






SYSTEMATIC REVIEW

The impact of pedagogical support on improving teaching practice: a systematic review

El impacto del acompañamiento pedagógico en la mejora de la práctica docente: revisión sistemática

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ABSTRACT

Introduction: in the context of educational reforms and the ongoing pursuit of improved teaching quality, pedagogical accompaniment has emerged as a key strategy to strengthen teacher performance. Its implementation has spread across various educational institutions, but the results vary depending on the approach, the training of the mentors, and the institutional culture.

Objective: to systematically analyze the impact of pedagogical accompaniment on the improvement of teaching practices, considering studies published between 2021 and 2025.

Method: a systematic review was conducted using the PRISMA protocol. Renowned scientific databases such as Scopus and Web of Science were consulted. A total of 568 documents were identified, of which 86 met the inclusion criteria. The review focused on empirical studies with qualitative, quantitative, and mixed method approaches that addressed the relationship between pedagogical accompaniment and teaching improvement.

Results: the reviewed studies reveal that pedagogical accompaniment fosters reflection on practice, improves methodological strategies, promotes classroom innovation, and strengthens teachers' professional development. Factors influencing its effectiveness were also identified, such as the quality of feedback, mentor training, time allocated to the process, and the willingness of the accompanied teacher.

Conclusions: pedagogical accompaniment is an effective tool for improving teaching practice, if it is guided by principles of collaboration, contextualization, and continuous improvement. Its implementation must be supported by clear policies, adequate resources, and a formative approach focused on professional teacher growth.

Keywords: Environmental Education; Ecological Awareness; Sustainability Education; Experiential Pedagogy; Family and Environment; Nature-Based Learning.

RESUMEN

Introducción: en el contexto de las reformas educativas y la búsqueda constante por mejorar la calidad de la enseñanza, el acompañamiento pedagógico se ha posicionado como una estrategia clave para fortalecer el desempeño docente. Su implementación se ha extendido en diversas instituciones educativas, pero los resultados varían según el enfoque, la formación de los acompañantes y la cultura institucional.

Objetivo: analizar de forma sistemática el impacto del acompañamiento pedagógico en la mejora de la práctica docente, considerando estudios publicados entre los años 2021 y 2025.

Método: se desarrolló una revisión sistemática utilizando el protocolo PRISMA. Se consultaron bases de datos científicas reconocidas como Scopus y Web of Science. Se identificaron 568 documentos, de los cuales

86 cumplieron con los criterios de inclusión. La revisión se centró en estudios empíricos con enfoque cualitativo, cuantitativo y mixto que abordaran la relación entre acompañamiento pedagógico y mejora docente.

Resultados: los estudios revisados revelan que el acompañamiento pedagógico promueve la reflexión sobre la práctica, mejora las estrategias metodológicas, impulsa la innovación en el aula y fortalece el desarrollo profesional docente. También se identificaron factores que condicionan su efectividad, como la calidad de la retroalimentación, la formación del acompañante, el tiempo destinado al proceso y la disposición del docente acompañado.

Conclusión: el acompañamiento pedagógico representa una herramienta eficaz para mejorar la práctica docente, siempre que esté orientado por principios de colaboración, contextualización y mejora continua. Su implementación debe estar respaldada por políticas claras, recursos adecuados y un enfoque formativo centrado en el crecimiento profesional del docente.

Palabras clave: Acompañamiento Pedagógico; Práctica Docente; Desarrollo Profesional Docente; Mejora Educativa; Reformas Educativas.

INTRODUCTION

Globally, consolidated causal evidence shows that pedagogical accompaniment (instructional coaching) significantly improves teaching practice by 0,9 standard deviations, and student achievement by 0,18 SD.⁽¹⁾ This result far exceeds other types of traditional teacher training and is considered one of the most effective interventions within teacher professional development. However, this efficacy is mostly seen in controlled studies and is not necessarily replicated in all real-world contexts.⁽²⁾

The problem arises when scaling these programs: the effects of teaching quality are reduced by half in programs with more than 100 teachers, compared to smaller trials. The same is true for the impact on student learning, which is diminished when implemented on a large scale.⁽³⁾ This indicates that the expansion may compromise deployment fidelity and expected outcomes.

Another global barrier is that access to teacher support is very unequal. In low- and middle-income countries, many teachers do not have adequate minimum training, which reduces the possibility of benefiting from coaching programs, even when they exist.⁽⁴⁾

In addition, the lack of standardized evaluation mechanisms persists. Many interventions lack systematic protocols to measure their effectiveness beyond anecdotal assessments or partial data, which makes it difficult to compare, replicate and learn from different experiences implemented in different countries.⁽⁵⁾

In Latin America, the inclusion of pedagogical accompaniment in continuing education policies initiated since 2009 has been uneven, and its impacts on educational outcomes such as SERCE or TERCE are observed mainly in pilot contexts, without clear national measurements. In many countries the intervention is present, but rigorous monitoring is lacking.^(6,7)

The production of research on empirical effects in countries such as Colombia, Chile, and Ecuador is very low: they only represent about 6 % of the regional literature on teacher accompaniment, compared to 48 % in Peru and 14 % in Mexico.⁽⁸⁾ This poor visibility limits robust comparative analyses and relevant contextual evidence.

In Chile, there are initiatives linked to participatory pedagogy and active learning (for example, in university education), which show reductions in the student failure rate, but there are no direct quantitative studies that measure the impact of accompanying elementary school teachers or its effect on school learning.⁽⁹⁾

In Brazil and Bolivia, although teacher accompaniment programs are formally established, the heterogeneity in their implementation and the absence of systematic evaluation maintain the problem: there are no consistent statistics on their impact on teaching practice or on regional student performance.^(10,11)

In Peru, the rigorously evaluated rural teacher coaching program revealed that two years of accompaniment generated an increase of 0,20 standard deviations in teachers' pedagogical skills (ITT), with an impact on the learning of grade 2 students of between 0,106 and 0,075 SD in mathematics and reading comprehension, increasing slightly in the long term. Despite this, these effects are still moderate and may not reach all teachers uniformly.^(12,13,14)

The expansion of the program faced coverage issues: in rural and multigrade areas, many teachers did not receive full treatment, limiting the estimated overall impact and reducing the average effect on the most vulnerable schools.⁽¹⁵⁾

In addition, although since 2013 the Ministry of Education changed its model towards a more dialogued and horizontal accompaniment, shortcomings persist: lack of resources, insufficient training of trainers and little standardization of monitoring and evaluation processes of teaching practice.⁽¹⁶⁾

Another problem is the gap in attention to cultural and linguistic diversity: only half of the students who

require instruction in their indigenous language had trained teachers; Although some 9,000 teachers were trained, access remains unequal and the overall effectiveness of the system is limited.⁽¹⁷⁾

Educational quality as a global challenge

The quality of education has become a priority globally, especially in the context of the Sustainable Development Goals (SDGs), where SDG 4 seeks to ensure inclusive, equitable and quality education. In this scenario, the role of the teacher acquires central relevance, since it is one of the main factors that directly influences student learning. However, improving teacher quality remains a persistent challenge, especially in low- and middle-income countries, where training and evaluation mechanisms are often insufficient or ineffective.^(18,19,20)

One of the mechanisms that has gained strength in the last decade to strengthen the work of teachers is pedagogical accompaniment. This strategy goes beyond traditional supervision and proposes a collaborative; thoughtful approach focused on continuous professional development. However, the implementation of pedagogical accompaniment does not always translate into tangible improvements, due to factors such as the limited preparation of accompaniers, institutional resistance, or the lack of systematic evidence on its effectiveness.^(21,22)

Pedagogical accompaniment as a strategy for improvement

Pedagogical accompaniment is defined as a process of systematic and contextualized support that seeks to improve teaching practice through dialogue, classroom observation, feedback, and joint reflection. Its purpose is to build sustainable pedagogical capacities that allow teachers to transform their teaching and adapt it to the real needs of their students. This strategy has been widely promoted by international organizations such as UNESCO, IDB and the World Bank, who agree that good teaching is essential to achieve educational equity.^(23,24)

Despite its importance, pedagogical accompaniment faces significant challenges in terms of planning, execution, and evaluation. Many programs do not have clear guidelines, lack impact indicators, or are applied without adaptation to the local context. Likewise, there is a marked heterogeneity in the forms of implementation in different countries and regions, which raises doubts about their real effectiveness. Hence the need to systematically review the existing literature to identify patterns, gaps and good practices that support its contribution to teacher improvement.⁽²⁵⁾

Teaching practice as a transformative axis of learning

Teaching practice, understood as the set of actions, decisions, and strategies that the teacher conducts in the classroom, is one of the most influential factors in student learning. Numerous studies agree that improving teaching practice has a multiplier effect on school performance, student motivation and educational equity. However, transforming this practice requires more than initial training: it requires constant accompaniment, critical reflection and permanent updating.^(26,27)

Pedagogical accompaniment appears as a strategic tool to directly influence teaching practice. Through classroom observations, feedback sessions, co-planning and monitoring, the aim is to generate continuous improvement processes. However, on many occasions this accompaniment is reduced to a formal or bureaucratic visit, which limits its transformative potential. Therefore, it is essential to analyze how and under what conditions this strategy manages to truly impact the teacher's daily teaching.^(28,29)

Gaps and challenges in the implementation of accompaniment

Although many countries have incorporated pedagogical accompaniment into their teacher professional development policies, its implementation faces multiple difficulties. Among them are the lack of specialized training of the companions, the administrative overload, the resistance of the teaching staff, and the scarcity of resources to sustain continuous processes.⁽³⁰⁾ These barriers directly affect the quality of accompaniment and, consequently, limit its impact on the improvement of educational practice.

In addition, large gaps persist between urban and rural contexts, as well as between public and private schools, which shows the inequality in access to these processes. In some regions, accompaniment is constant and specialized, while in others, it is hardly existent or ineffective.⁽³¹⁾ These differences reinforce the need for comparative and systematic studies that allow us to understand under what conditions this strategy generates real improvements in teaching practice and what its structural limitations are.

Educational transformations and pedagogical accompaniment

The twenty-first century has brought with it a profound transformation of educational models, driven by technological advances, globalization, and social changes. In this new context, teachers are required not only to transmit knowledge, but also to train critical, creative, and adaptable citizens. These changes have generated the need for teachers to be in a constant process of updating and professional development, not

only through traditional courses, but through more personalized and situated processes, such as pedagogical accompaniment.^(32,33)

However, many education systems have not yet consolidated sustainable structures for teacher support. In many regions, this work is limited to administrative supervision or poorly contextualized interventions, which reduces its impact on the real improvement of teaching practice. This situation poses an urgent problem: the need to transform pedagogical accompaniment into a tool for continuous professional development, with a reflective, dialogic approach and located in the real practice of the classroom.^(34,35,36)

Limitations in the implementation of pedagogical accompaniment

Although pedagogical support has been incorporated into various educational systems as an improvement strategy, its implementation has multiple limitations. These include the lack of specialized training for the companions, the scarce systematization of successful experiences and the absence of a solid conceptual framework to guide their application. These weaknesses have generated an ambiguous perception among teachers, who often interpret it as a control mechanism instead of an opportunity for growth.⁽³⁷⁾

In addition, there are structural challenges such as teacher work overload, the limited availability of time for spaces for joint reflection, and the lack of articulation with other educational policies. This has prevented pedagogical accompaniment from developing with the necessary depth and continuity. Therefore, it is urgent to rethink its design and implementation, based on a systematic review that analyzes its real impact on the improvement of teaching practice, from diverse realities and contexts.⁽³⁸⁾

METHOD

Research Focus

The objective of this research is to analyze the impact of pedagogical accompaniment on the improvement of teaching practice, through a systematic review of scientific literature published between 2021 and 2025. This approach is justified by the need to understand, from a global and well-founded perspective, how accompaniment strategies have influenced teaching and learning processes, especially in contexts that require improvements in educational quality. The aim is to synthesize the most relevant findings of recent research to identify trends, gaps, good practices and areas of opportunity related to pedagogical accompaniment.^(39,40)

Sources of information

To guarantee the quality and validity of the included studies, a search was conducted in two of the most internationally recognized databases: Scopus and Web of Science (WoS). These platforms were selected for their high scientific rigor and multidisciplinary coverage, allowing access to peer-reviewed articles of great academic relevance. Boolean operators and keywords such as “pedagogical accompaniment”, “teacher support”, “instructional coaching”, and “teaching practice improvement” were used, applying filters by language (Spanish and English), full access and year range:

(TITLE-ABS-KEY (“teaching practice”) AND TITLE-ABS-KEY (“pedagogical support”)) AND PUBYEAR > 2020 AND PUBYEAR < 2026 AND (LIMIT-TO (DOCTYPE , “ar”)) AND (LIMIT-TO (SRCTYPE , “j”)) AND (LIMIT-TO (LANGUAGE , “English”))

Inclusion criteria

- Scientific articles were published between 2021 and 2025.
- Peer-reviewed studies.
- Publications in English or Spanish.
- Studies with an empirical approach (qualitative, quantitative, or mixed) or systematic reviews/meta-analyses.
- Research focused on pedagogical accompaniment linked to teaching practice.
- Indexed in Scopus or Web of Science.

Exclusion Criteria

- Duplicate articles between databases.
- Non-scientific documents (essays, editorials, theses, book chapters, conferences without peer review).
- Studies that do not directly address the relationship between pedagogical accompaniment and improvement of teaching practice.
- Publications without full-text availability.

Study selection process

- Identification: 568 articles were identified by searching Scopus and WoS.
- Screening: Duplicates and articles outside the time, linguistic or thematic range have been eliminated.

- Eligibility: Abstracts and titles were evaluated for thematic relevance.
- Final inclusion: 86 articles were selected for the final analysis.

Analysis of information

The selected articles were systematized using an analysis matrix that included variables such as author, year, country, educational level, methodology used, type of accompaniment, main findings, and limitations. This information allowed us to identify common patterns, predominant methodological approaches, as well as the effects of pedagogical accompaniment on the improvement of teaching practice. In addition, the flow chart of the selection process according to PRISMA is presented, where the stages of identification, screening, eligibility, and inclusion of the articles are detailed. Figure 1 shows the PRISMA flowchart.

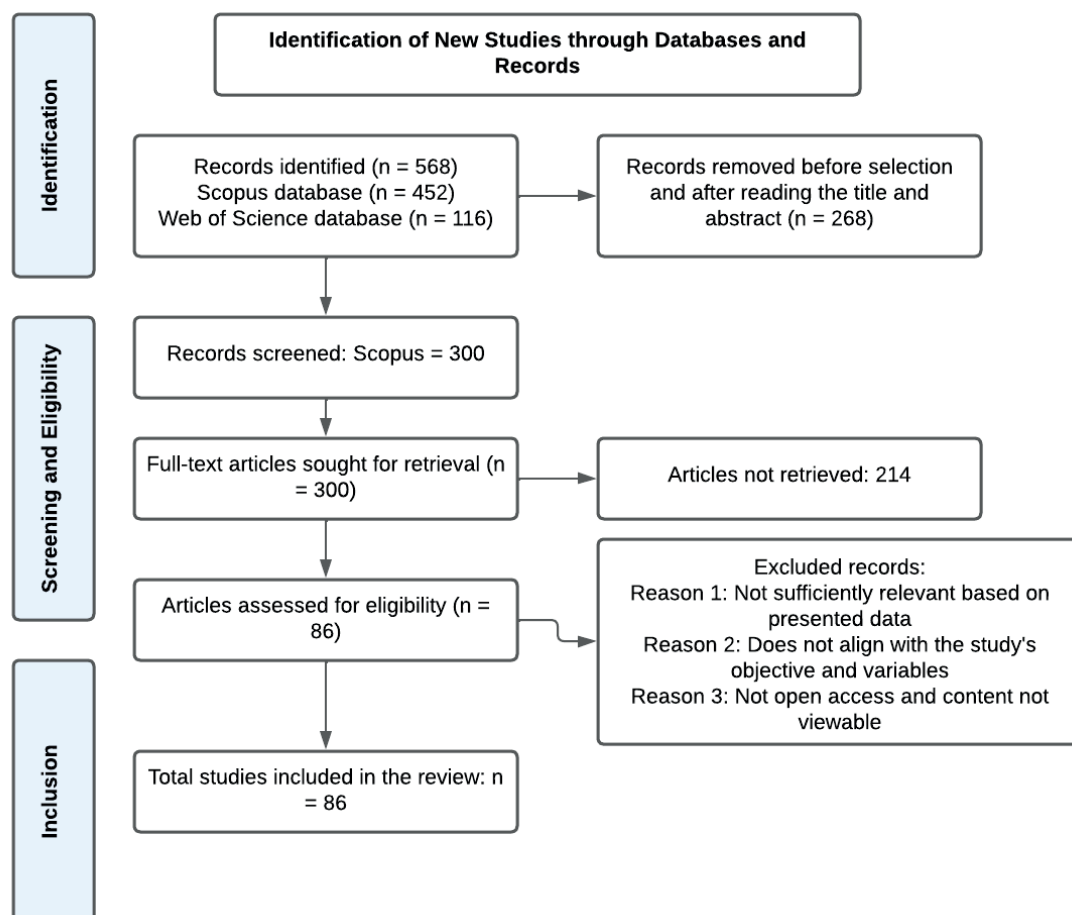


Figure 1. PRISM Flowchart

RESULTS AND DISCUSSION

Improving Teaching Planning and Practice

The studies reviewed indicate that pedagogical accompaniment has a direct impact on the conscious planning of teaching.^(41,42,43,44) They emphasize that accompaniment helps teachers to reorganize their sessions according to the real needs of the classroom. Likewise^(45,46) They report that accompaniment oriented to reflective analysis allows the teacher to rethink their practice and build more contextualized strategies.^(47,48,49) For their part, they point out that this process strengthens ethical and didactic decision-making in educational planning.

In the discussion, it is observed that this impact is not automatic or homogeneous; it depends on factors such as the training of the accompanist, the openness of the teacher and the institutional context.^(50,51) indicate that when the accompaniment is collaborative and horizontal, significant improvements are generated in the didactic sequences. In this way, accompaniment not only perfects practice, but also reconfigures the role of the teacher as a critical and creative agent of his or her teaching process.

Promotion of critical thinking and teacher self-reflection

A recurring theme in the literature is the promotion of self-reflection as a consequence of pedagogical accompaniment.^(52,53,54,55) They agree that the reflective dialogue between the teacher and the companion

favors the awareness of automated pedagogical practices.^(56,57,58,59) They delve into the fact that this process also allows us to question the ideological assumptions behind teaching strategies.

Studies also warn that this critical approach is strengthened when systematic spaces for pedagogical conversation are promoted. In this sense ^(60,61) emphasize that the critical mediation of the accompaniment activates in teachers an investigative and reflective view of their work. This critical dimension is essential to move from technical accompaniment to a transformative one, which impacts not only on practice, but also on the professional identity of the teacher.

Strengthening digital skills and use of technologies

In contexts of increasing educational digitalization, several authors ^(62,63,64,65) have documented how pedagogical accompaniment has been key in strengthening teachers' digital competencies. This orientation has allowed for a more significant integration of technological tools into educational practice, especially during the post-pandemic transition.^(66,67) They maintain that this accompaniment facilitates continuous learning processes in the face of accelerated technological changes.

From the critical perspective, authors such as ^(68,69) point out that accompaniment should avoid an instrumental vision of technology and, rather, promote its pedagogical appropriation. The discussion revolves around how accompaniment can balance technical training with a pedagogical reflection on the use of these tools, generating a more innovative and contextualized practice.

Institutional culture and sustainability of accompaniment

Various studies also emphasize that the impact of accompaniment depends strongly on the institutional context.^(70,71) They affirm that when there is a collaborative institutional culture, accompaniment is consolidated as a sustained practice over time. However ⁽⁷²⁾ warn that in institutions with top-down or merely evaluative approaches, accompaniment tends to be perceived as supervisory and not formative.

The discussion here focuses on the need for coherent educational policies that institutionalize accompaniment from an ethical, professional, and participatory perspective. Otherwise, as they point out⁽⁷³⁾, the impact on teacher improvement will be fragmented or ephemeral. This theme invites us to think of accompaniment not only as a strategy, but as part of a broader educational culture.

Pedagogical accompaniment as a teacher professional development strategy

Several studies agree that pedagogical accompaniment has been consolidated as an effective strategy for the professional development of teachers. For example ⁽⁷⁴⁾ emphasize that this accompaniment promotes critical reflection on pedagogical practice, allowing self-evaluation and continuous improvement. Likewise ^(75,76) They point out that accompaniment, when it is constant and planned, becomes a means to identify the strengths and weaknesses of the teacher in the classroom, enhancing their professional growth.

In the same vein ^(77,78,79,80) argue that accompaniment generates spaces for horizontal dialogue among peers, which strengthens collaborative learning and commitment to pedagogical innovation. This type of professional development is not based on imposition, but on the joint construction of knowledge, which motivates teachers to commit to processes of sustained improvement.

The role of the companion or mentor in teaching practice

Studies also agree on the crucial role played by the companion or mentor in improvement processes. For example ^(81,82) emphasize that the success of the accompaniment depends to a large extent on the experience, empathy and communication skills of the mentor, since he or she must act as a facilitator and guide without adopting a punitive posture.

For its part, ^(83,84,85) emphasize that a companion who knows the school context and the institutional culture is more effective in guiding real processes of change in teaching. In other words, rather than imposing models, the mentor must help teachers adapt good practices to their specific environments. This figure becomes, therefore, a mediator between pedagogical theory and the reality of the classroom.

Pedagogical support and improvement in the processes of planning, execution, and teacher evaluation

Various authors such as ^(86,87) have reported that pedagogical accompaniment has concrete effects on the central pedagogical processes: planning, development of classes and evaluation. The accompaniment encourages the teacher to integrate more active strategies, more formative evaluations, and contextualized planning for their group of students.

In addition ^(88,89,90) emphasize that this process encourages the use of more varied and relevant pedagogical tools, which improves the level of student participation and the learning achieved. Feedback meetings allow for continuous adjustment of practice, in a logic of continuous improvement, articulating what, how and for what of teaching.

Limitations of pedagogical accompaniment in teaching practice

Despite its benefits, multiple investigations ^(91,92,93) warn that accompaniment may present limitations when it does not have institutional support, specialized training of the accompaniment, or when it is perceived as a form of coercive supervision.

Abedi⁽⁹⁴⁾ and Sukkurwalla⁽⁹⁵⁾ indicate that when there is no school culture based on trust and mutual learning, accompaniment loses meaning for teachers. In addition, there are cases in which the high workload, lack of time or lack of resources mean that these strategies fail to consolidate as sustained practices over time.

The impact of accompaniment on teacher motivation and attitude

Table 1. Table of comparison of scientific articles

Topical	Related articles	Comparison of research papers
Pedagogical accompaniment and teacher professional development	(103,104,105,106,107)	Studies agree that accompaniment strengthens teachers' professional competencies, promoting reflective and collaborative processes. While Bonicalzi et al. and Cantero et al. emphasize ethical and critical development, De Barros et al. and Demartini et al. highlight the use of active methodologies (such as PBL or Agile) as part of the accompaniment to improve practice in technological contexts.
Use of technologies in pedagogical accompaniment	(108,109,110)	All studies value the incorporation of AI and digital tools as mediators of accompaniment. Kong et al. propose a structured pedagogical model of self-assessment with AI, while Jia and Tu link it to the development of self-regulation and motivation. Jarayon and Casany and Alíer highlight how platforms allow continuous monitoring and resolution of pedagogical dilemmas in real time.
Improving teaching practice through feedback and mentoring	(111,112,113,114)	In general, studies identify that effective accompaniment includes constant feedback, formative evaluation, and mentoring. Aprin et al. analyzes how a virtual assistant provides critical feedback, while Cooper and Benvenuti et al. document improvements in teacher professional judgment in the face of dynamic environments. Avsec et al. connect accompaniment with educational innovation in disciplines such as sustainable architecture.
Impact on critical thinking and teacher decision-making	(115,116,117,118)	These works address the impact of accompaniment on the development of critical teacher thinking. Darwin et al. and Essien et al. highlight that accompaniment encourages critical reflection in the face of the use of AI, while Dumitru and Guerra argue that key skills such as ethical and autonomous decision-making are strengthened. Dindorf et al. demonstrate that this approach is effective even in interdisciplinary contexts.
Ethics and autonomy in the accompaniment process	(119,120)	Ethics is seen as a transversal axis. Bonicalzi et al. underline the tension between teacher autonomy and the use of recommendation systems. Herrero and La-Rosa, as well as García, address accompaniment as an opportunity to strengthen critical literacy in the face of misinformation. Khan et al. insist on the value of generating trustworthy and ethical educational environments with AI.
Effectiveness of pedagogical accompaniment in teaching practice	(121,120,121,123)	It is agreed that accompaniment improves reflective practices and teaching planning. While Torres et al. highlight its impact on self-evaluation, Calderón and Paredes highlight its link with methodological innovation.
Approaches to accompaniment: clinical, technical, and critical-reflective	(124,125)	All studies recognize different approaches. Ortega and León highlight the clinical approach for its effectiveness in rural settings, while Silva et al. advocate a critical-reflective combination as a comprehensive strategy.
Role of the pedagogical companion (advisor, coach, or mentor)	(126,127)	They agree that the profile of the companion directly influences the results. López et al. propose the role of "coach" as a horizontal facilitator, while Hernández defends the role of mentor with disciplinary experience.
Teachers' perceptions of accompaniment	(128)	Mixed perceptions are identified: from recognition as professional support to resistance to feeling evaluated. Paredes stresses that mutual trust is key to the effectiveness of accompaniment.
Continuous training and teacher professionalization through accompaniment	(110,129)	Studies highlight that accompaniment strengthens continuous training. Bravo and Vicuña analyze experiences in Chile with positive results in learning communities. Núñez emphasizes transformation into collaborative practices.
Accompaniment in rural or vulnerable contexts	(1,3,4)	They agree that accompaniment must be adapted to contextual conditions. Mendoza points out logistical difficulties, while Ferreira highlights the use of technologies as a facilitating tool.
Use of ICT in pedagogical accompaniment	(2,9,11,15)	Consensus is shown on the potential of ICT for remote accompaniment. Gómez et al. analyze digital platforms in Colombia, while Rosales proposes effective hybrid models in urban and rural areas.
Evaluation and impact of accompaniment at the institutional level	(30,33,37)	The need for systematic monitoring is evident. Vargas proposes institutional indicators, while Torres proposes participatory evaluation models. Morales warns about the lack of continuity as a structural weakness.

.Studies such as those of ^(96,97,98) They have identified that pedagogical accompaniment has a positive impact on teacher motivation, especially when it is carried out in a climate of respect, trust and professional appreciation. Teachers feel that they are not alone in the challenges of the classroom, which elevates their sense of belonging and institutional commitment.

Likewise ^(99,100,101,102) They highlight that teachers who participate in accompaniment processes tend to adopt a more open attitude to change, innovation and collaborative work. The recognition of the teaching effort within these processes also affects professional self-esteem and the perception of their role as a transforming agent in the classroom.

CONCLUSIONS

Pedagogical accompaniment has been consolidated as a key strategy to strengthen teaching practice, allowing continuous feedback, professional development, and the improvement of teaching methodologies. Based on the analysis of various recent studies, it is evident that the presence of planned, structured accompaniment focused on the real needs of teachers contributes significantly to the transformation of their classroom practices.

The effective implementation of pedagogical accompaniment requires favorable institutional conditions, such as a collaborative culture, committed pedagogical leadership, and time allocated exclusively for reflection and counseling. When these conditions are met, improvement is observed in didactic planning, in the use of active teaching strategies and in the assessment of learning.

The systematization of accompaniment experiences reveals that accompanied teachers tend to be more critical and reflective about their educational work. Likewise, a greater openness to change and the use of pedagogical evidence for decision-making is generated. This has a positive impact on teaching performance and, by extension, on student learning.

Despite the benefits observed, challenges such as resistance to change, lack of specialized training of pedagogical companions and lack of continuity in educational policies persist. These elements limit the scope and sustainability of pedagogical accompaniment in many educational institutions.

Educational institutions must incorporate pedagogical support as part of their institutional culture, allocating human and temporal resources for its continuous execution. This accompaniment must go beyond supervision, towards dialogue, co-evaluation, and in-service training.

It is suggested that pedagogical companions be constantly trained so that they develop leadership competencies, technical advice, and people skills, thus guaranteeing effective and ethical intervention in the accompaniment process.

It is essential to establish systems for monitoring and evaluating the impact of pedagogical accompaniment, which must include indicators of improvement in teaching practice and student learning. This will allow feedback and permanent adjustment of the processes.

It is recommended to promote spaces for collective teaching reflection where accompaniment is not perceived as oversight, but as an opportunity to share good practices, generate pedagogical innovation and consolidate professional learning communities.

Finally, educational managers and public policy makers are encouraged to guarantee the sustainability of pedagogical accompaniment through clear regulations, adequate financing, and effective coordination between levels of government and schools.

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