010; Rincón-Gallardo, 2019), has led the research team to examine how evaluative practice is linked to school learning. The review of the literature gives a not very evident account of this relationship; however, the critical view of teaching practice allows us to understand that as long as assessment is dissociated from learning, its meaning will not be re-signified. Therefore, it is considered relevant to reflect and assume a teaching leadership in coherence with the educational purposes of the 21st century.

Considering the challenges of education and research advances, the development of the evaluation as learning approach is considered pertinent, in line with the formative evaluation approach presented by Sanmartí (2020), who describes the formative sense of this process as the student's ability to analyze their own work, be autonomous and self-regulate. This type of evaluative practices lead to an improvement in the quality of learning and, in view of the need to transform the pedagogical core addressed by Rincón-Gallardo (2019), allow each student to acquire a leading role while the teacher assumes as co-learner, thus both achieve the satisfaction of learning well. However, in order for the forms of teacher leadership and evaluative practices to transform the pedagogical core, it requires intentional reflective practice.

One possibility to foster reflection to transform the learning culture is through collaboration among critical friends who deliberately help to question the pedagogical beliefs that underpin teaching practice (Rincón-Gallardo et al., 2019; Villagra et al., 2022). For Stoll (2019) faculty can lead learning by becoming critical friends who implement joint actions in the classroom and develop new knowledge on the basis of professional dialogue that challenges assumptions and habitual reasoning. The generation of these professional learning scenarios are homologous with what is expected of the learning process in the classroom, in which the relationships between teacher and students are horizontal, dialogic and reflective.

In order to advance in the strengthening of situated professional learning in the school, it is essential that the school management assumes a pedagogical leadership that can question educational practices to improve learning (Bolívar, 2019). In this sense, the democratization of pedagogical processes in the classroom will be achieved to the extent that teachers reflect on their practice and develop joint actions with their peers to re-signify the evaluation and learning process in tension with the expected objectives. Consequently, as teachers we need to be willing to learn not only from experience, but also from collaboration with others, since teamwork is an opportunity to build new knowledge that could not be built from an individual practice.

In short, reflecting is a professional characteristic that, in accordance with a critical perspective, guides the transformation from traditional schooling to a more just education. In this way, teacher leadership as a set of collaborative and horizontal practices between teachers and the community (Bush, 2016), are an opportunity to influence beyond the classroom without restriction of the need to hold a managerial position. Again, the ways of relating among the actors of an educational community have to be restructured, moving from verticality and hierarchization of knowledge to the democratization of learning.

From the personal and professional sphere, it is complex to begin an internal transformation regarding how to understand the existing conjugation between evaluation and learning, since school history has been marked by conventional practices that transcend in the process of construction of the professional teaching identity. The approach of evaluation as learning can be understood as more complex than it is, since educational and working conditions make the mission of change even more difficult, but it is a challenge that must be taken up in order to achieve profound transformations. Change can be achieved through the willingness to carry out small actions that make a difference in the role that teachers and students assume in order to learn.

Finally, this review of the literature leaves open the question of studying how the different approaches to evaluation contribute to good learning, understanding that the conceptual definition would not be the most relevant thing, but rather the sense with which the evaluative practice is developed and its implications in school learning. An example of this is the study by Jara et al. (2022), which notes the complexity of the evaluative transformation due to the fact that the ways of learning and teaching must be rethought. Therefore, it is suggested to investigate pedagogical experiences that involve modifications in the role assumed by students and teachers during the evaluation process and that examine the learning culture from the resignification in the practice of teaching conceptions.



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