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EFFECTIVE TEACHER AND EFFECTIVE TEACHING PRACTICES: LITERATURE PERSPECTIVE AND LEARNING EXPERIENCE. QUALITATIVE STUDY BETWEEN ITALY AND SPAIN (PART I)

SKUTECZNY NAUCZYCIEL I SKUTECZNE PRAKTYKI NAUCZANIA: PERSPEKTYWA LITERATURY I DOŚWIADCZENIE EDUKACYJNE. BADANIE JAKOŚCIOWE MIĘDZY WŁOCHAMI A HISZPANIĄ (CZĘŚĆ I).

Streszczenie: Wielu autorów podkreśla potrzebę uwzględniania głosu ucznia w badaniu efektywności nauczania. Wymaga to odpowiednich metod i technik przy prowadzeniu takich badań. Nauczyciele i ich praktyki są czynnikami zewnętrznymi, które wywierają duży wpływ na proces uczenia się. Twierdzimy, iż jednym z ważniejszych elementów wysokiej jakości oddziaływania nauczycieli jest postrzeganie ich nauczania przez samych uczniów. Rozbudowane i szczegółowe podejście do tej dziedziny nauki wymaga holistycznego paradygmatu. Umożliwia to perspektywa humanistyczna, która postrzega ucznia jako osobę. Podobnie metodologia i instrumenty badawcze powinny być zgodne z takim paradygmatem. W tym sensie przedstawione badania nad wpływem na efektywność nauczycieli są opisane poprzez pryzmat doświadczeń uczniów.

Słowa kluczowe: skuteczność nauczania, perspektywa ucznia, głos ucznia, jakość nauczania, doskonalenie edukacji

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Abstract: Many and diverse are authors underlining the importance and need to include the student's voice in the study of teaching effectiveness. This would require appropriate methods and techniques for the study object. Low visibility of student perspective about effective teachers and their teaching practices is an empty space that specialized literature has increasingly highlighted. This is not trivial, given that teachers and their practices are the external factors that exert most influence on student learning, the most critical aspect of high-quality teachers is the perception of their teaching by the students. A dissected and detailed approach to this study field, requires a holistic paradigm that makes humanistic perspective relevant. This outlook is susceptible to conceive the student as a person, considering strengths and limitations, as well as both professional and personal qualities. Likewise, the study methodology and instruments must be in consonance with such paradigm and its point of view. Current research on teacher effectiveness impact would be reinforced by exposing the student learning experience.

Keywords: teaching effectiveness, student perspective, learner voice, teaching quality, educational improvement

Introduction

Educational quality is a comprehensive and long-lasting investment for the country that pursues it (Räsänen 2006; Barber, Mourshed 2008; Ferguson 2010; Darling-Hammond, Rothman 2011; Fullan, Hargreaves 2012; Poekert 2011). The education world is well known through the teacher perspective about their practices and influence in standardized tests of knowledge acquired by students. However, until the 21st century, it has been a pending task to ponder about how effective teachers and their practices are perceived by students and what kind of relationship they establish with their learning, could we add (Nuthall 2005).

A teacher is positioned as an educational system engine that conveys students learning and development (UNESCO 1998). Student learning improvement can be established as the main reason for the educational efforts in terms teaching and, above all, the work of the teacher. Effective teachers are, by definition, those who achieve the proposed objectives. Therefore, this is the type of teacher most likely to promote student learning. This teacher figure has been deeply detailed by the scientific community from a disciplinary perspective.

Lots of studies point out about the need to include the students´ voice in the study and evaluation of teaching effectiveness (Hatano, Inagaki 1992; Gage, Berliner 1998; Bransford et al. 2000; Wilson, Corbett 2007; Nuthall 2005; Shulman 2005; Darling-Hammond 2006; Johnson et al. 2007; Nieto, Portela 2008; Strikwerda-Brown et al. 2008; Hattie 2009; Ferguson 2010; Bolshakova et al. 2011; Rosales 2012; Williams et al. 2012; McHugh et al. 2013; Andrade 2016; Caballero-Montañez 2016; Raufelder et al. 2016; Alcolea 2017; Phillippo et al. 2017; Ogbonnaya et al. 2014; Egeberg, McConney 2018; Zapata et al. 2018; Rodríguez-Carrillo et al. 2020; Stobaugh et al. 2020; Forsberg et al. 2021), such studies would require suitable processes.

The low visibility of the student perspective on effective teachers and their practices, is an increasing gap that the scientific community has been recently highlighting. A critical aspect of quality teaching is the student perception (Hattie 2009), not unimportant since teachers and their practices report the most external influence on student learning (Sanders, Rivers 1996; Wayne, Youngs 2003; Rivkin et al. 2005; Goe et al. 2008; Timperley, Alton-Lee 2008; Rockoff et al. 2011; Rosales 2012; Chetty et al. 2014; Muijs, Reynolds 2017; Kim, Seo 2018; Burroughs et al. 2019; Shen et al. 2020).

The student is a key piece in the study of effective teaching due to its privileged position: students are those who directly receive teaching from the teachers and those that must manage their own learning based on the personality and actions of such teachers. Certainly, the state of matter in question, which is stable from a disciplinary perspective, should be contrasted with the student perspective as the main observer. Therefore, this research approaches the study phenomena from a holistic paradigm, focused on a full view of the facts. Thus, allowing participants to reflect on making improvements possible (also called Critical Paradigm). The end purpose is to expose the students´ thoughts about teaching effectiveness, according to their own learning experience.

The educational process is neither simply teaching nor pure learning but, due to its complex and dynamic nature, presents itself as different variables which must be integrated and intertwined to understand this process and act accordingly. As the proverb says: „*You educate a lot with what is said, even more so with what is done, but above all, you educate with what yourself essentially are*".

Theoretical frame

The framework´s header in the upper table, sets the starting point for this research with the UNESCO levels (1996), such levels differentiate areas that make learning complete (learning, teaching and knowledge could be evenly matched). Data is exposed comprehensively, according to disciplinary information: knowledge must begin with the „being" of integrity, with internal values and virtues formed under honesty, the meaning of education is to contribute the global development of each student. The second level refers how to live together, for which internal attitudes are put into practice against the external (community, attitudes of openness, active listening, empathy and deep interest in reciprocity for the common good).

The third level concerns theoretical knowledge, knowing the necessary information to live in the current society (in alphabetical, linguistic, historical, mathematical terms, etc.). Finally, the Delors report strongly strikes that a complete knowledge doesn´t end in the conceptualization of events around us, but in the application of those teachings learned, to be applied in the world where those were previously abstracted (knowing means to apply them, as integral people, with social commitment, consciously and consequently).

Table 1. Synthesis from literature review

Foundation Integral development	UNESCO'96 *(Complete learning 4 comprehensive "levels")*	EFFECTIVE TEACHER/CIA (Cruikshank 2008; Good, 2009)	Effective teaching (Hattie, 2009) *Influential teaching (Tomlinson, 2006)*	*RESUME Differentiated (Tomlinson)* - Zemelman ('98) *Bloom (2001)	Learning-Comprehension (Darling, 2001) *Development al. - Tomlinson*	Full development. (Formella, 2020; Santrock, 2021).	Comprehensive hierarchy (Maslow, 2002; *Allport, 1996)*
PERSONAL (Qualitative)	**BE** (inner values/virtues)	**HOW IS IT** (personally) Motivator Enthusiastic Talented	Affect + involve + respeto + admiration = PASSION (interaction-relationship) *Invitation-encouragement*	*Differentiated Personalized, structured.* - Integrated units *Expose	Customization *Affirmation*	**PERSONALITY** • Self-esteem/self-concept (identity) Santrock, 2021 • Security/Trust • Reflection / Conscience Yes **Rel.Ed.Effective.**	1- Physical and safe (homeostasis) 2- Privacy and morality (familiarity) *a. Body + Self Identity*
	LIVE WITH (attitudes towards the outside)	**WHAT YOU THINK** (with others) Attributions (apply with/without fundam) Expectations (hopes for achievement) Theories (cto. Speculated indep. Application Proactivity = climate class	Ens. FLEXIBLE and Adapted to. (as an influence of a relationship process with ALS.) + climate class = growth PER/PROF *Opportunity*	*Important for everyone (motivating)* - small group activity *Remember	Cooperation *Contribution*	**COHABITATION** • Transp./ Spontaneity • Coop./ Participation • Active part of the set • Amiability/ comfort	3- Affiliation (friendship, affection, trust) *b. Expansion OTHERS*
PROFES. (Quantitative)	**KNOW** (wisdom/ contents Tº)	**WHAT YOU KNOW** (Tª) General knowledge. Domain (*Expertice*) Exp. Tª (didactic = *instruction*)	At. Continuous (adapt ens = cto-al equilibrium) *Investment*	*Focused* - represent contents and learn them *understand	Knowledge progression *Power*	**LEARNING Tº** • Centering Object (proces) • Abstraction (cognitive) • Contextualization	4- Recognition (respect; identify; admit as true) *c. RATIONAL Activity*
	DO (Application Pº: recreate)	**WHAT IT DOES** (Pª) Planning=time/resource Gestión.Au. =Cl. Manage Discipline= rules and routine Practical application	Conscious and Deep (complexity, abstraction and teaching strategies) *Persistence*	*Attract interest + involvement + commitment* -Class labs + authentic experiences *apply + analyze	Depth Significance *Objective*	**DEVELOPMENT Pº** • Autonomy (elaboration) • Intrinsic Motivation (AG) or `Interest` or Participation or `Exp.Ópt.=FLOW` o Creativity	5- Autorrealización: (Autonomy, Problem solving, Openness without prejudice) *d. Skill ACHIEVED*
REFLECTION (Reworking)	**EVALUATE** Bloom taxonomy (create with novelty and originality)	**WHAT YOU VALUE** (Ev) Evaluation = confirms + adapts (valuation + regulation = FEEDBACK) Ev.=val.=retroalim.	ASSESSED: Regulation Unwind / Encourage / Transform= DISCOVER + PERS GROWTH *Reflection*	*Sharp (scaffolded)* -evaluation reflective (from the student himself) *Evaluate + Create novelty.	Active *Challenge, challenge.*	***EVAL:** self-regulation: pens. Critical (Domain)= CUSTOMIZATION (adap)	Self-transcendence (Maslow) *Self-regulation (Allport)* Maturity (Formella) Auto-control (Rogers) Agency/Diligence (Bandura)
CLASSROOM (Development Human=Q+q)	Social transformation (Necessary Utopia)	Teaching laboratory for the development of students.	Teaching influence on student development	Ed. Personalized, individualized, differentiated	Zone of proximal development	Personal development, social improvement.	Ultimate aspiration of the human being

Own source.

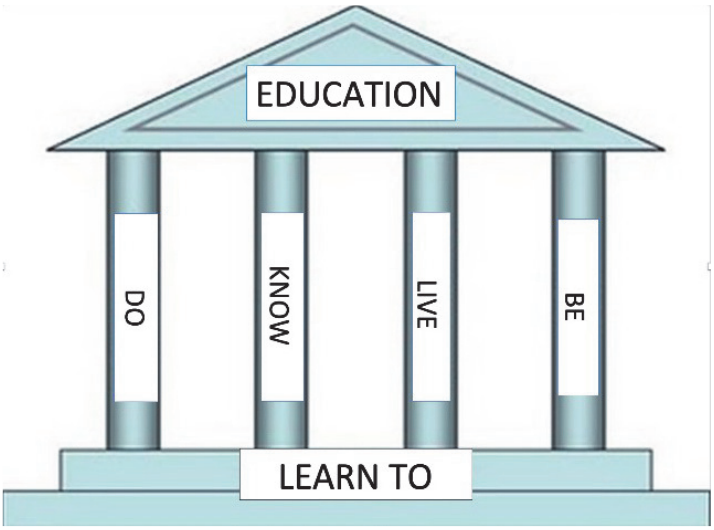

Figure 1. The four columns of learning

Own creation from Delors Report 1996.

Although Jacques Delors had not expressly mentioned in his report about the knowledge configuration, here below are they ordered in relation to Maslow's Hierarchy, setting self-control on the top level as a free standing and active agent. In this table, learning evaluation (Bloom's revised Taxonomy by Anderson, Krathwohl 2001) is exposed as the last level of knowledge, the regulation of the followed process, to have original creation as the outcome, such is creativity. Therefore, the last row of the upper table, common to all the tables columns, shows the type of classroom appropriate for each entity, shows the place for „the necessary utopia", training the social transformation through human development: both qualitative

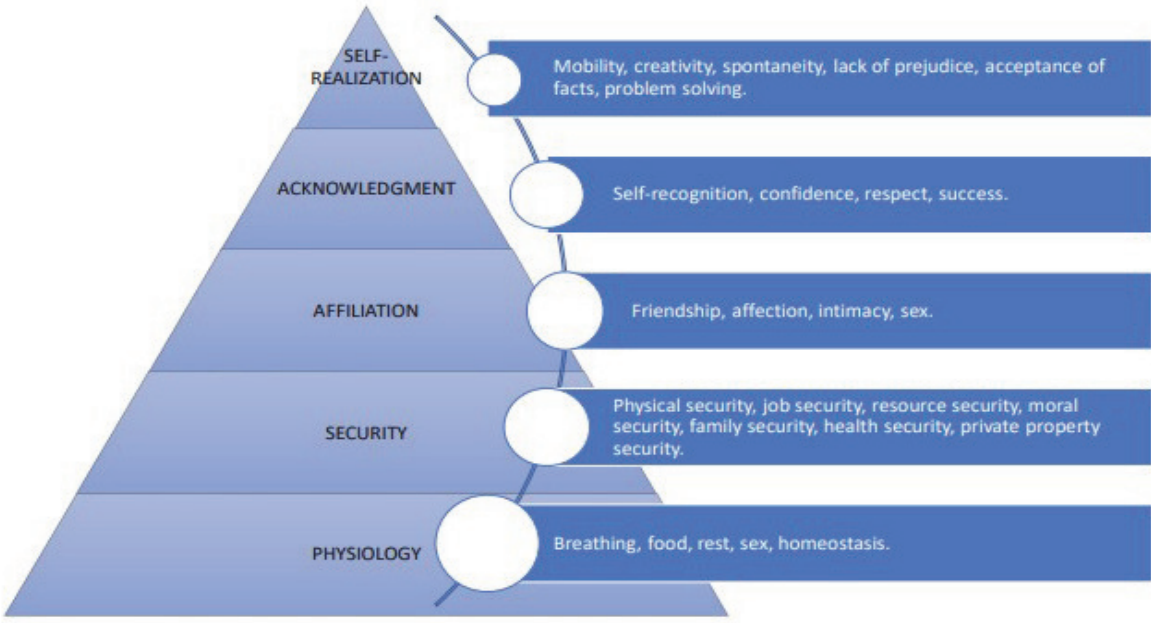

Figure 2. Hierarchy of Human Needs according to Abraham Maslow (1954)

Own creation from Ramos, Bañales 2018

(personal and social, difficult to standardize) and quantitative (theoretical and practical knowledge, susceptible to do it).

Entering the second column, can we see the effective teacher configuration, according to these authors it can be verified by so many other researchers. We separate effective teacher and effective teaching practices (not always found under our same structure but similar criteria). Teaching to be effective, capable to make students learn and to achieve educational goals, requires an effective teacher and effective practices, namely, is the teacher as important as its teaching (both his personality and his professionalism). These two interconnected blocks are again subdivided; therefore, according to Criushank and colleagues (2008), Good and others (2009) *inter alia*, effective teaching is first built on the effective teacher, configured by personality (motivating, enthusiastic, talented, etc.) and attitude (thinking, theories, attributions and expectations, which makes proactivity emerge, grounding adequate relationships and classroom climate).

The second block refers to effective teaching practices, that is, the teacher's teachings, and covers both theoretical and practical knowledge, as well as evaluation. We explain them separately below. For a teacher, to be able to teach successfully, it is important to have a broad theoretical repertoire and specific knowledge of the subject he teaches (expertise) and can do an adequate exposition based on didactics (instruction) of the contents, so students learn as well as possible. In the second-to-last place, we find the practical application of this knowledge (know-how), where the teacher is not satisfied with only transferring concepts to the students, but with the real-world practice of the same, learning what is given "in theory"; for that, it

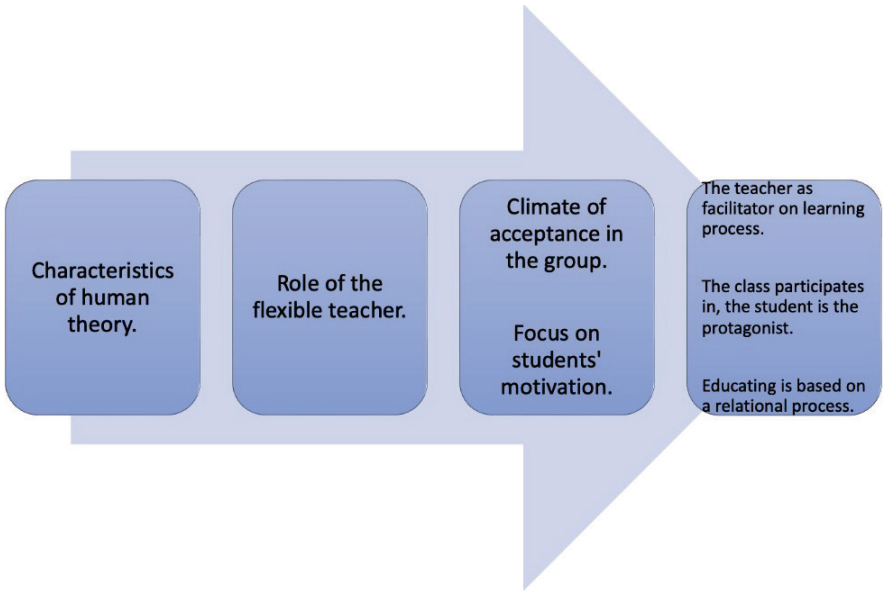

Figure 3. Role of the humanist teacher according to Carl Rogers 1977

Own creation from Ramos, Bañales 2018.

is fundamental to have a logical planning of activities in line with the theoretical contents and adequate classroom management, where rules and routines make lessons to be carried out properly. Finally, the teacher's evaluation assesses student development, giving feedback. Evaluation must confirm the learning is taking place, so adapting the processes to each student´s difficulties, making them aware of their learning stage. To finish this block, the effective teacher classroom is conceived as a laboratory to exercise the student's full development.

The third column of theoretical content is reserved to only to effective teachers but also to effective teaching practices or effective teaching, if preferred (to make students reaching goals). In this column, we mainly expose contents that both Hattie (2009) and Tomlinson (2006) describe in a homologous way about effective teaching whose impact influences student learning. Even though they are not the only ones, as can be verified in a pertinent theoretical review, these concepts are representatively exposed here. At the first, personal level, according to Hattie, effective teaching must begin by taking care of interpersonal relationship based on respect, the student's affection as well as their admiration; likewise, the personal involvement in the teaching work (Christopher Day calls this facet "Passion for teaching" based on the teacher-student interaction, 2014); Tomlinson describes it like an invitation to serve stimulus for students to delve into personal development.

Additionally, the second level of this third section -the social level-, exposes that effective teaching is flexible to adapt itself to student needs (according to Hattie) since whatever is done and said will affect learning. For this reason, its essential to create a class environment conducive to personal and professional growth (Tomlinson's *creation of opportunities* talk about making the student feel

welcomed in a place of trust where show strengths and weaknesses to build better grounded learning). Once in the third level, didactics, effective teaching must be continuously adapted to daily needs of the class and balance those needs with the contents given (respective to the ideas to each one of the authors).

In the fourth effective teaching level, practice, the first author refers to the need to apply what has been learned to make teaching profound and conscious, to reach into the complexity of the content, as well as its correct abstraction (adapting strategies to contents). The second author conceives teaching „persistence" held long in time because of the understanding and participation at all levels, as the practice assumes. The last of them, evaluation, is continuous feedback about teaching values and teaching practice, to regulate it according to student learning; To make self-regulation possible in the educational process, Hattie proposes methodologies which challenge the student's capacity, encouraging goals achievement and transforming the *modus operandi* (this indicates the need for student autonomy to be able to discover, make mistakes and/or achievements, to go deeply into personal growth), what Tomlinson conceives specifically under reflection -without it would not be possible-. At this point, classroom dimension is seen through the prism of teaching impact on student development.

The fourth column refers to curriculum, contents organization according to the educative level in question. The second of the three wheels in the above picture is established by Tomlinson (2006) as a necessary gear for optimal education, which is called „differentiation" or personalization (in our context); both Zemelman (et al.

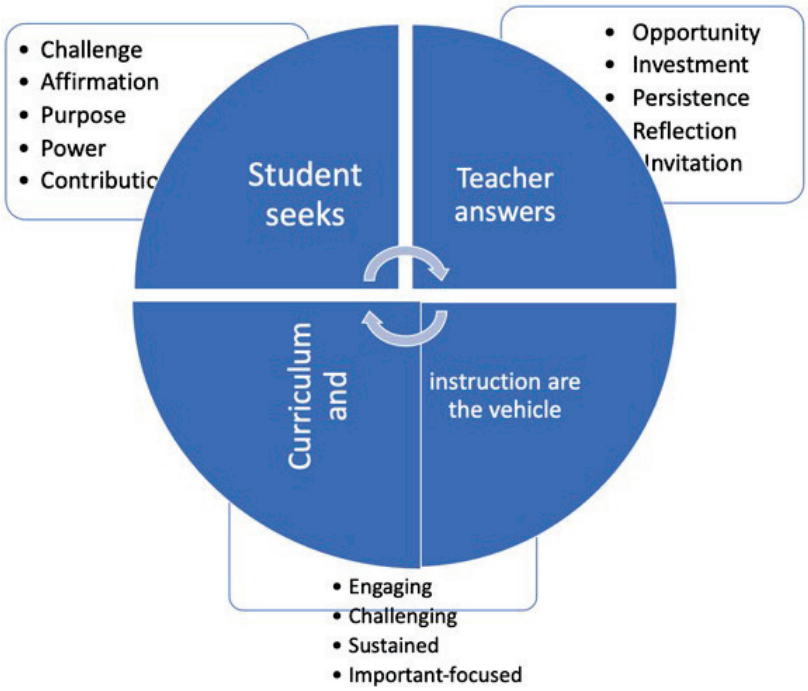

Figure 4. The gear of educational differentiation: student-teacher-curriculum

Own creation from Tomlinson 2006.

1998) and Bloom (revision 2001) present homologous levels as we will see below. The first of them in a personalized curriculum, must be structured according to student needs, made up of integrated units (which, for Zemelman, have a central core but differentiate end itineraries according to each student), and for Bloom the first level of content organization is their exposure to the class-group. The second level established for the personalized curriculum (respectively by authors), refers importance for all participants as well as motivating (Tomlinson), so small group activities should work by goals (Zemelman), where the purpose would become familiar and could remember contents, in order to build a common repertoire (for Bloom).

Once the third level is reached, maintaining order by authors, contents development, represented and learned theoretically, need to be understanding them as a whole. Immediately, the fourth level indicates that the student must be involved and engaged in a practical way with the learning of the contents, reason why class laboratories linked to authentic and unmediated experiences are proposed what Bloom operationalizes by the application and analysis of the phenomena's steps. Finally, the evaluation section, keeping authors in the same order, proposes a detailed and progressive way (Scaffolded), under a reflective assessment by the students who would have to report on their own work (as a portfolio). Thus, new processes begin after restructuring it, therefore, to authentic creations made by student development. From this perspective, the classroom is conceived under personalized, individualized or differentiated growth within a common curricular proposal.

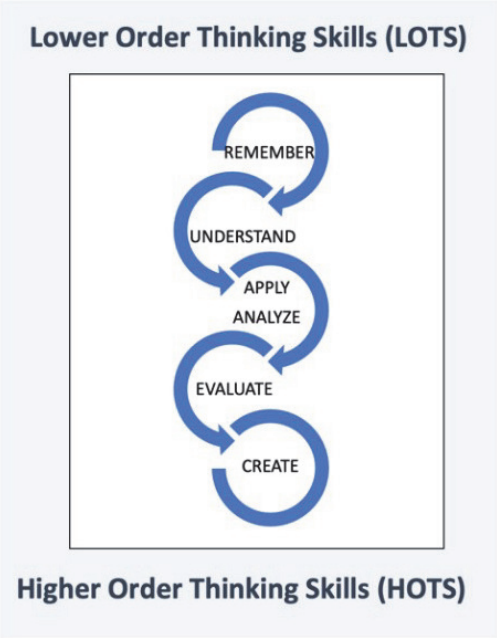

Figure 5. Higher Order Thinking Skills

Own creation from Revised Bloom's Taxonomy (Anderson, Krathwohl 2001).

Passing to the student learning block (shown like integral development built within educational process), hierarchies account a comprehensive conceptual organization around the reviewed bibliography analysis. In this second block, firstly Darling-Hammond's learning for understanding (2001) is also assumed by the third nucleus of Tomlinson's gear –with an exhaustive bibliographical review, can be followed in so many other authors. For them, a basic necessary level for achieving an optimal learning starts with teaching personalization or with an affirmation of the subject (such as affection and security in the environment in which they learn). Later and respectively, group-class cooperation creates a propitious environment in which the subject contributes to reciprocity with his uniqueness, showing the self with

confidence and being accepted by that, working for the common and individual good. Regarding professional section, gradual continuity to access knowledge becomes essential, so student experiences the TL process (teaching-learning) and is aware. This leads a high self-esteem, managing of the contents because they understand them. Subsequently, a profound significance of the contents come, through applied work, leading ultimately to the objectives; At the same time, it develops an assessment level from the student as an active agent capable of recreating information and culminating in new information creation, which makes necessary working through projects to challenge student ability, motivating them to get involved. Classroom level here is taken as "proximal development zone", a training room where integral student personality is exercised for active citizenship in tomorrow´s society.

The second to last column refers to the complete student development, presents the stages followed to achieve the best learning, which will not happen without the previous level. Here Formella (2020) and Santrock (2021) are the most representative axes. Namely, first stage highlights the influence that the teacher and teaching exert on the student's personality: affecting self-esteem and self-concept (identity), transmitting security and confidence, as well as promoting reflection and self-awareness, essential to strongly anchor a constructive educational process. Formella considers in various papers (2009; 2020) how the educational relationship must be effective to build solidly over itself, giving it prime importance: is a requirement *sine*

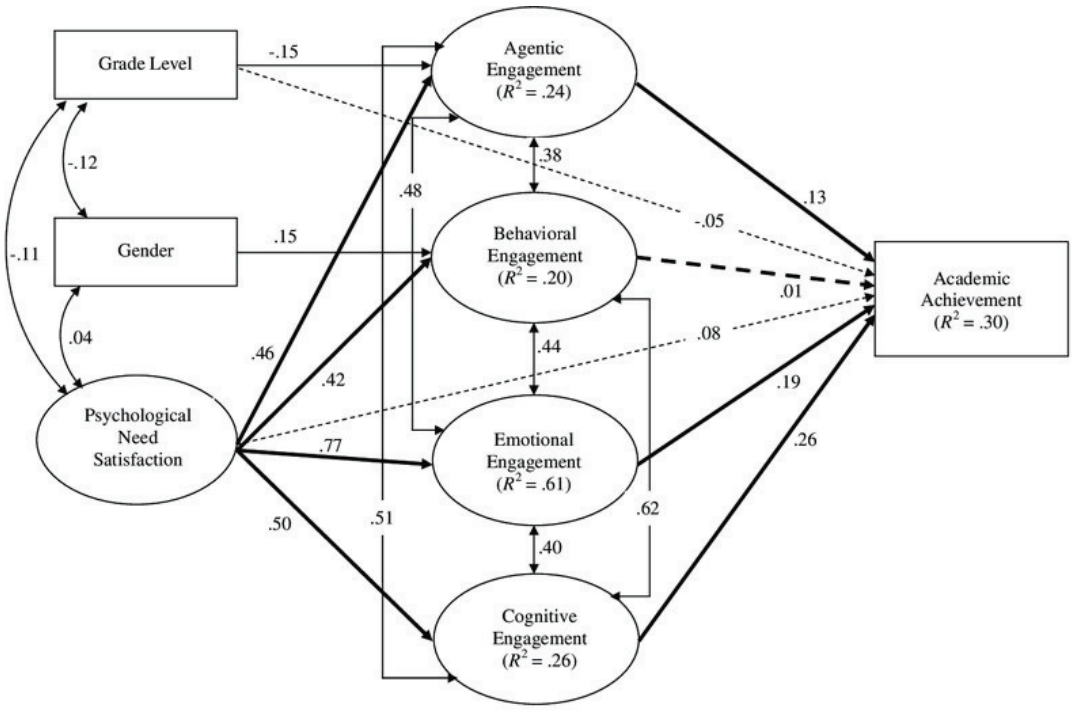

Figure 6. Complete student development: Agency

Source: Reeve, Tseng 2011.

qua non for transmission of knowledge; In our table, it is established as the basis of effective educational process (explicitly described on theoretical foundation).

Complete development in the second level goes through coexistence in class, which provides a climate of transparency, making spontaneity and cooperative relationship possible, encouraging participation -where single student becomes active part of the whole and kindness environment increases comfort. The third level is reserved for theoretical contents learning, allowing cognitive abstraction, in addition to transferring knowledge to particular contexts (understood in a familiar way). Next, the fourth level establishes practical content development through autonomous student elaboration based on a strong motivation within. It begins putting interested in the task, later procuring participation, thus optimal learning experience (Flow) appears, leading to mastery of the task, and finally, creativity occurs –resulting in adding a valid contribution to what is known, in line with all the above. Evaluation would be aimed at assessing each student self-regulation, along to critical thinking, derived from logical reasoning and agency of what has been learned. Classroom level is established under the personal development prism, transferred to group entity as a social improvement.

Finally, the last column belongs to Maslow's Hierarchy of needs (2016), together with other comprehensive models such as Gordon Allport's (1937) -structuring content order. Humanistic psychology reveals empirical studies data, demonstrating personal self-realization or, in other words, complete development of the person; This current of thought maintains that human development could not be reached by accident, but rather they found indications of the way in which human personality develops in an orderly progression. Therefore, first stage refers to basic needs covered by food and clothing (to which Formella adds Internet as a new basic need, argued with other studies) -in this area, solving shortages that educational centres can have. Regarding the teacher's role, the second hierarchy stage proposes satisfying affective needs, trust and security, so the student can establish a personal relationship on which to build a TL process. Also, in Allport can be found a similarity, that builds in the first level both the bodily and identity needs („I") at the base of his hierarchy.

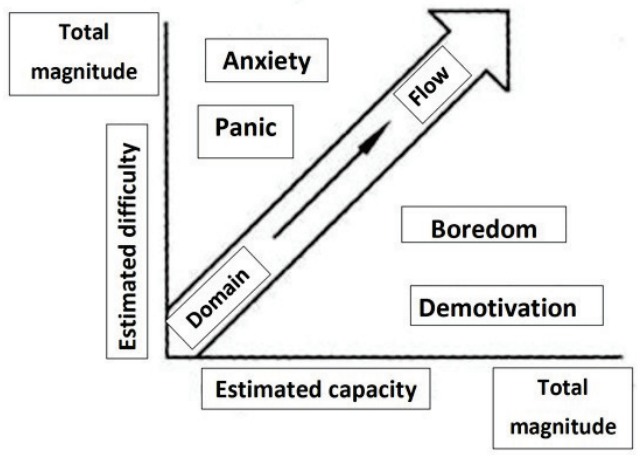

Figure 7. Flow Process

Own creation from Csikszentmihalyi 2013.

Following level, coexistence governs the affiliation need based on respect and acceptance of others, in this case, represented by the group-class and its proper functioning; in the second author, personal development is expanded to the field of „others": which means interiority correlated to otherness.

The third stage finds in Maslow's needs, recognition and mutual respect on which edify different knowledge, also being able of identifying common concepts and realities as certain; In Allport (1937), the next level of development is the rational activity as access to theoretical knowledge that we propose here. Fourthly, personal self-realization is found as process culmination in which openness without prejudice, problem solving and autonomy have been achieved, which would come from controlled application of knowledge; which in the second author would be the skills achieved, that is, repeated practice of a process culminating in mastery, thus, transferring learning from the conceptual to the manipulative dimension (called „agency" in other authors).

The fifth and last place, Maslow establishes self-transcendence as a transfer of what is learned to life spheres, Allport identifies a personal autonomous self-regulation of procedures (internal coherence or cohesion); Self-assessment of the processes, homologous to feedback, is in the rest of the columns for this same level. This culmination is also called by Formella as maturity or adulthood, in Rogers it is said by self-control and Bandura would name agency (diligence) of the person who can control its own behaviour. Here, the classroom is not conceived as a space for the mere transmission of concepts unrelated to the passive student and devoid of logical meaning, but quite contrary, it is the place where the whole person can grow, to become autonomous. Full of meaning in what it is apprehended, the purpose is to reach ultimate aspiration, which is the complete fulfilment of the person making a transference beyond the self. The social change that Don Bosco spoke about: the culmination of the educational process.

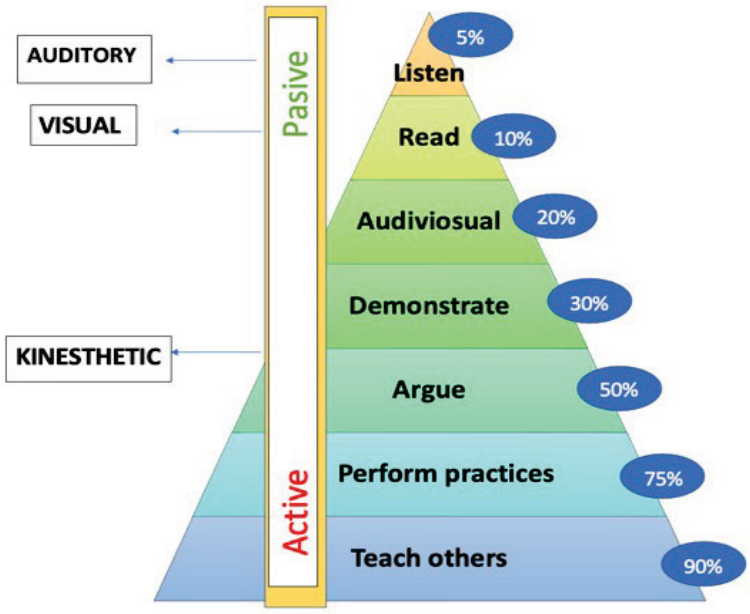

Figure 8. Effective learning according to William Glasser's pyramid

Own creation from Dale, 1969.

Methodology

The Holistic paradigm is inspired by the unifying reconciliation of paradigms, seeking their complementation. The Humanist perspective views the person as a potential whole. Consequently, individuals are seen as conscious and responsible agents who have the power to emancipate and transform their own reality as well as the surrounding environment. Through critical reflection, we can enhance the success of our actions (critical by nature). Although the Holistic paradigm shares similarities with the interpretative paradigm, it emphasizes the active presence of the subject as an agent of change (De Miguel 1990). Hence, qualitative methodology is employed, aiming to involve students' participation and deeply listen to their contributions. Our approach has involved understanding the problem and gaining profound insights into the students' experiences, bridging theory and practice. This necessitates incorporating the reflections derived from their experiences into our research.

Therefore, the student takes center stage in our study as the primary focus of education —*la raison d'être*—and the driving force behind our work as educators. Failing to understand their learning experiences would overlook a fundamental aspect of the status quo. Consequently, it is crucial to consider both the first perspective (as detailed in scientific literature) and the second perspective (derived from students' learning experiences), which we present as an original contribution from our research. Hence, the research goal is to describe the common characteristics of effective teachers based on students' learning experiences, giving them visibility. This study has two main objectives: to explore the disciplinary perspective (as outlined in scientific literature) on effective teaching practices and to compare it with the students' perspective, which is unique due to the scarcity of literature on the topic. As a result, our study adopts a descriptive and exploratory research approach. While these approaches are distinct, they are not mutually exclusive and, in our case, they complement each other given the nature of our study. The descriptive approach enables a detailed examination of the phenomenon under investigation. Due to the limited existing literature, we are motivated to conduct a qualitative study in two secondary education centers during the compulsory period.

A preliminary pilot study was conducted prior to data collection to examine the potential vagueness and ambiguity of responses from secondary school students. The focus was not on their abilities or conditions but on the characteristics of the measurement instrument itself, which was deemed inappropriate. An open-ended questionnaire was administered, which proved to elicit superficial and impersonal responses, indicating that participants paid little attention to providing detailed information. However, it was unanimously suggested by students that they value teachers who are close, respectful, and serve as exemplars, while also making the subject interesting and accessible. These positive teacher and teaching characteristics were consistent across all courses and subject areas.

Based on these initial findings, focus groups and direct interviews were selected as the subsequent data collection methods. These approaches allowed for in-depth information gathering despite the smaller sample size. The study population consists of two conveniently chosen compulsory secondary education centers. On average, there were seven participants from each course. One center is a public secondary school located in the Murcia Region of Spain, while the other is a private school situated in the Lazio Region of Italy. Compulsory secondary education courses were selected, with one class per level, and participants were randomly chosen while ensuring a balance between genders. In the Spanish education system, compulsory secondary school spans four courses known as "E.S.O." (Educación Secundaria Obligatoria), covering ages 12 to 16. Meanwhile, in the Italian system, the same period is divided into three courses known as "Scuola Media," covering ages 12 to 15. This educational stage is defined as "Secondary Education" by the European Union, with each member country organizing it in its own specific manner (Eurydice 2022), although there are similarities as observed in this study.

Throughout the research process, we have adhered to ethical and quality criteria prescribed by the Research Ethics Commission of the University of Murcia. Prior to data collection, permits were obtained, ensuring anonymity not only for the names of the educational centers but also for the identities of the participants. Rigorous principles were maintained during all procedures. Permissions were sought from educational centers through directors and parents, and students were asked for their consent at the time of participation. It was essential for participants to be chosen randomly and voluntarily, ensuring the absence of any preselection.

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To work from the foundation of realities means to base one's actions on what is verifiable by the observed effects. This requires identifying the underlying causes, explaining the processes, and presenting the outcomes. Bolívar (2012) argues that educational centers should enhance the quality of learning through teaching innovation and organizational improvement. However, he also notes the lack of a theoretical explanation to support studies on teacher effectiveness that use quantitative methodologies, while qualitative studies often fail to show a clear link between their basis and specific strategies. Hattie (2003; 2009) has repeatedly stressed the importance of understanding effective teaching from the students' perspective, as they can offer coherent insights into what kind of teaching facilitates their best learning experiences. Based on our careful observation of educational

improvement initiatives in recent times, we believe that it is essential to include the learners' voices in the conceptualization of effective teaching as a theoretically grounded body of knowledge (Alcolea, Portela, Nieto 2015).

Conclusions

Taking students as active agents, capable of acting freely and consciously, is an optic that must be looked at, it is a fundamental basis where the educational process is embedded: in teacher-student reciprocity, in the dialogue that accompanies actions, in the certainty and hope that in students there is the other part with which to work together. They cannot be ignored but, on the contrary, we must seek them potentiality, always trust in their capacity. For this, essential is referring to "Axial Connections" map: arose from the students Voice (in the second part of the article). This map could guide our teacher behaviour, conscious about relationships between our actions and the students' learning outcomes.

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