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An Emergent Pedagogical Model for Democratic Coexistence from Teachers' Perspectives

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Abstract

This study proposes the Emergent Pedagogical Model EPM, derived from an inductive middle-range theorization grounded in a generational triangulation of teaching praxis in Chachapoyas, Peru. It adopted a qualitative interpretive explanatory design of a structural and non linear nature, aimed at identifying patterns, tensions, and systematic relationships among the ontological A1, strategic A2, planning A3, and contextual A4 components of teaching praxis, coherently integrating them to understand, in situated contexts, the curricular competence “coexists and participates democratically in the pursuit of the common good.” The findings indicate that teachers’ cognitive trajectories do not translate linearly into practice, but rather become tensioned with state normativity. This dialectical relationship reconfigures pedagogical action, producing hybrid configurations in which professional coherence and normative subordination coexist. The resulting model not only identifies predominant strategies and forms of planning, but also reveals the systemic structure that articulates civic education and democratic coexistence.

By conceptualizing the tension between situated practice and normativity as structural dimensions, the study offers a contextual explanatory framework that recognizes the teacher as an architect of democracy within school environments, guiding a more humane and just form of coexistence.

INTRODUCTION

The theoretical construction of this study is grounded in the postulate that democracy and school coexistence constitute dynamic and situated processes nourished by the teacher’s generational experience. Contemporary literature suggests that recently graduated teachers, mid-career teachers, and experienced teachers possess divergent frames of reference that shape the creation of classroom climates (Hargreaves & Fullan, 2020). While certain institutional approaches persist in punitive discipline, current trends in neuroeducation and social-emotional learning advocate approaches that respect students’ voices, promoting the development of student agency as a substantive expression of democracy and school coexistence (Immordino-Yang et al., 2019).

However, this coexistence of perspectives frequently generates a situated pedagogical tension between the teacher’s cognitive trajectory and the practical norms of the educational system, thereby raising the need for an integrative model capable of explaining the hybridization between technical-normative knowledge and experiential teaching knowledge across diverse contexts.

Various studies warn that the obsession with measurable outcomes has displaced the school’s subjectifying function, that is, its capacity to form autonomous and critical individuals. They further suggest that from early childhood onward, school spaces should be democratic and collaborative, emphasizing listening, critical thinking, freedom, and respect (Biesta, 2022; Sousa & Oxley., 2022; García Gómez., 2019). As Schleicher (2022) notes, the effectiveness of educational change depends on teachers’ capacity to translate general policies into local solutions.

Within this scenario, the following question emerges. How can a pedagogical proposal be configured from the different generational trajectories of teachers in a way that simultaneously responds to the official curriculum and to local demands. Addressing this question makes it possible to propose an alternative to traditional management models by centering attention on the educator's critical and resilient capacities, which are necessary to respond effectively to a society marked by internal and external conflicts. In this regard, democracy and school coexistence must move beyond declarative concepts and become the gravitational axis of pedagogies that not only prevent violence but also actively construct democratic citizenship oriented toward a deeper understanding of justice. Recent research maintains that the quality of classroom interaction is the strongest predictor of educational success and social cohesion (OECD, 2023).

From this perspective, and by exploring how school contexts configure and articulate the diverse representations children construct while interpreting and valuing their social reality, as well as their own experiences, cultural practices, and specific educational settings, this study seeks to build a pedagogical model grounded in social justice (Juanes & Jacott., 2020). The need to conceptualize pedagogies that draw upon children's natural understanding in order to translate merely instructive teaching into concrete acts of everyday democratic behavior constitutes the central premise of this study (Røn-Larsen & Stanek., 2024).

Finally, the article is organized beginning with a review of teacher ontology and the predominant pedagogical strategies employed, followed by an examination of planning engineering and environmental barriers. Across these four scenarios, it is demonstrated that school coexistence in local contexts such as Chachapoyas results from a permanent adjustment between the democratic ideal and the friction of reality. This study seeks to lay the foundations for a renewed understanding of teaching work, in which the hybridization of knowledge becomes the principal tool for transformation grounded in social justice.

LITERATURE REVIEW

Democracy and coexistence are two concepts that must be understood dichotomously within civic education. These concepts, which have evolved from traditional civic instruction toward models of coexistence that emphasize participation, constitute key assets for human progress with social justice in the contemporary world. Biesta (2020) argues that the function of education is not merely to instrumentalize socialization based on rigid pre established norms, but to create spaces for identity construction in which the student positions himself or herself as a political actor from an early age, capable of acting autonomously.

Levinson et al. (2022) emphasize that civic education in Latin America has not yet overcome the authoritarian legacy of traditional democracy. Moving toward a school culture that values the dialectic emerging from the normative framework, the generational teaching trajectory, and students'

expectations requires understanding coexistence as a dynamic and situated form of learning rather than as a static and dogmatized curricular content.

When democracy is reduced to the top down application and obedience to norms as its sole expression, a sequence is established that teachers themselves replicate with students, undermining any profound understanding of the essence of democracy. Such dynamics generate tensions within the educational system, reflected in strict compliance with regulations and curriculum mandates and in the constrained autonomy of teachers, whose practices vary according to their cognitive and experiential trajectories. From this sociological standpoint, Bronfenbrenner's ecological model (1987) remains a fundamental framework for understanding how different environments shape the development of the citizen.

The relationship between school experience and the development of democratic attitudes projected by teachers onto their students enables learners to influence relevant issues within their schools and to recognize themselves as citizens capable of understanding and exercising public power (Stojnic, 2020). The scientific literature suggests that democracy is learned through participation and lived experience. Empirical studies demonstrate that participatory processes that regard educational subjects as architects of democratic construction foster stronger school coexistence and greater teacher satisfaction, strengthening students' identities while providing teachers with the necessary spaces to enact their pedagogical formation (Díaz & Silva, 2021; Sierra & Zubizarreta, 2017).

Democratic schools, like democracy itself, do not arise by chance. They are the result of the teaching practices facilitated by each teacher (Sierra & Zubizarreta, 2017). Democracy is not a form of learning measurable in the short term. Robust democratic education must be assessed over the long term through the active participation of generations educated in school institutions, and teachers bear responsibility for this process. When teaching is saturated with regulations and bureaucratic pressures that prevent educators from enacting knowledge derived from their professional trajectories, visions, and beliefs, it ceases to be democratic and consequently limits meaningful school coexistence.

The central problem lies in a reductionist view of coexistence management that frequently ignores the teacher's professional trajectory as an epistemological asset, thereby weakening critical capacity. Critical pedagogy has long suggested that teachers should constitute themselves as agents of change and transformative intellectuals, essential for fostering democratic educational institutions within communities, public authorities, and sociopolitical organizations. In the specific case of this study, teachers confront systemic friction in which normatively imposed administrative rigidity collides with the need for situated critical education. Under these conditions, pedagogical work becomes an act of bureaucratic resistance to dominant schooling approaches, distorting the meaning of democracy and coexistence (Maher et al., 2024; Gray & Phillips, 2023; Hickey et al., 2021).

In the Peruvian and broader Latin American context, educational policies continue to base their decisions primarily on bureaucratic approaches and total quality management principles. Although they articulate an expansive vision of civic education, their orientation tends toward the achievement of standardized outcomes (Vásquez-Espinoza et al., 2024). Democracy must therefore be practiced rather

than merely proclaimed. It must be experienced through the effective involvement of educational actors in school governance processes in order to promote a more humanizing and inclusive education oriented toward addressing the authentic needs and concerns of students (Amorim et al., 2021).

Recent studies such as García-García and Martínez-Heredia (2021) suggest that the interaction between school and family coexistence is decisive for the effectiveness of coexistence policies. In the Peruvian context, however, the disconnection between these systems generates a friction that Tenti Fanfani (2021) describes as the pedagogical solitude of the teacher, who must instill democratic values in students who experience vertical power dynamics or parental disengagement at home.

The methodological structure of coexistence is grounded in the theory of communicative democratic action. Habermas (1987) posited that social legitimacy emerges from rational dialogue and consensus free from coercion. Contemporary school based studies such as Bolívar (2020) demonstrate that the classroom assembly, functioning as a miniature public sphere, enables the institutionalization of such dialogue. Nevertheless, Touriñán (2022) warns that the success of these strategies depends on the authenticity of participation and requires avoiding bureaucratic formalism while defending deep ethical deliberation on contextual problems.

In the field of didactics, problem based learning and role play have gained increasing recognition as effective teaching and learning procedures. Rodríguez-Gallego et al. (2021) note that these methodologies enable students to recognize the political dimension of their everyday actions, a foundational element in forming citizens grounded in democratic participation. According to the Ministry of Education (2023), the implementation of meaningful classroom situations serves as the driving force linking curriculum and local reality. However, as Zabalza and Zabalza (2022) indicate, the effectiveness of these proposals depends on teachers' capacity to manage the curriculum flexibly, a persistent challenge in educational systems characterized by heavy administrative demands.

Tensions within planning have also been extensively analyzed in recent years. Ball (2021) introduces the concept of performativity to describe the pressure teachers face to comply with measurable indicators and constant supervision. In the Peruvian case, such processes are often perceived not as professional development but as threats to cognitive authority, job stability, and emotional well being resulting from overload, frequently displacing qualitative formative processes (Torres, 2025). Prieto-Egido et al. (2022) argue that democratic planning requires institutional time that is often sacrificed in favor of standardized academic performance. This conflict in the management of school time constitutes, according to Aparicio-Herguedas et al. (2021), the principal barrier preventing conflict mediation strategies from exerting a meaningful impact on educational institution.

Recent research explores the impact of teacher identity on the teaching of democracy as the foundation of coexistence. Day and Gu (2023) maintain that professional experience and years of service shape teachers' adaptive capacity in the face of diverse school conflicts. While novice teachers tend to promote pedagogical innovations grounded in rights based approaches, experienced teachers often gravitate toward moralistic and rule oriented frameworks (Vezub, 2021). This generational divergence

should not be interpreted as contradiction but rather, as García-Cabrero (2022) suggests, as an opportunity for cross generational learning in which innovation and ethical tradition complement one another to strengthen coexistence.

Current studies reveal that civic education is inseparable from the virtual environment, where hate speech and misinformation threaten school coexistence. Research proposes that conflict mediation must also address students' social media spaces, an area that schools continue to overlook. The contemporary challenge extends beyond physical classroom coexistence to learning how to deliberate within hyperconnected digital environments that often amplify antagonistic contradictions (Hernández, 2023; Frau-Meigs, 2022; UNESCO, 2021).

Civic education is therefore not a simple process but a complex phenomenon that demands a pedagogy capable of adequately integrating beliefs, generational teaching trajectories, and governmental educational policies in order to strengthen effective democratic praxis and enhance school coexistence. Such integration is essential in a world constituted by specific contexts marked by distinct cultural identities. Curriculum and pedagogies must promote democracy by incorporating principles of justice, cultural responsiveness, racial literacy, gender equity, and everyday praxis. This tension calls for an analysis that integrates general educational policy with critical formation and professional trajectory in order to understand how teachers' ontological inputs A1 are transformed into adaptive planning engineering A2 and A3 capable of resisting contextual pressures A4 and overarching normative demands.

Finally, the regional context of Amazonas and the Peruvian rainforest provides a distinctive setting for the study of citizenship. Ames (2021) emphasizes that in rural and border areas, schools often constitute the only institutional spaces that guarantee a democratic framework. In such contexts, as Montero (2022) notes, coexistence is constructed through critical interculturality, where respect for diversity is not merely an ethical value but a condition for community survival.

METHODOLOGY

Approach and Design

The study adopted a qualitative approach oriented toward middle-range inductive theorization in order to construct an explanatory conceptual model of the configuration of democratic school coexistence based on the generational teaching trajectory.

An interpretive-explanatory design of a structural nature was employed, with the objective of identifying patterns, tensions, and systematic relationships among the ontological (A1), methodological (A2), planning (A3), and contextual (A4) components of teaching praxis and integrating them into an Emergent Pedagogical Model EPM. This approach followed the logic of middle-range theory construction proposed by Merton (1967), aimed at generating contextual and situated explanatory models without claims of universalization.

Study Context

The study was conducted in the city of Chachapoyas, Amazonas region, Peru, characterized by a strong cultural identity, a conservative tradition, and a schooling system shaped by markedly local family influences. This context made it possible to examine civic education as a situated phenomenon, traversed by tensions between national regulations and the local worldview.

Inclusion Criteria and Participants

Initially, 75 teachers from four public primary schools were selected from the total number of schools in the city and participated in the study.

The established analytical inclusion criterion was defined on the basis of a minimum discursive density of 10 words per response in each dimension of the instrument in order to ensure robust and non-fragmented units of meaning.

As a result of the adopted criterion, 19 questionnaires were excluded due to limited argumentative development, resulting in a final sample of 56 teachers. The distribution of the sample according to professional trajectory was established as follows:

0–5 years of service novice teachers

5–15 years of service intermediate teachers

More than 15 years of service expert teachers

This segmentation made it possible to conduct a structural generational triangulation, identifying categorical variations associated with accumulated professional capital.

Data collection technique

An open-ended questionnaire was administered, organized into four dimensions:

A1 Ontological configuration of the competence

A2 Predominant pedagogical strategies

A3 Planning engineering

A4 Facilitating factors or contextual frictions

The responses demonstrated an average length sufficient for categorical analysis, enabling the identification of semantic regularities, discursive tensions, and comparative patterns across generational teaching trajectories.

The instrument was subjected to expert review by specialists in pedagogy and curriculum to ensure conceptual coherence and semantic clarity.

Analytical Procedure

The analysis was conducted through an inductive process structured in three phases.

1. Open coding

Identification of relevant units of meaning within each dimension.

2. Axial coding

Articulation of emergent categories and establishment of relationships among A1, A2, A3, and A4.

3. Theoretical integration

Construction of the Emergent Pedagogical Model as a dynamic system of interactions among the four dimensions.

The analytical cycle of the study was developed interactively and comparatively across generational groups, which enabled the identification of structural regularities and significant variations.

Structural theoretical saturation was reached when the incorporation of new discursive units did not generate additional categories nor modify the emerging conceptual architecture.

Methodological rigor criteria

The study ensured scientific quality through the following criteria.

Credibility was established through comparative generational triangulation.

Confirmability was ensured by tracing the analytic chain from units of meaning to the structuring of integrated categories.

Dependability was demonstrated through the internal coherence of the categorical system A1–A4.

Analytical transferability was achieved through the generation of a middle-range model applicable to contexts characterized by similar bureaucratic and cultural tensions.

Positioning of the Researchers

The research team fully acknowledges its embeddedness within the study context, which facilitated a situated understanding of the reality under examination. However, a reflexive stance was maintained throughout the analytical process, seeking to distinguish between theoretical interpretation and the researchers' own normative assumptions in order to preserve epistemological consistency.

RESULTS

Table 1
Categorical Structure and Synthesis of Results

Theoretical Category	Emergent Category	Phenomenological Evidence	Typified Evidence
A1 **Ontology of Coexistence**	*Civic deliberation versus normative order*	The tension surrounding democracy lies between the political understood as the exercise of rights and "getting along" associated with morality and conduct, with the moral vision prevailing.	It refers to educating students who are capable of respecting others and seeking agreements oriented toward the common good.
A2 **Methodological Structure**	*Mechanisms of mediation and consensus*	The strategies are not merely games. They function as "mechanisms" for conflict resolution, such as classroom agreements that serve as foundational bases for school coexistence.	Classroom agreements and rotating role plays are used to facilitate decision making through consensus or voting.
A3 **Planning Engineering**	*Situational contextualization and technical alignment*	Planning operates as a process of "translation," whereby the teacher takes the National Curriculum to adapt it according to contextual idiosyncrasy grounded in real situations.	Once the purpose has been identified, activities are selected to promote participation while remaining aligned with the National Curriculum.
A4 **Contextual Frictions**	*Home–school dissonance and institutional determinism*	The success of the competence is susceptible to external factors. The "parent" emerges as a weak link in ensuring democratic consistency.	Limited parental engagement is compounded by administrative overload within a rigid regulatory framework.

Teachers in Chachapoyas articulate conceptions of democracy that reveal a tension between normative harmony and active citizenship. While one sector of the teaching staff defines the competence in terms of rule compliance, others orient it toward the pursuit of the common good through participation. This dual perception aligns with Biesta's theory of political subjectification (2014), which maintains that education should not be confined to the socialization of normative learning but must enable students to emerge as subjects capable of acting autonomously in the public sphere. The city's conservative

tradition therefore appears to shape a pedagogy that prioritizes social cohesion and order, functioning as a mechanism of ethical stability rather than social transformation.

With regard to the methodological structure, classroom agreements and the assignment of rotating roles suggest the implementation of deliberative democracy as proposed by Habermas (1987), for whom the legitimacy of norms arises from rational dialogue and consensus among participants. By institutionalizing democratic practices within school spaces, teachers transform the classroom into a miniature public sphere. However, Schugurensky (2011) warns of the risk of proceduralism, whereby adherence to formal mechanisms such as voting or selection may reduce critical engagement if constructive controversy is not fostered as a driving force of democratic learning.

Technical planning A3 demonstrates an effort toward situated contextualization by linking the National Curriculum to the local reality of Chachapoyas. This finding supports the Ministry of Education (2016), which maintains that learning is constructed through meaningful situations grounded in the surrounding context. Nevertheless, what Tenti Fanfani (2011) describes as the functional overload of the modern school becomes evident, as the pressure to comply with administrative timelines ultimately constrains qualitative processes. This condition places teachers in the position of planning democracy within rigid formats that leave limited room for the spontaneity of conflict and pedagogical freedom.

In conclusion, the identified contextual frictions are associated with limited family engagement, reflecting the continued relevance of Bronfenbrenner's ecological model (1987), in which the school operates as a microsystem seeking to instill democratic values that collide with the mesosystem of the home–school relationship, where traditional structures persist. This disconnection suggests that civic competence confronts a form of contextual determinism in which teachers' efforts are constrained by local culture, thereby limiting authentic civic education, which requires systemic co-responsibility in order to avoid becoming a democratic island within an environment that neutralizes civic learning in its broader sense.

Table 2
Generational Teacher Triangulation Matrix

Group according to years of service	Axis of significance (A1)	Hegemonic strategy (A2)	Planning engineering (A3)	Perception of the limit (A4)
Novice teachers 0–5 years	*Empowerment and rights with an emphasis on autonomy and social justice.*	*Debates and ICT*: use of digital tools to foster participation.	*Innovation.* Challenge-based design that questions traditional structures.	Curricular rigidity and a sense of suffocation generated by administrative formats.
Mid-career teachers 5–15 years	*Participation and citizenship with the promotion of consensus and democratic life.*	*Assemblies and projects*: conflict management through dialogue guided by shared norms.	*Consensus.* Technical alignment with the National Curriculum through the use of real-life situations.	Lack of time reflected in curricular overload and restricted space for pedagogical dialogue.
Experienced teachers more than 15 years	*Axio-ethical orientation with priority given to character formation and normative order.*	*Behavior modeling*: teaching through example and moral authority.	*Ethical-preventive planning.* A simplified design centered on fundamental values.	Family values crisis expressed in the rupture of the home–school mesosystem.

Through triangulation of the results, the findings reveal a structural evolution in teaching praxis, in which planning engineering A3 mediates between theoretical conception and environmental constraints. Novice teachers 0–5 years align coherently with empowerment and rights A1 and with planning guided by innovative orientations A3. This group employs ICT and debates A2 both as instructional resources and as instruments of resistance against the curricular rigidity A4 they perceive. As Tenti Fanfani (2021) argues, this professional stage is defined by the dialectical tension between an idealized teaching culture and the force that drives toward school bureaucracy, leading these teachers to seek autonomy through pedagogical designs that balance the traditional administrative structure.

Mid-career teachers 5–15 years display a transition toward participation and citizenship A1 through a highly technified consensus-oriented planning engineering A3. Unlike novice teachers, they achieve a hybridization between compliance with the National Curriculum and the situational context of Chachapoyas, using classroom assemblies and project-based learning A2 to render school democracy more practicable. This stance is grounded in Habermas's theory of communicative action (1987), in which the classroom is conceived as a rational public sphere. However, this technical sophistication collides directly with time constraints A4. According to Ball (2021), the pressure of administrative performativity compels these teachers toward pragmatic management that often sacrifices the depth of reflective dialogue in favor of meeting institutional targets.

Expert teachers more than 15 years demonstrate a reconfiguration of the A1–A2–A3 triad toward an axio-ethical orientation A1. Their planning evolves into an ethical-preventive model A3 in which technique is deliberately constrained to prioritize behavioral modeling A2. For this group, pedagogical planning constitutes an act of resilience in response to the family values crisis A4 that has intensified in contemporary societies. This finding validates Bronfenbrenner's Ecological Model (1987), as the experienced teacher, upon recognizing the rupture within the home–school mesosystem, relies on moral authority as the final bastion for preserving institutional harmony.

As Biesta (2020) affirms, the socialization function of education prevails, seeking to insert the student into a preexisting moral order amid external uncertainty.

In synthesis, the axis of significance A1 directs the nature of strategy A2, yet planning A3 determines how limits A4 are confronted. While younger teachers perceive planning as a space to counter systemic rigidity, mid-career teachers view it as a bridge for negotiation, and expert teachers as a refuge of values. These divergences suggest that the competence of coexistence in Chachapoyas is not taught uniformly but rather becomes biographically sedimented. According to Vezub (2021), teacher identity is not static; the accumulation of years of service transforms a progressive vision into a protective and conservative understanding of coexistence, demonstrating that experience operates as an epistemological filter that redefines the purpose of civic education.

A critical finding derived from the triangulation of rows and columns indicates that Planning Engineering A3 is the category most sensitive to generational change. The data suggest that technical maturity enables teachers to situate the learning of coexistence while simultaneously increasing their awareness of structural barriers. As Levinson et al. (2022) contend, the effectiveness of civic education in diverse contexts depends on the teacher's capacity to enact this situated hybridization.

The study fills a significant gap in the literature by demonstrating that categories A1, A2, A3, and A4 are not static compartments but components of a dynamic system. Contemporary scholarship indicates that education for coexistence requires systemic co-responsibility. Otherwise, the classroom risks becoming a democratic island within an environment that, according to teachers' perceptions, frequently neutralizes civic learning due to administrative burden or limited family support.

Figure 1

Emergent Pedagogical Model (EPM)

The conceptual model underscores the need to understand the teacher factor as the fundamental input of an educational system. It constitutes the ontological precondition A1 that operates as a cognitive filter shaping the viability of any proposal for school coexistence. From the perspective of Hargreaves and Fullan (2020), professional capital is not static but becomes dynamic according to the generational teaching trajectory, enabling experienced educators to transform policy mandates into instruments of change, whereas novice teachers tend to perceive them as technical impositions. This filter ensures that

the teaching of citizenship is not a mere repetition of concepts but rather an extension of the educator's professional identity.

The innovation emphasized in this model lies in the Core of Pedagogical Syncretism, conceived as an integrated space of theoretical construction in which dialectical tensions are configured between Technical Planning grounded in national education policies and the Situated Strategy oriented toward the local worldview. Unlike traditional designs, this core acknowledges a constant tension consistent with Biesta's argument that education does not occur through strict compliance with standards but through the capacity to respond to contextual singularity (Biesta, 2022).

Situated citizenship emerging from pedagogical syncretism constitutes an innovative outcome. This result distances itself from the notion of the global citizen who progressively loses connection with local cultural rootedness.

In line with Levinson et al. (2022), the most robust form of civic education is one that enables students to navigate between the modernity of globalization and the roots of their local tradition. In the proposed model, students not only become aware of their rights but also acquire the tools necessary to act within the social dynamics of their context, cultivating a sense of local belonging alongside a critical global perspective.

The framework of systemic friction A4 functions as a non linear regulator that challenges process stability. Factors such as family crisis, geographical limitations, and overwhelming administrative workload operate as forces of attrition that erode the pedagogical core. Nevertheless, the model proposes that this friction enables the adaptive adjustment required for the educational system to function effectively.

As Osher et al. (2020) argue, human development and learning are intrinsically linked to the capacity of context to absorb and respond to systemic demands. Within this model, friction compels teachers toward continuous adaptation, preventing teaching praxis from fossilizing into routine bureaucracy.

The model concludes with a feedback cycle in which adaptive adjustment returns to technical planning in order to refine it. This circular dynamic ensures that the model operates as an open and self regulating system capable of evolving as contextual conditions change.

DISCUSSION

The analysis revealed a systemic architecture composed of structural regularities and dynamic generational variations. Three aspects emerged as regularities, namely the tension between normative order and active citizenship, the centrality of planning as a mediating component, and systemic friction as a permanent structural condition of the system. In contrast, generational variations show shifts in the ontological understanding of democracy, in the strategic selection of pedagogical devices, and in the attribution of the origin of systemic conflict.

In this vein, the study demonstrates that professional capital constitutes a non negotiable condition for the balanced functioning of an educational system. By articulating normative knowledge with situated practice, it consistently promotes the authentic democratic praxis required by any social structure. This finding, which reinforces the thesis advanced by Hargreaves and Fullan (2020), concurs that teacher identity is a decisive asset that preconfigures the depth and materialization of any educational innovation.

The central debate of the Emergent Pedagogical Model lies in pedagogical syncretism, which identifies a dialectical tension between national standards and the local worldview. This phenomenon challenges the trajectory of linear pedagogy, which assumes that planning consists of translating policy prescriptions into classroom practice. In contrast, our findings align with Biesta's (2022) critique of the instrumentalization of learning, demonstrating that authentic praxis unfolds within a space of friction where teachers engage in a process of negotiating universal rights with the sociocultural realities of the context, thereby granting meaning and legitimacy to the curriculum.

The critique of linear pedagogy rests on its inability to absorb contradictions. Studies such as Schleicher (2022) warn that successful education systems must be capable of learning from their own complexity. Our model departs from a cause and effect framework by introducing feedback dynamics through which outcomes continuously redefine planning. This detailed perspective helps explain why standardized interventions often fail in highly diverse regions such as the Peruvian Amazon, where educational outcomes tend to become a regional afterword, as they overlook teachers' capacity for self regulation in response to territorial contingencies.

According to Levinson et al. (2022), the findings of this study suggest the need for civic education that recognizes cultural plurality in order to strengthen school coexistence, since its neglect constitutes not only an antidemocratic act but also a denial of individual and collective identity. In this regard, the study makes it possible to observe that students acquire not only global democratic competences but also develop a resilient identity shaped both within the family sphere and through the abrupt transformations produced by technological change, thereby confirming that the effectiveness of civic education is proportional to its level of territorial relevance.

With regard to systemic friction A4, understood as the structural tensions that cut across educational practice, the study reveals that factors such as administrative workload and family crisis are not merely external obstacles but regulatory forces within the system. Whereas linear pedagogy interprets these variables as barriers to implementation, from the perspective advanced by Osher et al. (2020), human development is context dependent, which implies that under external pressures teachers may reinvent their practice through their own accumulated experience.

The originality of the finding lies in the fact that it is precisely this friction that redirects teaching practice by activating an adaptive adjustment, demonstrating that pedagogical resilience emerges from the need to withstand environmental pressures in order to safeguard the educational act.

The dialectical syncretism that emerges as an innovative proposal in this study shifts the central focus from normative compliance toward the creative resolution of tensions. Unlike traditional pedagogical sequences, this model posits that the quality of school coexistence does not depend on fidelity to administrative manuals, but rather on the teacher's capacity to hybridize global standards with local codes. It is a model that assumes contextual friction as a driver of improvement and teacher identity as the sovereign filter of educational quality, thereby offering a robust alternative for school governance in highly complex settings shaped by distinctive cultural particularities.

In broader terms, the findings of the Emergent Pedagogical Model enable the repositioning of teaching praxis within contemporary debates on educational governance, professional agency, and social justice. In line with enacted policy frameworks, educational policies are not implemented in a linear manner but are instead interpreted, translated, and recontextualized by school actors (Ball, Maguire, & Braun, 2012). However, the study advances this thesis by demonstrating that such mediation is not merely interpretative but structurally relational, as the tension between the generational teaching trajectory and state normativity consistently produces hybrid configurations that rearticulate professional identity, curricular planning, and democratic action.

From the perspective of street-level bureaucracy theory, public policies are not determined solely within administrative offices but emerge from the daily interactions between public officials and citizens (Lipsky, 1980). In this regard, the Emergent Pedagogical Model shows that teacher discretion entails not only pragmatic adaptation to state policies but also an ontological reconfiguration of everyday practice, in which professionalism coexists with internalized forms of normative subordination.

Likewise, the Emergent Pedagogical Model engages with the theory of deliberative democracy (Habermas, 1987) by demonstrating that the formation of citizens within school settings unfolds through spaces permeated by tensions between normative rationality and situated experience. Accordingly, the curricular competence "coexists and participates democratically in the pursuit of the common good" does not materialize as an ideal deliberative practice, but rather as a regulated field of negotiation. In this regard, the model provides empirical evidence that complicates the normative assumptions underlying school democracy.

Finally, from the tridimensional perspective of social justice proposed by Fraser (2008), the study makes it possible to observe how redistribution (curricular access), recognition (teacher professional identity), and representation (democratic participation) are articulated or brought into tension in everyday practice. The Emergent Pedagogical Model thus contributes to an empirically grounded synthesis of social justice in education, demonstrating that democratic transformation does not depend solely on normative reforms, but on the structure of relationships embedded in teaching praxis.

CONCLUSIONS

The systemic nature of democracy and school coexistence in local contexts is not a static outcome derived from regulation, but a dynamic system generated through the interaction between academic

policy frameworks and the situated action of teachers. The Emergent Pedagogical Model demonstrates that the effectiveness of the system depends on the interplay between teachers' ontological inputs and their capacity to adjust to contextual friction, thereby moving beyond linear and administrative conceptions of school management.

The study identifies technical planning and situated strategy as the critical component of the model. This component is defined as a form of planning engineering in which the teacher hybridizes technical curricular knowledge with strategies deemed necessary in practice. This capacity for pedagogical translation enables national civic content to acquire relevance and contextual appropriateness within the local sociocultural reality.

It is established that the final outcome is not a standardized graduate profile but situated citizenship. This finding reveals that students develop coexistence competences capable of navigating between the globalization of universal rights and the tradition of local ethical frameworks, achieving a balance of identity that centralized educational models often overlook.

The research confirms that the configuration of the Emergent Pedagogical Model varies significantly according to the educator's trajectory. Whereas experienced teachers demonstrate greater resilience in the face of systemic friction, novice and mid-career teachers require pedagogical support interventions in order to transition from technical planning toward a hybridized and authentically situated praxis.

Contextual friction represented by administrative workload and the family environment should not be understood solely as a burden on teaching practice, but as a necessary regulatory force. The Emergent Pedagogical Model demonstrates that it is precisely this friction that activates the feedback cycle, compelling teachers to continually update their practice in order to ensure the sustainability of the coexistence ecosystem.

The study argues that social justice in school settings is not the product of mere normative prescription, but rather emerges through processes of situated professional mediation in which the teacher critically reconfigures the curriculum under conditions of structural tension.

From the perspective of middle-range theorization, the Emergent Pedagogical Model does not seek to universalize findings, but to offer a heuristic explanation for interpreting similar dynamics in educational systems traversed by normative centralization and sociocultural frictions.

Limitations

Epistemological scope

Given the ideographic nature of the approach, the findings do not seek forced generalization but rather analytical transferability to contexts characterized by similar bureaucratic tensions.

Temporality of systemic friction A4

The study constitutes a synchronic analytical cross section. Therefore, the systemic variability of educational policies warrants future longitudinal research to determine the evolution of teachers' adaptive adjustment.

Narrative mediation

The reconstruction of the belief system A1 and the planning engineering A3 is grounded in teachers' perspectives. Despite the meticulous triangulation employed, this approach acknowledges the intrinsic subjectivity of praxis as a primary source.

Teacher-centered focus

The model emphasizes teachers' hybrid agency. Consequently, the impact of pedagogical syncretism on students and families remains open for future phases of research.

Declarations

Conflict of interest

The authors declare that the research was conducted in the absence of any conflict of interest.

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Data availability

The anonymized qualitative data supporting the findings of this study are available from the corresponding author upon reasonable request, in order to preserve participants' privacy and comply with ethical protocols.

Author contributions

Authors 1 and 2 were responsible for conceptualization, methodology, and original drafting. Author 3 conducted data collection and instrument validation. All authors approved the final version of the manuscript.

Ethics approval and consent to participate

This study was conducted with adult participants in a qualitative educational research context. Ethical approval was granted by the Comité Institucional de Ética en la Investigación (CIEI) of the Universidad Nacional Toribio Rodríguez de Mendoza de Amazonas (UNTRM), under approval code CIEI-N° 00275.

The research was carried out in accordance with the institutional ethical guidelines of the UNTRM and the applicable regulations governing studies involving human participants. Given the non-invasive nature

of the study and its reliance on open-ended responses, all procedures were developed under minimal-risk conditions, with careful attention to participants' rights, dignity, and well-being.

All participants provided informed consent prior to their involvement. Participation was entirely voluntary, and they were informed of the purpose of the study and their right to withdraw at any moment without any consequence. Anonymity and confidentiality were preserved throughout the research process, and the data were used exclusively for academic purposes.

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Figures

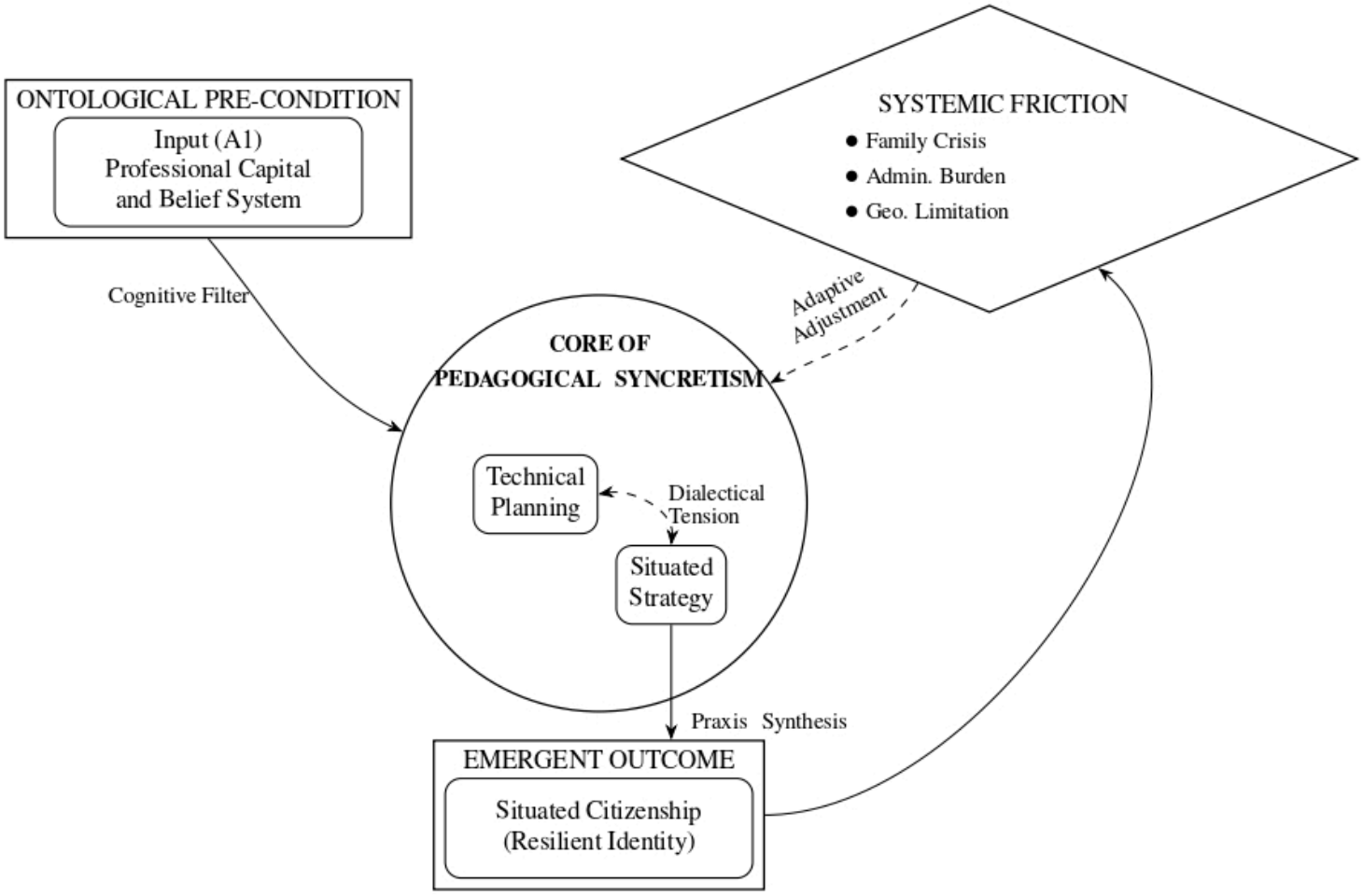


Figure 1

Emergent Pedagogical Model (EPM)