"Education is the most powerful tool you can use to change the world"
Nelson Mandela

Education and culture are the materialization of our society; it links our history, what we think, what we feel and our identity. Our participation in these manifestations make us part and responsible for the reality in which we live.

Teachers are committed to integrate training processes on a continuous basis to expand our knowledge, enrich our critical judgment and propose improvements in our educational community. Our steps in a path of continuous training, proposes to reflect on our educational reality enlightened by the theory, to transform our practices. In the experience we have faced in this institution, the priority was the commitment to participate in the construction of another look on education, with the conviction that it will enrich our teaching background.

The Institution and the people envolved.

For an educational transformation to be possible, it must emerge from the community and be oriented to the community. Both UCLA teachers and educational management are positioned from a community perspective. Parents, students, teachers, managers are an active part of what happens in classrooms. These actions centered on the active student empowers him/her, giving real value to his or her task. As a result, motivated students are encouraged to investigate and work towards transforming their reality, giving them wings, freedom to choose, to walk their own way and organize it according to their tastes and interests. For learning to be truly contextualized, in the community and in the real student, the student's history, culture and context must be concepts to be known, described and problematized; this is the key of an attractive and pertinent pedagogical proposal for the students, as the academic proposal of the UCLA is.

Collaborative work gives a conceptual framework to pedagogical practices as it relates all the actors involved in the educational process in a particular way. From the teachers, with their commitment in the daily work with their colleagues, to the practice of teamwork as a dynamic task. The participation of parents in the institution also shows the community vision and the collaborative work dimension which the institution promotes.

It is important from the pedagogical point of view, the central position of the autonomous work facilitated in this institution. The flexibility of the curriculum generates freedom in the student, which allows him/her to choose and decide on his/her own educational trajectory. Classical work starts from the question, the research processes are essential moments that we detect in the practices. This encourages the student to investigate and hold him/her responsible as an active part for their community. Working with projects helps the development of autonomy and an experience advantage over purely theoretical instruction. Students become involved in their reality, making decisions and developing their responsibility as an active part of
the community. This modality generates meaning in learning and links them with reality.

Finally, talking about social justice in education means understanding education as an inherent right to every person and must guarantee equality of opportunities. It depends on us that the principle of social justice materializes. This approach is reflected in the work of UCLA; the student is recognized as a subject in a context, with his or her history and culture. We must then return to this contextualization as a starting point, promoting the development of personal and integral autonomy, guaranteeing respect for his or her origins and guidance in the construction of knowledge.

The observations.-

Understanding teaching practice as a practice in community results from a work anchored in the history of personal identities and the collective identity that emerges from coexisting in an ecological environment. Restorative justice in this sense constitutes a proposal of this University, which promotes the participation of individuals in an environment in which respect, interpersonal relationships and responsibility are central. In the practices carried out, one may observe the commitment to sustain these pillars, in a systematic and organized work which enables students to interact in heterogeneous teams sharing knowledge.

Observations in schools opened new topics. Firstly, the attention of the teachers in the educational institutions drew attention. Their participation in school practices is active and recognized as part of the school community. This helps in bonding with the student. The teacher-student relationship is empathic and opened to dialogue. Teachers organize their classes, with the necessary resources to develop their objectives. This creates the proper environment leading to the teaching-learning process.

For the development of pedagogical practices, teachers have a large amount of resources. In a music class for example, students can learn to play an instrument, it is indispensable to have these instruments in school. This gives the possibility of being able to learn for all of them. This happens in various spaces, such as laboratory, where the centrality in experimentation can occur in as long as the necessary resources are available.

From my point of view of as an Argentinean teacher, practices of restorative justice and work with the families in the academic community are visualized, concretized in the coexistence agreements, which are renewed year by year. The daily practice of restorative justice, teamwork, the revaluation of individual and collective identities and the pursuit of academic excellence where everything is dialectically integrated is a concrete experience in daily treatment and, at the same time, a challenge to be problematized.
Conclusion.-

After theorizing and making observations of reality, there are surpassing proposals to improve our reality upon returning to our country. Firstly, to revalue the exchange and work in networks as a way to transform reality in a meaningful way. With the technological devices, today the sharing and exchange of experience and ideas is possible.

The proposal was really valuable, from a multicultural perspective, reinforcing the idea that it is indispensable to create and strengthen links, to enrich social processes, through networking and collaborative learning. To enhance the values of justice, peace and solidarity, towards inclusion and quality in education still remains both as a challenge and a social commitment.

My deepest thanks to all the people who made possible my passage through this excellent academic institution, the teachers and students who accompanied me and the open disposition to receive us. Undoubtedly, this experience will enrich my presence in similar scenarios enlighting the values and strength that UCLA deploys in its educational action. I simply thank and devote all my respect and admiration for the educational task they develop every day ...

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