**ABSTRACT**

**Objective:** This contribution aims to introduce a conceptual framework on generational diversity of teachers in order to analyze and understand its influence on the processes and results of professional interaction in schools.

**Methodology:** In this conceptual piece, first, the relevance of generational diversity among teachers in their workplace is examined and justified, emphasizing the increasing aging of teaching staff. Next, generational diversity is explored by analyzing the concept of generation and the attributes used to distinguishing generations (particularly, age). Furthermore, evidence is considered regarding the impact on the construction of teacher relationships, paying particular attention to the context of collaborative relationships between teachers belonging to different generations and its effects on teacher learning and identity.

**Findings:** Conclusions are drawn as to the potentialities of intergenerational learning.

**Value added:** Despite representing a clear challenge for the educational organizations, generational diversity and intergenerational collaboration among teachers and school leaders have been scarcely studied so far.

**Recommendations:** Conclusions are drawn as to the potentialities of intergenerational learning and implications for professional induction and collegial professional development are presented as well.