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DISRUPTIVE TEACHING AND COMPREHENSIVE PROCESSES NETWORK-SCHOOL

SERGIO QUIROGA

This text arises from the disagreement and teacher dissatisfaction that I have felt since we began to exercise the teaching profession, and we perceive that as transforming educators our practice must coincide with our theories and that many times the theory is limited and insufficient to explain the phenomena that occur in the practice. The moments of greatest dissatisfaction resulted in our case, without a doubt, the closing time of the educational establishments, a fact that allowed us teachers, (or the majority) to know other classrooms. These concerns were deepened by the educational experience carried out in the years 2020-2021, times of strong presence of the Covid-19 pandemic: school closures, emergency virtual education, isolation, and teacher and student stress. Although the pandemic is not over, people's social and educational lives tend to resemble what existed in previous years. It was and is a difficult time full of uncertainties in which as teachers we experience fears, anxieties, little recognition of the teaching profession, ignorance and low use of digital resources. The pandemic came unexpectedly and we had to experiment and learn how we could.



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Sergio Quiroga
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FOREWORD

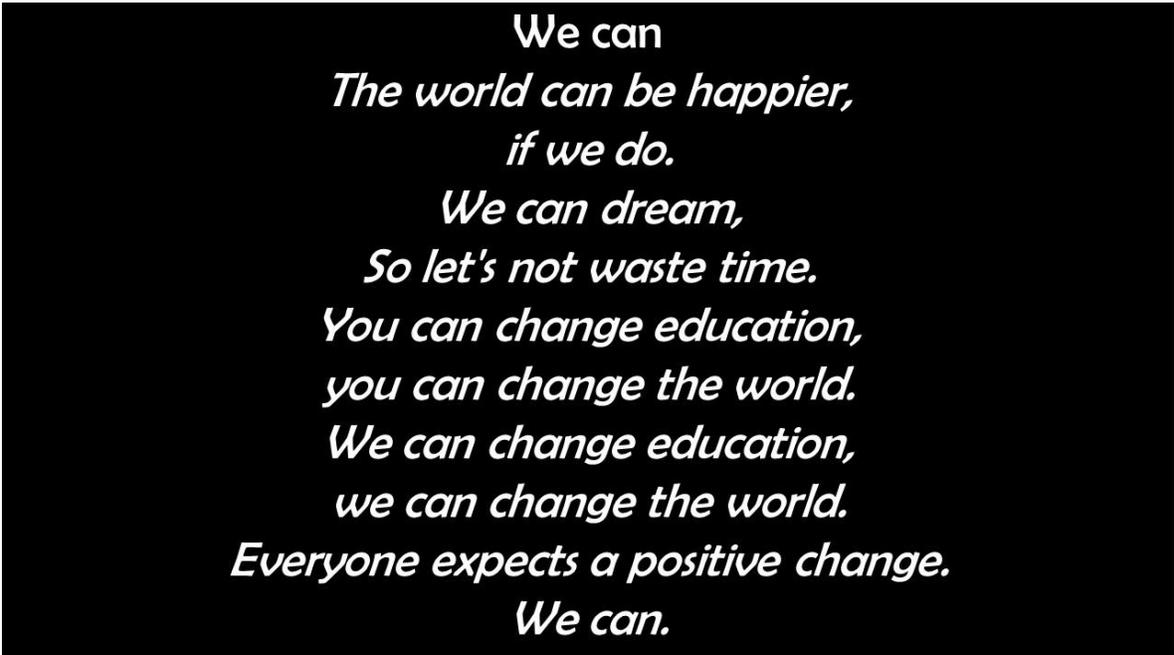
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It was and is a difficult time full of uncertainties in which as teachers we experience fears, anxieties, little recognition of the teaching profession, ignorance and low use of digital resources and in some cases, lack of equipment. The pandemic came unexpectedly and we had to experiment and learn how we could.

We can (nosotros podemos)



We can
*The world can be happier,
if we do.*
*We can dream,
So let's not waste time.*
*You can change education,
you can change the world.*
*We can change education,
we can change the world.*
Everyone expects a positive change.
We can.

Sergio Quiroga (2022).