Abstract
This article is about the necessity of an up to date vision in teachers’ training. It starts with the latest studies and advances surrounding learning-along-life term. It presents a set of topics inspired in the contributions of new fields of study connected to learning. Such contributions, as neuroscience, should be considered in the decisions related to future teachers' training, thus favoring the transformation of the pedagogical practice. Awareness and disposition to change are essential requirements for teacher trainers who will drive investigative processes and pedagogical proposals generation; all of this according to the new and dynamic knowledge society.

Keywords
Teacher trainers, neuroscience, pedagogical transformation.