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Initial teacher education and territory: an experience in constructing situated pedagogical knowledge

Formación inicial docente y territorio: una experiencia de construcción de saber pedagógico situado

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ABSTRACT

Introduction: This article systematizes La rebelión de leer, a pedagogical experience developed by pre-service early childhood educators at the Universidad Metropolitana de Ciencias de la Educación (UMCE) through a service-learning model implemented in a public school in the El Castillo neighbourhood, located in the municipality of La Pintana.

Objective: The study sought to understand how the relation with the local territory, children and their culture transforms pre-service educators' understanding of teaching reading and writing and contributes to the construction of their professional identity.

Methodology: A systematization of experiences was conducted following Jara's approach. Data were collected through semi-structured interviews with seven pre-service educators and examined using qualitative categorical-interpretive analysis.

Results: The results were organised into four categories: pedagogical praxis, professional teacher identity, university and territory, and institutional conditions. The findings reveal the construction of situated pedagogical knowledge, the integration of theory and practice, an understanding of early literacy as connected to meaning-making, and increased autonomy in pedagogical decision-making. Feedback and subsequent reflection also helped participants reconceptualise errors and assessment as opportunities for learning.

Conclusions: The territory constitutes a formative space and a site of knowledge production. Its articulation with the university can make a significant contribution to situated and reflective Initial Teacher Education that is meaningfully connected to educational realities.

Keywords: initial teacher education; territory; pedagogical knowledge; service-learning; professional teacher identity

RESUMEN

Introducción: El artículo sistematiza la experiencia pedagógica La rebelión de leer, desarrollada por educadoras en formación de la carrera de Educación Parvularia de la Universidad Metropolitana de Ciencias de la Educación mediante un modelo de aprendizaje-servicio implementada en una escuela pública de la población El Castillo, comuna de La Pintana.

Objetivo: El estudio tuvo como propósito comprender cómo la relación con el territorio, las niñeces y su cultura cambia la comprensión de la enseñanza de la lectura y la escritura, aportando a la construcción de la identidad profesional.

Metodología: Se desarrolló una sistematización de experiencias desde la propuesta de Jara, mediante entrevistas semiestructuradas a siete educadoras en formación y un análisis cualitativo categorial-interpretativo.

Resultados: Los resultados se organizaron en cuatro categorías: praxis pedagógica, identidad profesional docente, universidad y territorio, y condiciones institucionales. Los hallazgos muestran construcción de saberes pedagógicos situados, articulación entre teoría y práctica, comprensión de la alfabetización inicial vinculada con la creación de sentidos y mayor autonomía para tomar decisiones pedagógicas. La retroalimentación y la reflexión posterior contribuyeron a resignificar el error y la evaluación como oportunidades de aprendizaje.

Conclusiones: El territorio constituye un espacio formativo y productor de conocimiento, cuya articulación con la universidad puede contribuir significativamente a una Formación Inicial Docente situada, reflexiva y vinculada con las realidades educativas.

Palabras clave: formación inicial docente; territorio; saber pedagógico; aprendizaje-servicio; identidad profesional docente

INTRODUCTION

The Metropolitan University of Education Sciences (UMCE), as a state and centennial university dedicated to teacher training, maintains a historical commitment to public education. This commitment is expressed both in the training of future teachers and in the link it establishes with educational communities and their territories. From its institutional project, the university understands education as a practice linked to social justice, human rights and inclusion, which is built from, for and with communities (1). In this framework, service-learning constitutes a possibility to relate the knowledge built during university training with the concrete realities in which education is developed, recognizing that the territory and its communities also produce knowledge that contributes to teacher training.

Since 2017, the UMCE has been developing the Pedagogical Campus model, made up of practice centers (schools, colleges, high schools, and foundations) that maintain a permanent relationship with the university. These spaces seek to articulate Initial Teacher Training, the link with the environment, and the needs that arise from the educational communities. Within this model, the Nexus Tutor plays an important role in sustaining the relationship between the university and the practice center, collecting the concerns and needs that emerge from the community, and favoring the joint construction of proposals. In this way, the relationship between university and school is not understood as a unilateral intervention, but as a two-way link in which both institutions participate and build learning (18).

In this context, the project The Rebellion of Reading arises, based on a need raised by a public school located in the town of El Castillo, commune of La Pintana, and collected through the link established by the Nexus Tutor of the Pedagogical Campus. Based on this need, the work is articulated with the subject of Language Didactics in Early Childhood Education of the Early Childhood Education career. The experience was developed by seventh-semester students through a service-learning proposal,

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generating a meeting space between the knowledge worked on at the university, the needs of the school and the experiences, interests and knowledge of children.

This relationship acquires special relevance when considering the historical and social characteristics of the territory in which the experience takes place. The commune of La Pintana is traversed by processes of urban segregation and territorial inequality. Its formation was marked by eradication policies implemented during the civic-military dictatorship, through which numerous families were displaced from central sectors of Santiago to a periphery that had few services, infrastructure and equipment. These processes contributed to the territorial concentration of poverty and deepened inequalities in access to educational, cultural, labor and urban opportunities (2).

However, understanding La Pintana solely from its conditions of inequality would imply reducing the territory to its shortcomings and ignoring the historical, social and cultural processes built by those who inhabit it. The territory has also been shaped by neighborhood organization, support networks, the appropriation of spaces, memories and the daily practices of its inhabitants. Therefore, the neighborhood is not only the context in which the educational experience occurs, but also a social and cultural space in which knowledge, relationships, forms of participation, and particular ways of understanding the world are produced (3).

This way of understanding the territory dialogues with historical-cultural theory, a perspective that guides the curricular activity in which the experience was developed. From this approach, language is understood as a social practice that is built in the relationship with other people and with the sociocultural context (4). Before reading and writing conventionally, children actively participate in language practices: they converse, listen and produce stories, interpret images, ask questions, tour their neighborhoods, recognize places and construct explanations about the world around them. These experiences are part of the knowledge from which reading and writing can begin to acquire meaning.

From this perspective, The Reading Rebellion was developed, seeking to build reading and writing experiences linked to the daily lives of children, their interests, the stories of the neighborhood, family experiences and the knowledge present in the community. This implied that the proposals were not completely defined before arriving at school, but that they were built and modified from the encounter with the children and with the educational community. Reading and writing, in this sense, was not only approached as the development of certain skills, but also as a possibility to express ideas, produce meanings, share experiences, imagine and participate.

The link with the public school was central in this process, particularly because it made it possible to stress a teacher training that often builds its knowledge mainly within the university space. The encounter with a school, its children, its teams and its territory required the educators in training to make decisions in the face of specific situations, review previously constructed knowledge and recognize that pedagogical proposals acquire meaning in relation to the subjects and the contexts in which they are developed. In this way, service-learning was not limited to the application of previously acquired knowledge, but became an experience from which this knowledge could be reviewed, questioned and reworked (5,6).

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It is precisely this relationship between university education, school and territory that is interesting to recover in this article. To this end, the systematization of experiences is used, understood as a process of reconstruction and critical interpretation of what has been experienced. Its purpose is not only to order or describe the activities carried out, but also to understand the pedagogical decisions, the relationships built, the tensions that appeared during the process and the learning that emerged from the experience.

The object of this systematization corresponds to the experiences of linking with the environment developed through the project The rebellion of reading in the NT1 and NT2 levels of a public school in the town of El Castillo, in La Pintana, linked to the subject of Language Didactics in Early Childhood Education and developed by students in the seventh semester of Early Childhood Education. The reconstruction of the experience considers the pedagogical decisions adopted, the relationship built with the school, the participation of children and the learning elaborated by the educators in training.

The systematization axis corresponds to situated Initial Teacher Training and, particularly, to the relationship that is built between training, territory and pedagogical knowledge. It is interesting to analyze how the encounter with the children, their experiences and cultural practices contributed to the construction of proposals for the teaching of reading and writing and, at the same time, questioned the understandings that the students had previously built about the didactics of language and about their own role as educators.

The systematization is situated from a socio-critical paradigm, in dialogue with the historical-cultural perspective that guided the pedagogical experiences. From this position, practice is not understood as a space in which knowledge produced in the university is simply applied, but as a place from which pedagogical knowledge is also constructed. This allows the school, the territory, the children and the educators in training to be recognized as participants in a process in which theory and practice meet, tension and can influence each other, generating changes.

From this place, it is interesting to understand what happens to Initial Teacher Training when it leaves the university space and encounters an educational community and a specific territory. Rather than asking only about the results of the experiences carried out, the systematization seeks to recognize what the educators in training learned, what understandings were stressed and how this experience contributed to the construction of their professional teaching identity.

In this way, the question that guides this systematization is: How did the experience situated with the territory, its children and its culture, developed in a UMCE Pedagogical Campus in La Pintana, transform the understandings and decisions of the educators in training regarding the teaching of reading and writing and contribute to the construction of their professional teaching identity?

METHOD

The study was developed through a systematization of experiences, guided by the proposal of Oscar Jara (7), understood as a process of reconstruction and critical interpretation of a situated educational practice. Its five methodological times: starting point; design of the systematization plan; recovery of the lived process; background reflections; and the points of arrival, were applied flexibly to The

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Reading Rebellion. The starting point corresponded to the experience developed in the public school of the town of El Castillo: the Pedagogical Campus, in which the educators in training and the researchers participated directly. From the starting point, the systematization plan was designed, delimiting as the object of study the learning experiences implemented at the levels of NT1 and NT2, establishing as an axis the relationship between territory, situated Initial Teacher Training and the didactics of reading and writing. Subsequently, the process was recovered through the background and records of the implementations, and the testimonies of the educators in training. This information was analyzed to advance with the critical interpretation of what was experienced, allowing the elaboration of the points of arrival of the systematization, expressed in the results, discussion and conclusions.

As part of the recovery and interpretation of the process, interviews were conducted with the seven educators in training of the Early Childhood Education career who participated in the experience, between June 29 and July 11, 2026. These allowed them to recover their appreciations and understand the learning, tensions and knowledge built during the implementation. The participation of the educators in training as informants was voluntary and with prior authorization to use the information provided for academic use, trying to protect identity and confidentiality throughout the process.

The interviews were semi-structured, giving space to emerging questions and focusing on three axes: a) changes in the understanding of previous ideas and expectations; b) construction of pedagogical knowledge from concrete situations; and c) formative value of the experience and recommendations. They were conducted by the Nexus Tutor of the Pedagogical Campus, who participated in the management and monitoring of the project, but who did not exercise direct teaching or evaluation functions on the interviewed educators in training. The interviews were conducted by recorded video call, with prior authorization from the participants, with an approximate duration of 20 to 25 minutes each.

The recordings of the interviews were initially transcribed by means of an automatic voice recognition system, obtaining the subtitles with the content of the interviews in VTT files. These files were subsequently filtered with the support of generative artificial intelligence, eliminating timestamps, reiterations and recognition errors, without modifying the meaning of the interventions. To safeguard the fidelity of the corpus used in the analysis, the purified versions were contrasted with the original recordings, especially in those fragments later selected as textual quotations.

The analysis of the appraisals of the educators in training who were the protagonists of the experience was qualitative, categorical-interpretative. It began with a comprehensive reading of all the interviews, identifying strong ideas, common elements, tensions and aspects that would allow us to understand the participants' appreciations regarding what they experienced during the implementation of The Rebellion of Reading and its relationship with Initial Teacher Training. Thus, the testimonies were used to reconstruct and interpret the formative meaning attributed to the experience, as well as the learning and situated professional knowledge that the participants recognized in it.

Given that the research team participated directly in the design and development of The Rebellion of Reading, the analysis considered this closeness as a constitutive part of the systematization process. In coherence with Jara's proposal (7), systematization is based on an experience lived by its own protagonists and subsequently requires a process of reconstruction, ordering, and analytical distancing that allows progress towards its critical interpretation. In this sense, the researchers' prior knowledge of the experience facilitated the understanding of its context and the situations reported by the participants, but it also required distinguishing their own appreciations from those expressed in the interviews. To this end, the interpretations were based on the testimonies of the educators in training and contrasted through the joint review of codes, categories, and findings, ensuring that the experience was critically interrogated and not only described from the perspective of those who participated in its implementation.

Once the corpus was formed, a comprehensive reading of all the interviews was carried out and a first code book was prepared. For this process, some concepts from the framework of the study were considered as initial references: Initial Teacher Training, situated practice, territory, pedagogical praxis, professional identity, pedagogical knowledge and professional reflection. At the same time, emerging elements were identified from the testimonies themselves. The unit of analysis corresponded to units of meaning, understood as textual segments that expressed a relevant and relatively complete idea for the systematization axis, such as a tension, learning, pedagogical decision or assessment. This procedure initially allowed the construction of 23 codes, maintaining traceability between each code and the units of meaning from which it came.

The codes were not applied as a closed structure, but were constructed and adjusted through the dialogue between the conceptual referents and the information produced in the interviews. In this sense, the analysis combined a deductive orientation, based on previously defined sensitizing concepts, with an inductive orientation, since the testimonies allowed for the reformulation of these referents and the incorporation of codes that were not initially foreseen. This relationship between the theoretical context and the interpretation of the experience is consistent with Jara's proposal for systematization (7), in which conceptualization is constructed by interrogating the experience from previous categories, but also allowing what has been lived to stress and reformulate them.

Subsequently, a process of comparison, reduction and purification of the codebook was carried out. The 23 initial codes were reviewed and reorganized into 18 subcategories/analytical codes, merging those that presented conceptual proximity and differentiating those that accounted for specific dimensions of the experience. For this refinement, the explanatory capacity of each code, its relationship with the axis and the systematization question, the comparison between the different interviews and the identification of convergences, nuances and tensions in the testimonies were considered. During this process, an attempt was made to maintain traceability between the units of meaning, the initial codes and the subsequent analytical groupings.

From this process, the subcategories/codes were organized into four final analytical categories. The category Pedagogical Praxis grouped pedagogical resources, participation, play, reading and writing, and planning and feedback. Teacher Professional Identity brought together decision-making,

autonomy, error, evaluation, and contingency. University and Territory integrated situated training, reciprocity, university-school linkage, and institutionalization. Finally, Institutional Conditions included time, educational teams, resources, and interdisciplinarity. The construction of these categories responded to the conceptual affinity between the subcategories, but also to their ability to articulate relevant dimensions of experience and contribute to the interpretation of the systematization axis.

Coding and categorization were developed through a successive review procedure between both researchers. Based on an initial organization of the corpus and the codebook, the coding criteria, groupings, and interpretations were reviewed and discussed jointly. When discrepancies arose, they were addressed through a process of dialogue and shared reflection, in which each interpretation had to be argued based on the testimonies and their relevance to the objective and axis of the systematization. The final decisions were adopted by consensus, privileging those interpretations that had greater support in the corpus and greater coherence with the purpose of the study. This process made it possible to adjust, merge, or reorganize codes when overlaps, interpretative differences, or new relationships between the units of meaning were identified. Therefore, the analysis was developed through a progressive revision, in which the codes and categories were discussed and adjusted successively.

With this categorization, a general matrix was generated that goes from the categories to the units of meaning, seeking to maintain traceability to the transcripts of the interviews to revisit them in each analysis session. This made it possible to reconstruct the process experienced. Likewise, each unit of meaning was assigned a brief synthesis. With this input, the interpretative analysis and the findings of the study were collected, identifying convergences, nuances, and tensions in the information collected. To achieve rigor in the analysis, periodic meetings were held where the conclusions of the study were reflected, reviewed, and discussed (7).

To safeguard the rigor of the qualitative analysis, different strategies were used. Credibility was strengthened through the complete reading of the corpus, the comparison between the seven interviews, and the joint review of the interpretations by both researchers. Reflexivity was addressed by recognizing the previous participation of the research team in the design and development of the experience and trying to distinguish their own appreciations from those expressed by the participants. Likewise, the traceability of the analytical process was maintained through matrices that allowed the path from the units of meaning to the final codes, subcategories, and categories to be followed. A triangulation was also carried out among researchers, since the analytical decisions were discussed, argued, and agreed upon jointly. During the analysis, cases, nuances, and testimonies that did not fully coincide with the prevailing trends were also considered, avoiding excluding them or forcing them to conform to the constructed categories. There was no formal instance of feedback or validation of the results with the participants.

The analysis was carried out manually, through the successive elaboration of tables, codebooks and analysis matrices, without using specialized qualitative analysis software. The digital tools used fulfilled functions of organization and processing of the material, while the decisions related to

coding, code debugging, construction of categories and interpretation of the findings were reviewed and agreed upon by the researchers.

In short, the study focuses on critical understanding, the construction of professional identity, and the meanings of what it is to be a teacher, attributed to those who participated in this situated experience.

Table 1. Characterization of the seven participants

Code	Level of participation in the project	Previous Stated Practical Experience	Previous familiarity with similar territorial contexts
EF1	NT2	It refers to previous experiences of evaluated pedagogical practice, although it does not specify levels.	High. She points out that she comes from a population context that she considers similar, so that the territory did not constitute an unknown environment for her.
EF2	NT1	She had done internships mainly in nursery and up to junior high school. At the same time, during that semester she was doing an internship in kindergarten in a private establishment. She had previously had experience at the transition level in a kindergarten; this was her first experience in transition within a school. In addition, she declares work experience and previous choice of practice centers in popular sectors.	He does not declare a previous biographical familiarity with similar territories. His parallel practice was developed in an institutional context different from that of the project.
EF3	NT1		High. She points out that she usually lives, travels, works and carries out internships in popular contexts, which she does not consider distant from her own experience.

Code	Level of participation in the project	Previous Stated Practical Experience	Previous familiarity with similar territorial contexts
EF4	NT2	It does not specify previous levels or centres of practice; it indicates that they perceive gaps in the practical opportunities of their training and that they have voluntarily participated in the project to broaden their experience.	Does not declare previous territorial familiarity. At the beginning, describes expectations associated with vulnerability and violence in the territory.
EF5	NT2	The interview alludes to previous practices and experiences, but does not characterize their levels or establishments. Their previous training had emphasized learning through play and children's protagonism.	He does not declare previous territorial experience; before arriving, he expected a context of greater vulnerability and anticipated difficulties in involving children.
EF6	NT2	Does not detail previous practice experiences in the interview.	High. He declares that he has lived since his childhood in a population context that he considers similar to the territory of the experience, although he did not previously know El Castillo.
EF7	NT1	She points out that she has had several experiences during her career, mainly in the classroom, in addition to an experience in a library.	It does not declare previous territorial familiarity.

RESULTS

The results are presented below organized into the categories of analysis defined for systematization. To protect the identity of the participants, their testimonies are identified by codes EF1 to EF7.

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Pedagogical praxis

The interviews show that the educators in training reviewed the learning built during their trajectory and questioned their own pedagogical decisions. In their reports, they identified changes in the way of understanding teaching, the use of resources and the participation of children, which accounts for the construction of a more critical and reflective professional identity.

One of the findings is related to the meaning attributed to pedagogical resources. The educators in training pointed out that they acquire value according to the pedagogical intention, the mediation and the possibilities of participation that they generate. This is pointed out by one of the participants when she recalled the work done with materials that were unusual for the children: "we were very surprised that the children, when we brought them these magazines, the maps, smelled them, looked at them, as if they were touching the paper" (EF1). From this understanding, attention was directed towards the questions, interactions and interests that arose during the experiences, recognizing children as active participants in their learning.

The interviews also show an assessment of the children's play and interests as central elements of the educational process. Observation and direct work allowed them to enrich and adjust the proposals based on what caught their attention, their questions and their various ways of participating. This understanding also acquired nuances during the experience. One of the educators in training, who initially favored proposals for greater freedom, points out: "I have always had the idea that children learn through play [...] and in reality I realized that sometimes perhaps a little more structure in an experience is good" (EF2). In this way, the meeting with children allowed us to build a balance between the openness of experiences and pedagogical intentionality.

From this experience, the educators in training built their own conceptualization of reading and writing. In their definitions, these ceased to appear to be mainly associated with the development of skills and began to be understood as practices of creation, communication and interpretation. One participant expressed this change when she pointed out that one of the most important things was "to understand that language is not only about teaching letters, but also about generating opportunities to talk, listen and let children participate in this whole process" (EF3). This change in understanding was expressed in the way the experiences were designed and in the opportunities offered for children to produce meanings, express ideas and relate to different types of texts.

Another finding corresponds to the assessment of the formative structure that accompanied the process. The educators in training highlighted the importance of prior planning to organize the purposes and anticipate the experiences, as well as of the subsequent feedback to review what has been done, identify difficulties and project new pedagogical decisions. At the same time, they recognized the need to maintain flexible planning, open to the changes that emerged during the meeting with children.

For the educators in training, this experience differed from the initial and intermediate practices contemplated in their curriculum, since the Reading Rebellion project incorporated systematic feedback after each implementation. This continuous accompaniment made it possible to review

educational experiences, recognize progress, and make timely adjustments to strengthen pedagogical decisions.

In the interviews, the relationship between theory and practice appears as a process of permanent construction. The knowledge acquired during the training guided the planning of the experiences, while the encounter with the school, the children and the territory allowed them to be understood from concrete situations and give them new meanings.

Situated learning emerged genuinely in the development of the experience, based on the questions, interactions, and decisions that were made in each encounter. In this way, the educators in training strengthened their own pedagogical position, built from action, reflection, and the ability to respond in a pertinent way to what was happening in the context.

Teaching professional identity

The interviews show that the territory played a relevant role in the construction of the professional identity of the educators in training. The link with the school and the children allowed them to understand the context as part of the pedagogical work and make decisions according to the situations they faced.

Working directly with children allowed them to recognize their own knowledge, make decisions with greater confidence, and respond in a pertinent way to the situations that arose during implementation. Unlike the knowledge built in university classes, the participants described that this experience allowed them to understand it and relate it to a specific context, favoring their own pedagogical decision-making.

Another finding is related to evaluation. The experiences developed in the project were accompanied by feedback processes and were developed without a numerical grade. This condition was valued by the educators in training, since it allowed them to try different strategies, make mistakes, make adjustments and try again more freely. One of them explains that "since it was not pedagogical practice and was not evaluated, one could make mistakes in practice [...] it was constant error and learning" (EF6).

At this point, there is also a tension linked to the evaluative experiences built during university education. The same participant recalls that during the internship there is usually the concern of "will the teacher come to evaluate me?" or "will what I am doing be right?" (EF6). The experience of The Reading Rebellion allowed us to approach a relationship with error linked to reflection, feedback and the possibility of improving pedagogical decisions.

The results also show that professional knowledge was built on contingency. The trainee educators had to observe, interpret what was happening, and respond to unforeseen situations. In this process, they learned to adjust their decisions to the interests, reactions, and needs that arose in the experience.

Overall, the findings show that professional identity was strengthened through the link with the territory, pedagogical decision-making, and the ability to respond to unforeseen situations. The

experience allowed the trainee educators to recognize themselves as professionals capable of interpreting the context, trusting their own knowledge, and acting in a pertinent way in the face of the needs that arose in each encounter.

University and territory

The results show that the relationship between university and territory was part of the educational process and made it possible to articulate the learning built in university education with the experiences developed in school. For the educators in training, this link acquired a reciprocal character, as the work carried out contributed both to the educational community and to their own training process. One of the participants expresses this by pointing out that "not only the children and the high school are benefited, but we and the university also benefit" (EF7).

The participants' previous experiences also influenced the way they approached the territory. While some students arrived with certain expectations associated with the characteristics of La Pintana, others recognized a closeness to their own trajectories. One of them points out: "I am still from the population; that is, I live in San Bernardo [...] so, going there was still not the fear of the environment" (EF6). These different approaches allowed us to broaden the understanding of the territory based on the concrete encounter with the school and its children.

The results also show that the continuity of the experience requires institutional agreements that allow it to be sustained and projected. The participants recognized the importance of strengthening the articulation between the university, the Nexo Tutor and the school community, defining responsibilities and forms of accompaniment that give stability to the joint work and safeguard its flexible and situated character.

For educators in training, the project is perceived as an initiative sustained mainly by individual wills. This appears directly in the report of a participant, who points out that her participation "has to do with our will" (EF1). This finding poses the challenge of moving towards a greater institutionalization of the experience and strengthening the link built between university and territory.

Institutional conditions

This category includes the specific conditions in which the experience was developed, particularly those related to the timing, the organization of the educational teams, the resources and the possibilities of expanding the project.

One of the findings is related to the temporal conditions in which the experience takes place. The time available for planning, implementing and providing feedback had a direct impact on the possibilities of observing children, listening to their interests, adjusting proposals and reflecting on what has been done. A participant points out that "sometimes there were children who wanted to talk, who wanted to continue giving their opinions, and due to the time we had to make it a little shorter" (EF2). When these moments were sufficient and articulated, they favored a deeper understanding of the experience and more pertinent pedagogical decision-making.

The permanent changes of educators that took place during the process within the school allowed the trainee educators to understand that the instability of the teams is also part of the reality of the teaching practice. One of the participants recalls that during the period "there were about two [...] educators in March", a situation that implied different adaptation processes for the level (EF7). Faced with this, they had to adapt, rebuild agreements and give continuity to experiences, strengthening their capacity to respond to changing educational contexts.

Likewise, the participants recognized the importance of expanding the experience to other didactics, favoring interdisciplinary work that allows learning to be addressed in an integrated way. One of the students proposes that the project "could be opened to more didactics [...] that is not only language" (EF2). To move in this direction, they pointed out the need for the university to assume a broader institutional commitment, incorporating material resources, time and support that allow sustaining and projecting the work carried out in the territory.

Overall, the findings show that the institutional conditions influenced the development of the experience and its possibilities of continuity. The time allocated to planning, implementation and reflection, together with the stability of the teams and the available support, made it possible to sustain the pedagogical work and, at the same time, showed aspects that needed to be considered for future experiences.

Table 2. Categories, codes, findings and representative evidence

Category	Subcategories/codes	Interpretive finding	Representative Textual Evidence
Pedagogical praxis	Pedagogical resources; participation; play; reading and writing; planning and feedback	The experiences made it possible to review pedagogical decisions and build an understanding of reading and writing linked to participation, creation and the production of meanings.	"Language is not only about teaching letters, but also about creating opportunities to talk, listen, and let children participate" (EF3).
Teaching professional identity	Decision-making; autonomy; error; evaluation; contingency	The experience strengthened the confidence to make decisions and allowed understanding error and feedback as part of professional learning.	"It was constant error and learning" (EF6).

Category	Subcategories/codes	Interpretive finding	Representative Textual Evidence
University and territory	Situated training; reciprocity; university-school linkage; institutionalization	The territory became a space for training and the link was recognized as an experience that contributes to the school, to the students and to the university.	"We and the university also benefit" (EF7).
Institutional conditions	timing; educational teams; resources; interdisciplinarity	The conditions of implementation had an impact on the possibilities of listening to the children, adjusting the experiences and planning the work.	"There were children who wanted to talk, who wanted to continue giving their opinion" (EF2).

DISCUSSION

Pedagogical praxis

The reports of the educators in training suggest that the experience favored the revision of the learning built during their trajectory and their dialogue with what was happening in school. The knowledge addressed at the university guided their first decisions, but direct work with children led them to interpret it, question it and give it new meanings. This coincides with Ravanal Moreno et al. (8), who state that didactic knowledge does not remain fixed, but is built and modified through planning, implementation and reflection on teaching. The tension appears when training focuses on declarative knowledge, without offering sufficient opportunities to use it in concrete and unforeseen situations. This tension has also been noted in studies on initial teacher training. Bastías-Bastías and Iturra-Herrera (17) identify that, despite the increase in practical experiences during the training trajectory, a greater articulation between university training and the work in educational establishments is still pending.

This review was also expressed in the way pedagogical resources were understood. The participants recognized that a material does not produce learning on its own, since its value depends on the intention with which it is used, the mediation and the possibilities of participation that it opens. This finding coincides with Cano and Aduna (9), who point out that resources acquire meaning when they are incorporated into didactic situations linked to the social practices of reading and writing. From this perspective, the resource ceases to occupy the center of the experience and becomes a means to provoke questions, exchanges and new ways of approaching written language.

In The Rebellion of Reading, this understanding was built from the observation of children. Their questions, interests, and ways of participating guided the adjustments made during the implementations. The planning was enriched with what emerged in each meeting. This stresses a

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teaching in which experiences are developed as they were defined, even when they do not manage to summon the children. The reports suggest that a pedagogical decision also implies knowing how to observe, listen, and modify what has been previously designed. This way of learning from experience dialogues with the foundations of service-learning, where the learner occupies an active place and reflection is a condition for producing knowledge from action (14).

Play played an important place in this process, it was used as a form of participation and construction of meanings. Cano and Aduna (9) highlight that situations related to children's previous experiences favor their interest and their approach to written culture. The findings coincide with this idea, but they go further by showing that children's interests can also influence the course of an experience.

The participants also described a change in the conceptualization of reading and writing. They ceased to be associated mainly with the learning of letters, sounds, and strokes, and began to be understood as practices of creation, communication, and interpretation. This reformulation coincides with Ferreiro (10), who recognizes that children think, formulate hypotheses, and reconstruct the writing system in interaction with their environment. He also dialogues with Morales-Mora and Pulido-Cortés (11), for whom reading and writing allow us to express ideas, build knowledge, understand the world, and participate in culture.

The tension is found in practices that reduce initial literacy to the isolated mastery of the written code. The findings do not ignore the importance of learning their conventions, but they suggest that they acquire greater meaning when they are part of situations in which children have something to express, interpret or communicate. In this case, the experiences offered opportunities to relate to different texts, produce ideas and construct meanings, expanding literacy to its social and cultural dimensions.

Prior planning and feedback after each implementation seem to have sustained this process. The first allowed organizing the purposes and anticipating the experiences; the second opened a space to review what has been done and project new decisions. This relationship coincides with Ravanal et al. (8), who understand didactic knowledge as situated knowledge that is modified through pedagogical reasoning. Systematic feedback accompanied this process and favored the making of adjustments during implementations.

Unlike the initial and intermediate practices mentioned by the participants, in *The Rebellion of Reading* the feedback was present after each implementation carried out and not through a report, but through lived experience. This continuity seems to have favored the recognition of progress, the analysis of difficulties and the possibility of planning again based on what has been learned. The planning thus acquired a flexible character: it maintained a pedagogical orientation, but remained open to the situations that arose in the encounter with the children.

In this process, the relationship between theory and practice seems to have been constructed in a dialectical way. Theory provided references for understanding and acting, while experience allowed them to be interrogated, questioned and reconstructed from the context. Situated learning was shaped in this relationship, based on decisions made in real situations and subsequent reflection on

their effects. This relationship is especially relevant in the face of a difficulty that Vaillant and Manso (16) recognize in teacher training programs: the link between theory and practice. These authors relate its improvement to the training of a reflective professional, capable of mobilizing theoretical and practical tools with pedagogical criteria in the specific contexts where they develop their educational action.

An element that seems to have contributed to sustaining this relationship was the on-site accompaniment of the professor in charge of the Didactics of Language Department. Her participation in the planning, implementation, feedback and reflection allowed the situations experienced to be taken up and put in relation to the knowledge worked on at the university. In this sense, the territory alone does not explain the theoretical-practical relationship described: the mediation of the trainer of trainers appears as a component that favors the experience to be transformed into pedagogical knowledge and not remain only as an anecdotal situation. Likewise, the territory confronted the educators in training with situations that can hardly be reproduced in the university space, especially the spontaneity of the children's responses. This immediacy required decisions to be made during the implementation and seems to have favored the construction of autonomy and professional criteria.

Taken together, these findings suggest a pedagogical praxis in which action and reflection fed off each other. The encounter with the school, the children and the territory seems to have favored the educators in training to build their own pedagogical position, to broaden their understanding of literacy and to assume planning as an open process, capable of responding to what happens during the experience.

Professional identity

The results suggest that professional identity was built in the relationship with the school, the children and the territory. The context is recognized by the educators in training as a source of learning that allowed them to understand educational situations and make relevant decisions. This coincides with Figueroa-Céspedes et al. (12), who understand teacher identity as a dynamic and relational process, built in the encounter with other people and with the spaces where the practice is exercised. The authors emphasize that participation in real educational scenarios favors the construction of sensitive knowledge, situated and linked to the concrete conditions of teaching.

The reports of the educators in training show a greater confidence to propose, act and adjust their activities based on direct work with children. Professional security seems to have been built by observing what was happening, recognizing their own knowledge and verifying that they could use it to respond to each situation. This finding dialogues with García and Cotrina (5), who point out that service-learning brings students closer to the reality of the profession, favors decision-making and strengthens confidence to exercise it. In this experience, the knowledge addressed at the university seems to have acquired new meanings by relating to the needs, interests and responses of the children.

In the same vein, Ibáñez and Vásquez (13) argue that experiences of connection with the environment favor situated learning, in which educators in training can adapt, modify and build proposals based on what they find in practice. For the authors, this process contributes to professional identity because it allows learning from action, observation and reflection. The results of The Reading Rebellion coincide with this approach, since decisions ceased to depend solely on what was anticipated in planning and began to be based on the pedagogical reading of each meeting. Carrasco-Aguilar et al. (15) also give a relevant place to curricular practices in the construction of professional identity, pointing out that these can favor critical and reflective thinking about the future profession from the beginning of the training trajectory.

Evaluation is a relevant finding within this process. The trainee educators valued the fact that the experiences were not graded with a grade, because, from their reports, this condition seems to have allowed them to test strategies, make adjustments, and try again with less pressure. The possibility of making mistakes without each decision translating into a grade seems to have favored their confidence and the recognition of error as part of professional learning.

Ravanal et al. (8) propose that evaluation should be integrated with the knowledge necessary to teach and be related to the monitoring, accompaniment, and orientation of the process. From this perspective, the feedback developed in the project can be understood as a formative evaluation practice, even though the participants will continue to associate evaluation mainly with grading.

Overall, the reports suggest a strengthening of professional identity in the relationship between territory, experience and reflection. The link with the school and the children seems to have favored the educators in training to trust their knowledge, to make their own decisions and to understand evaluation as a possibility of accompaniment and improvement. In this way, they began to recognize themselves as professionals capable of interpreting the context and responding pedagogically to the situations that arose.

University and territory

The continuity of The Reading Rebellion requires institutional conditions that allow the work to be sustained beyond the commitment of those who promote the experience. García and Cotrina (5) argue that service-learning achieves greater projection when it is incorporated into initial training through curricular institutionalization processes. From this perspective, the support of the university allows for continuity of experiences and, at the same time, maintains their link with the needs of the communities. This need for institutionalization is also found in the foundations of service-learning, where it is noted that experiences developed in isolation run the risk of losing their foundation and that their incorporation into institutional objectives and projects allows for time, resources, and responsibilities to sustain their development (14).

The perception of the educators in training shows a tension between the value they attribute to the project and the place it occupies within the institution. Although they recognize their formative contributions, they identify it as an initiative sustained mainly by individual wills. Morales-Mora and Pulido-Cortés (11) warn that some pedagogical experiences remain limited to local or personal

spheres when they are not able to be incorporated more broadly into the institutions. In this sense, the project opens the possibility of moving from the personal commitments of the educators in training to agreements that allow the experience to be institutionalized.

This tension also allows us to notice a gap between the institutional intentions of territorial linkage and the way in which these are perceived by the participants. Making these intentions visible could contribute to these experiences not being interpreted as an exceptionality sustained by individual wills. In the framework declared by the university, this territorial presence is linked to commitments to social justice, human rights, inclusion and community building. From this perspective, the relationship with the school can be understood in bidirectional terms, so that the territory is not only the recipient of university action, but also a space that participates in the construction of knowledge for teacher training.

This discussion is also part of an Initial Teacher Training that is undergoing standardization processes. Carrasco-Aguilar et al. (15) show that policies and standards have a particularly visible impact on practice subjects and warn about the risk of making the sociocultural factors of training invisible. At the same time, they identify situated experiences within universities that seek to develop students' critical thinking. From this tension, experiences such as The Rebellion of Reading allow us to discuss not only how much space practice occupies in the curriculum, but also what relationship this practice establishes with the territories where it is developed.

This institutionalization requires a clear articulation between the university, the Nexus Tutor, and the school community. Martínez (6) points out that service-learning is built through alliances and shared responsibilities between training institutions, educational centers, curricula, and communities. In The Rebellion of Reading, this relationship can be strengthened through the definition of responsibilities, forms of accompaniment, and coordination spaces that give stability to joint work. Bastías-Bastías and Iturra-Herrera (17) allow us to deepen this discussion by pointing out that, although in Chile training trajectories have progressively incorporated early, intermediate, and professional practical experiences, this has not necessarily implied the construction of a bidirectional process between universities and educational establishments.

The existence of agreements does not imply establishing a rigid structure. García and Cotrina (5) argue that the institutionalization of service-learning can safeguard its critical, reflexive, and reality-related orientation. From this point of view, agreements offer continuity, while flexibility allows responding to the interests of children and the particularities of each school. This articulation also appears among the proposals put forward by Vaillant and Manso (16), who highlight the need to establish mechanisms of relationship between training institutions and the educational centers where professional internships are carried out.

Overall, the results suggest that the relationship between the university and the territory was part of the training experience. Institutional agreements, the distribution of responsibilities and the time allocated to pedagogical work seem to have contributed to sustaining the link with the school. In this way, institutionalization can contribute to giving stability to the experience and to safeguarding its flexible, collaborative and situated character. The challenge is not limited, then, to increasing the

presence of students in educational centers, but to build a relationship in which university and school participate in the training process and produce learning from the specific situations of the territory.

Institutional conditions

The permanent changes in the educational team seem to have brought the educators in training closer to a condition typical of the teaching practice: the need to act in changing institutional scenarios. The reconstruction of agreements and the continuity of experiences seem to have favored their capacity for adaptation and collaborative work. This coincides with Ibáñez Muñoz and Vásquez Valenzuela (13), who emphasize that the experiences of linking with the environment allow learning from real situations and building relevant responses together with the educational communities.

The changing conditions of the context can, therefore, acquire a formative value by requiring adaptation, decision-making and collaborative work. However, this observation does not imply considering precariousness or instability as pedagogical requirements for Initial Teacher Training. Recognising that there are complex realities and learning from them and with them does not mean desiring or naturalising the conditions that produce them. From this perspective, the territory of La Pintana can be understood as a social space of and with which one learns.

The possibility of incorporating other didactics would allow the project to be expanded towards interdisciplinary training, addressing learning in an integrated way. To this end, an institutional commitment is required to ensure resources, time and support. García and Cotrina (5) argue that the projection of service-learning depends on its incorporation into university education, so that it is no longer based solely on individual initiatives and has conditions that allow its continuity. From the foundations of service-learning, this articulation also implies integrating curricular learning with real situations in the community, so that the territory does not operate only as a place where an activity is carried out, but as a space in which knowledge is put into action and acquires new meanings (14).

Limitations

Among the limitations of this study are the number of participants, corresponding to seven educators in training, as well as the development of a single experience in a single school. Likewise, the researchers participated directly in the experience, an aspect that must be considered in the interpretation of the results. Added to this is the possible presence of social desirability in the participants' reports, given the relationship built during the development of the project. These conditions make it necessary to understand the findings in relation to the particular context in which The Reading Rebellion took place and to consider with caution its transferability to other experiences and educational contexts.

CONCLUSIONS

The reports of the educators in training suggest that the experience in the territory favored changes both in the understanding of the teaching and learning of reading and in their professional self-perception. Reading ceased to be understood only as the assimilation of symbols, sounds and codification, expanding towards the creation of meaning, exploration, play and participation. In this process, the cultural references of the territory and the forms of participation of the children acquired

relevance to understand how they relate to language and construct meanings from their own experiences. At the same time, the need to observe the interests of the children, modify the proposals and make decisions during the sessions seems to have strengthened their recognition as professionals capable of interpreting situations and constructing contextualized and situated pedagogical responses.

In response to the question that guided this study, the findings allow us to recognize four central aspects: the expansion of understanding of reading and writing towards practices of meaning construction; the development of pedagogical decisions that are more sensitive to the interests, forms of participation and culture of children; the strengthening of autonomy and self-recognition as professionals capable of interpreting educational situations; and the relevance of an articulation between territorial experience, accompaniment and reflection so that what has been experienced can be transformed into pedagogical knowledge.

The formative value of the experience does not seem to lie only in "doing more practice", but in the relationship between planning, implementation, feedback, reflection and redesign, sustained by the teaching accompaniment and by institutional conditions that allow linking university, school and territory. In this sense, the territory can be understood not only as a space of application, but also as a social and cultural space with which one learns and from which pedagogical knowledge can be interrogated and reelaborated. This relationship allows us to consider that the experiences, meanings and culture present in the community and in the children do not constitute an accessory element, but part of the context from which situated pedagogical decisions are made. The contingency of real contexts can be formative, although it should not be understood as a pedagogical requirement or as a justification for precarious institutional conditions.

The findings also pose the challenge of making the university's territorial linkage policy more visible and curricularly recognizable, so that experiences such as The Reading Rebellion are not perceived solely as the result of individual wills. The articulation between the university, the Nexus Tutor, the school community, protected curricular times and spaces, and the continuity of the processes appears as a relevant condition to sustain a two-way relationship, in which the territory is not only the destination of university action, but also a producer of knowledge for teacher training. From this perspective, the experience opens the possibility of exploring this formative principle in other didactic subjects, as proposed by the participants, ensuring that its development responds to the particularities of each community and context.

In a complementary way, the experience also invites us to review the meaning of evaluation in teacher training. The absence of a grade was valued by the participants as a condition that allowed them to make mistakes, review and reconstruct their practice with less pressure. This finding does not allow us to establish a general rule, but it does open a question about the place that feedback and error can occupy within situated training experiences.

In summary, The Rebellion of Reading allows us to understand that a situated Initial Teacher Training does not depend only on increasing practical experiences, but also on generating conditions so that what has been experienced in the territory can be accompanied, reflected on and transformed into

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pedagogical knowledge. From this perspective, the main contribution of the experience lies in showing a form of articulation between university, school and territory in which these spaces participate jointly in professional teacher training.

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ETHICAL CONSIDERATIONS

The participation of the seven educators in training was voluntary and was carried out through prior informed consent for the academic use of the information. Before the interviews, the participants were informed about the purpose of the study, the voluntary nature of their participation, the confidentiality of their testimonies, and their right to withdraw without consequences. Their identity was protected by coding the testimonies and confidential treatment of the information.

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The authors do not declare conflicts of interest.

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