Culturas de profesores y reformas educativas

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Resumen

Las políticas educativas en la Educación Media Superior, significan en el momento presente, intentos de mejora de estos incidentes sociodemográficos, que además, se incorporan a un Sistema Educativo que está siendo cuestionado en sus resultados, ya que estudiantes han resultado reprobados en todas las evaluaciones internacionales del Programa Internacional de Evaluación de los Alumnos (PISA por sus siglas en Inglés) de Educación Básica (EB) desde 2000 a 2015, inclusive nacionales como la Evaluación Nacional de Logro Académico en Centros Escolares (ENLACE) desde 2008 a 2013, notándose alguna evolución en los índices de aprovechamiento pero siempre debajo del promedio internacional, y manteniéndose cercanos al 64% de la matrícula en los niveles inferiores de evaluación, como lo han sido los resultados de la hoy extinta prueba de ENLACE 2013, insuficientes y elementales, por ejemplo, en la habilidad matemática en el nivel de Educación Media Superior.

El profesor, que ha construido un currículum real (Ramsden,1992 citado por Biggs, 2003) que ha perdido su vigencia frente a las exigencias de las reformas educativas de la última

década, ha sido cuestionado por estos resultados, al igual que el Sistema Educativo mismo, centralizado y corporativo (Ornelas, 1995), que se encuentra al centro de las miradas de una Sociedad que manifiesta inconformidad con los informes de la evaluación del desempeño no solo de sus estudiantes, sino de sus docentes al presentarse a prueba para el ingreso, permanencia y promoción del Servicio Profesional Docente. La presente investigación tiene como propósito establecer el estado de esta temática actualmente y sus avances acerca de l a forma de actuación que tiene el profesor de la Educación Media Superior frente a la implementación de la política educativa.

Lo cierto es que la actuación del profesor ante los nuevos enfoques y modelos de enseñanza que las reformas exigen, requiere mejorar su práctica docente y ampliar su repertorio de gestión en el aula con nuevas estrategias didácticas para lograr el máximo logro académico de los educandos.

Palabras clave: Programas de formación docente, profesión docente, práctica docente, profesionalización, reforma educativa.

Abstract

Education policies in High School Education, means at present, attempts at improvement of these incidents sociodemographic, moreover, entering an Education System that is being questioned in their results, since students have been reproached in all international evaluations of the Programme for International Student Assessment (PISA) of Basic Education (EB by its name in Spanish) from 2000 to 2015, including national and the National Assessment of Educational Progress (ENLACE by its name in Spanish) in schools school from 2008 to 2013, noticing some evolution in the indexes of exploitation but always below the international average, and staying close to 64% of enrolment at lower levels of evaluation, as they have been the results of the now extinct proof link 2013, insufficient and elementary, for example, in mathematical ability at the level of High School Education.

The Professor, who has built a real curriculum (Ramsden, 1992 cited by Biggs, 2003) that it has lost its validity against the demands of the educational reforms of the past decade, has been questioned by these results, as well as the educational system itself, centralized and corporate (Ornelas, 1995), which is the center of the eyes of a society that expresses dissatisfaction with the evaluation reports of the performance not only of students but of their teachers to submit to testing for entry, permanence, and promotion of the Teaching Professional Service. This research is intended to establish the status of this issue now and progress about l forms of action that have the teacher of High School Education facing the implementation of the educational policy.

The truth is that the performance of the teacher to new approaches and models of teaching reforms require, requires improve your teaching practice and expand his repertoire of management in the classroom with new teaching strategies to achieve maximum academic achievement of learners.

Key words: Teacher training programs, teaching profession, teaching practice, professionalization, educational reform.

Resumo

As políticas de educação na educação escolar, quer dizer no momento, tenta melhorar estes incidentes sociodemográficas, que também são incorporados em um sistema educacional que está sendo desafiado em seus resultados porque os alunos foram reprovados em todas as avaliações Programa Internacional de Avaliação de Estudantes (PISA por sua sigla em Inglês) Educação básica (EB) de 2000 a 2015, incluindo doméstica ea Avaliação nacional do Desempenho Escolar nas Escolas (ENLACE) 2008-2013, notando alguns a evolução das taxas de utilização, mas ainda abaixo da média internacional, e mantendo-se perto de 64% da taxa de matrícula nos níveis inferiores de avaliação, assim como os resultados do teste de link agora extinta 2013, insuficiente e elementar, por exemplo na habilidade matemática ao nível do ensino secundário superior.

O professor, que construiu um verdadeiro currículo (Ramsden, 1992 citado por Biggs, 2003), que perdeu a sua força contra as demandas das reformas educacionais da última década, tem sido questionada por estes resultados, bem como o Sistema Educacional mesmo, centralizado corporativo (Ornelas, 1995), que é o centro das atenções de uma sociedade que expressa insatisfação com os relatórios de avaliação não só dos seus alunos desempenho, mas seus professores para apresentar provas para admissão , retenção e promoção do Serviço de Ensino profissional. Esta pesquisa tem por objetivo estabelecer o estatuto desta questão hoje e seu progresso em l forma de ação que tem o Professor do ensino secundário superior contra a implementação da política de educação.

A verdade é que o desempenho do professor para novas abordagens e modelos de ensino que exigem reformas requer melhorar a sua prática de ensino e expandir seu repertório de gestão de sala de aula com novas estratégias de ensino para alcançar realização máxima acadêmico dos alunos.

Introduction

The mode of action of the teacher to the needs that educational reforms have been coming along the cultural history of schooling, has required different skills that not always teachers develop, leading them in a situation of crisis in the exercise and the practice of their profession.

This implies deep changes in the roles assigned to the school and the teacher, at will of the rapid transformation of the social structure and the impact of these changes which are reflected in the work, the social image and valuation of the teacher by the society:

> *"Various indicators tell us about a decline in the quality of teaching. The continuous advancement of science and the need to incorporate new content of education imposed a dynamics of permanent renewal, in which teachers will have to accept profound changes in the conception and the development of their profession." (Esteve, J. M. et al, 1995:10).*

The crisis of the teaching profession and the search for a model of teacher, are the ends of a *continuum* which determine the culture of teachers and the need for a Professionalisation of the teaching manifests; *continuum* formed from the context of school, vocational training and the multiple relationships that are developed and that have to do with power and knowledge, hegemony and social training, with the culture that highlights traditions and rituals, with schemes of communication, with ideological contents and also have to do with the pernicious sense of individualism and isolation that Hargreaves (1996) talks about.

Studies that analyze the teaching performance attributes and teaching models, do see the need for strengthening initial training, continuous updating processes, and the graduate, structured based on indicators and findings from researchs. The master looks constantly making decisions in the classroom with respect to the use and behavior of their students, should systematize the analysis of their teaching behaviors and situations faced in everyday life in the classroom and school. Often it is only in this decision-making.

Human beings always act in a situated and incarnated form, from definite spatio-temporal locations, that is, individuals are always involved in particular contexts (Dreier, 2001), meaning

> *"The form of the culture of teachers consists of the models of relation and characteristic forms of association between the participants of those cultures, is shown in the way of articulating the relations between teachers and their colleagues." (Hargreaves, A., 1996:191)*

These forms of relationship and association, these teacher cultures, are not always consciously carried out, and their effectiveness and effectiveness in relation to the aims of the school often do not go beyond a superficiality that results in teaching to read , Write and calculate operations. This is because:

> *"The education provided in the school institutions is part of those quasi-natural social realities that constitute our lives and fade into our consciousness...". Gimeno Sacristán (2000).*

The author makes us see the daily life represented by the school, and the "why" of compulsory education, by saying:

> *"...It is an experience so natural and everyday that we do not even become aware of the reason for its existence, of its contingency, of its possible provisionality in time, of the functions that it fulfilled, fulfills or can fulfill, of the meanings Which it has in the lives of people, societies and cultures."*

> *"... is blurred and hidden, while, as it becomes more complex, the problems and difficulties it poses can make us lose sight of the fundamental values it represents." (Sacristán, G., 2000: 9-12).*

Method

What is the vision of the teachers of the school, its social function, the training of students? The answers to these questions are definitely mediated by the personal trajectory of the teacher in particular contexts of action such as schools, classrooms, educational systems and the habitus he builds in, for and with them.

Carbonell (1996: 195-198) mentions the professional attributes of the teacher based on the competences he possesses and builds throughout his practice, recognition of his exclusive field of work, control and self-regulation of the job, Power that manifests the collective strength of the teaching profession, the level of relative autonomy that classroom space gives, experience and vocation.

The same author refers to the professional development of the teacher and the conformation of models or approaches that the teacher constructs from the conception that he has of his function, that elaborates from his initial formation and through the permanent update in which he has been involved During his personal trajectory in the school and in the educational system. A handy practical approach describes the spontaneous and direct actions

of the teacher, who by the inertia of the tradition reproduces in his way of teaching that denies the reflection of the student and the significant intervention of the teacher himself. Another scheme is the technocratic-academicist approach, where disciplinary knowledge highlights and eclipses, if not denying, the didactic skills and abilities and the possibility of mediation of the teaching process, translating into a reflexive critical approach (another of the models that Says the author in commentary) on the concept of pedagogical intervention and the constructivist conception of a critical theory on Education.

This classification of Carbonell (1995) provides us with a first characterization about the possibilities of action that the teachers show in function of their vision of the teaching process and allow us to reflect on the cultures of the teachers and their impact on the forms of relation and association Which are given in schools and have to do with the final result of the training of their students.

Jones in the text by Hargreaves (1996: 61-79), speaks to us of the various types of teachers whose main characteristic, he tells us, is discontinuity, using a term by Foucault (1986). In this perspective Foucaultiana distinguishes several genealogies of professors, when the urban school appears in the nineteenth century, says the author, philanthropic preachers, the church, intellectuals of different ideology, agreed to promote a teaching strategy to regulate " The marginal population of the urban suburb, "which crystallized in the neighborhood school that stood out for its informality, lacking" attendance controls, school day, classroom without schedules, "which resulted in the image of the helpless teacher whose performance Was described as informal and immoral as no formal qualification was required to exercise the role of teacher. From these criticisms, there were attempts to substitute informality and immorality "with cheap but moral teaching", such as the Bell and Lancaster monitors school, the Bentham school to infuse habits of calculation among the population, among others The failure and made way for the first discontinuity, that is, the revaluation of the teacher. The role of the teacher came to be conceived as that of moral example. The good teacher required preparation and adequate spaces to carry out his work, thus forming teacher-training schools and schools proper. Concern was drawn to ethical values and curricular contents passed to second place, as explained by the insistence on "character" and not on the

knowledge that an aspiring teacher should have: "Too educated teacher would be inclined to the ' Vices' of arrogance, vanity and dissatisfaction. "

In the twentieth century the massification of teaching made it impossible to project the image of moral authority of the teacher. This resulted in the imposition of rigid disciplines. The second discontinuity appears with the Biomassist now allied to other social organisms working on the "new truths of medicine and psychology":

> *"Sanitary and medical standards offered the elementary teacher a space within a complex of social agencies that advised working-class households. Instead of the teacher's isolated secular mission of projecting an image of moral authority in the suburb, the new security technology offered the complementarity between home and school. This approach provided the opportunity to reduce the tense and mechanical nature of teaching, putting the school in a less hostile relationship with parents and children in the suburbs." (Hargreaves,1996:77).*

Household crafts such as sewing, home economics, mental and physical health of the population, hygiene and nutrition were themes that were integrated into the curriculum and linked the school to the family. A new teacher assistance relationship. The moment of rupture of this model arrived when these sanitary responsibilities and of psychological assistance for the development of the child, confronted to the healthy and hygienic school with the contrast of the suburb dirty and pauperized; In addition, they removed him from other of his primary responsibilities: to teach reading, writing, calculating.

"The teacher is a suspicious figure who needs a continuous examination in an examination technology - the school - that tries to establish a disciplinary utopia based on the creative calculator of happiness. Consequently, through a process of self-examination, the teacher becomes a moral example to project ethical truth into the unknown of the Victorian city. This transforming morality represents the teacher as ideal father, good and rational and, finally, an interesting investment of sex, a good and welcoming mother. However, this image is always given in loco parentis to remedy the erroneous paternal-maternal exercise of urban slums. It is this last image, the teacher is configured as an element of a tutelary

complex that exercises a biopower to guide the urban family and examine the degree of their pathology. "(Hargreaves, 1996: 77)

In this perspective of Dave Jones quoted by Hargreaves, the different models of teaching come hand in hand with the needs and social demands of each particular time; A relationship that explains the complexity of ways and ways of acting teachers from the educational policies designed to address various issues and to link the school with a social function more updated to the times.

Hargreaves, on the other hand, emphasizes an aspect of the teaching practice that identifies as the isolation of the classroom and indicates that it is a fact product of the cultures of teaching that the teachers have generated, from their personal participation in the context of the school and In the vision condensed by the everyday that have been shaped in relation to their teaching practice.

The School and the Society are structures that demand different forms of participation than those customarily used by the teacher, and of which isolation, along with individualism and secrecy, constitute an alternative to evasion or rejection before the new mandate Social development of postmodernism: "Teachers, in their vast majority, continue to teach alone, behind closed doors, in the insular and isolated environment of their own classrooms ..." (Hargreaves, 1996: 191)

Hargreaves makes us see a common sense teaching located in comfort zones that results in positions away from the new practices that the current educational policy demand.

Discussion

By observing the behavior of teachers in school, and questioning their concept of schooling, its character and its social functions, Elsie Rockwell describes the implications of these representations of teachers within the framework of the everyday reality of Our schools:

> *" ... In general, the atmosphere in the Mexican school is flexible; The activities are not always governed by a strict schedule and schedule. It usually does not coincide with the official conception that emphasizes academic training and work based on the current program. They have an*

> *important place in this distribution (of time), strong traditions of the Mexican primary (...) teachers spend considerable time on administrative and social tasks and, especially, in places where double shift involves a 10-hour day (...) also have to take time inside the school to eat, rest and prepare classes. The organization of the group absorbs a lot of time and energy. In some schools teaching (...) occurs for about half of the effective working time within the classroom. (...) The typical structure of participation is asymmetric; The teacher starts, directs, controls, comments, shifts; At the same time, requires and approves or disapproves the students' verbal or non-verbal response. In these situations, students are vulnerable to criticism or reproof of the teacher; They "do not know", while the institutional master by definition "yes knows". This basic form of participation of the teacher and the students in the school influences the transmission of knowledge. (...) Most teachers present a style only partly shaped by the formal magisterial image, and more nuanced by cultural forms of spontaneous and affectionate contact with children." (Rockwell, E. 1982).*

This classic study of Rockwell places us in the real context of the school, where the actors and the educational system interact in a model of teaching that seems already anachronistic and has been responsible for the results of the evaluation of the national and Which have been applied to our students.

However, Foucault (2001) states that discourse analysis is an essential element for the understanding of social practice and the significance of the actions of individuals in the complex social fabric:

> *"The speeches refer to what can be said and thought, but also to whom can speak, when and with what authority. The discourses carry with them a meaning and certain social relations; Construct both subjectivity and power relations ... Therefore, the possibilities of meaning and definition are covered in advance by the social and institutional position of those*

who make use of them. Thus, meanings do not arise from language, but from institutional practices, from power relations." (Ball,J., 2001:6).

We have said in previous pages that the teacher constructs different Habitus within a specific field conformed by his exercise and professional practice, that is, different beliefs, ideas, techniques, ways of thinking and acting, from which he interprets the relationships and connections that Different actors establish when interacting in particular contexts as the classroom, the school, the educational system. And in this constant interaction, specific discourses are generated, concerning education, teaching, and learning, which validate and / or exclude those who say it or who can not say it, since they are perceptions built from the power and position of Who generates it as well as from the position of the recipient.

"But we know very well that in its disclosure, in what it allows and what it prevents, it follows the lines fixed by the differences, conflicts and social struggles. Every educational system constitutes a political means of maintaining or modifying the adequacy of discourses to the knowledge and power they carry." (Ball, J., 2001:7).

A study by Jackson et al. (1991: 277-303), in the school communities of the city of Chicago, USA, took a sample of 50 teachers, starting with a guiding question: How did they see life in the Teachers classroom The analysis of the answers lies in three areas of interpretation: the quality of teaching efforts, the teaching work and the institutional framework, and personal satisfaction of being a teacher. When they answered the question, four recurring themes were manifested in the responses:

1) The immediacy of the events in the classroom:

One aspect of this immediacy particularly evident in our teachers' reports was the extent to which they used fleeting indications of behavior to find out how they were performing their tasks. The following dialogue serves as an illustration:

Interviewer: How can you tell when you're doing a good job?

Teacher: Just look at their faces.

Interviewer: Tell me more about that:

Teacher: Of course. Stay tuned; Seem interested, inquisitive, as if willing to ask something. They are eager to learn more about the subject ... And other times we know that they have not done a good job when they look at the shrews, are disinterested or adopt an attitude of indifference. Well, then you feel bad. He knows he has done a poor job.

2) A second theme was the so-called naturalness:

"I believe that I am very natural with children and that I use a subtle and even sarcastic tone with them if it seems necessary."

"I am very friendly and cordial with the children. My attitude is very different from the old-fashioned type of teaching I received, it really is. In this school it is very pleasant to teach; Children are very receptive to learning. So it's probably easier here than in other places. "

"I think that in the classroom I try to do without any kind of formalism, I mean that as far as possible and when some question arises and debate, I try to reproduce the situation of a family group sitting around a fireplace or around Of a table."

3) Perception of professional autonomy is the third theme identified by researchers. The interviewees, the authors point out, identified two threats to teacher autonomy: One is referred to "the possibility of a flexible curriculum"; The other to "the eventual invasion of the classroom by superiors".

4) The fourth recurring theme in the responses of teachers was that of Individuality and have to do with the interest of the individual for the well-being of several of his students.

The study emphasizes the absence of a technical vocabulary in the literature of support disciplines such as psychology, pedagogy, sociology, in interviews with teachers that the authors call "conceptual simplicity" to refer to an important approach:

> *"Teachers not only refuse complicated words, they also seem to avoid complex ideas "*

> *"It is worth mentioning four aspects of conceptual simplicity revealed in the language of teachers: 1) a non-complex view of causality; 2) a more intuitive than rational approach to classroom events; 3) a stubborn attitude rather than an open one when faced with alternative teaching practices; And 4) a poverty in the elaboration of definitions assigned to the abstract terms."*

The study finally reveals an ambiguity in the teacher's role: "In a sense it works for and at the same time against the school". As their loyalty is double, say the authors, it is divided between the school and the individuals who occupy it. And this "permeates" your work of something special.

In another study on conceptions of pedagogical practice, Moreno and several authors of the Department of Social Sciences of the National Pedagogical University (UPN) in Colombia analyzed the reflections of 60 subjects randomly, and concluded that the decisions they make and the Actions carried out by educators in training depend on the "model of teacher" they refer to, mostly the "traditional teacher" who holds the truth and who "holds power in front of his students". Hence another conclusive formulation is that "the conceptual structure in which the knowledge of which is appropriated and of the mental operations it dominates are inserted and organized" is related to "a traditional pedagogical current" where the practice is conceived as " A space and a moment to confront the students". In another conclusion, the authors go so far as to say that:

> *"From the point of view of pedagogical models, the conception that underlies most strongly is the instrumental in either traditional or active pedagogy, which are the most frequent, in which no ideological, intellectual or Pedagogical Consequently, the predominance of the*

demonstration of methods according to models of currents that are in fashion: behaviorism, cognitivism, constructivism, etc." (Romero et al, 2004:12).

The pedagogical thinking of teachers, Monroy and Diaz tell us, constitute a "frame of reference" that:

"Integrates a set of implicit theories, beliefs, expectations, notions and values through which the teacher means, interprets, decides and acts in his educational activities" (Canales et al, 2004:136).

The analysis of theories and beliefs teachers, continues the authors, is an alternative to interpret the views on the pedagogical world teachers build. In this type of study, "investigating teacher thinking before starting teaching activities" provides information "about how the teacher represents the educational practice he will practice with his students." Inquiry During the educational action, the inquiry gives information on "how and based on what makes judgments and makes decisions during their intervention. Reflect when the teacher finishes his work, allows "to observe how he perceives the experience of his activity":

"It is a methodology that specifically addresses how to improve teacher planning, interaction in the classroom, and how to improve activity in future realizations. In addition, it is a teaching evaluation methodology that takes into account the motives and meanings of teachers that does not reduce to a circumscribed evaluation to fill scores, complete checklists, and in which, more often than not, dominates the point Unilateral view of an institutional evaluator." (Canales et al, 2004:137).

In this perspective of analysis, the one of studies on the educational thought, that we have been summarizing of Canales (et al., 2004: 137-148), Rueda and Diaz-Barriga make a tour by some of the most outstanding ones, mention the ones of Rodrigo, Rodríguez and Marrero in 1993, where they describe "that people construct their theories about reality from a multitude of personal experiences, obtained in the episodes of contact with practices and formats of social interaction."

Other studies that are addressed in the work cited are those of Taylor (1970) and Tillema (1984). Taylor noted that the main concern of teachers "focused on the interests and attitudes of students and the content to be taught." Tillema instead "concluded that teachers based their planning on the diagnosis they made about the previous knowledge that the students had."

Cooney is also mentioned that in 1984 he "focused his research on the beliefs that teachers have about students, on learning, on curriculum, on teaching evaluation". They continue with Peterson, Marx and Clark who in 1978 discovered that the different aspects (subjects, subjects) of the teaching practice that the teachers favor are "in agreement with the conceptions that they possess".

In Borko, Shavelson and Stern, in 1981 they discovered that teachers "with strong traditional beliefs spend more time correcting aspects of order and discipline than teaching." Good in 1983, "analyzed types of teacher expectations and the ways they are formed and communicated in the classroom." Coll and Miras in 1993 "found that teachers with higher expectations of student achievement may significantly affect Effective performance of them. "Figueroa in 2000 worked on the practical knowledge of the teacher and showed that" it is an alternative to know the teaching from his perspective".

Finally in this text, Barriga and Rigo in 2000, analyze the educational practice "as an instrument of reflection in a process of teacher training:

> *"It is a study of teacher training that focuses on thinking critically about practice and the solution of problems located, and is based on four axes: the conceptualization of the teacher as a reflective professional who exercises a mediation function in the classroom; The analysis of the didactic thought of the teacher; The study of teaching processes and the joint construction of knowledge as it occurs in the classroom, and the use of the analysis of educational practice as an element of critical revision and transformation of it, within the framework of a process of pedagogical advice." (Canales et al, 2004:148).*

For Zarzar Charur (2003) the type of orientation that the teachers have towards the formation of the students, is shaped in terms of their participation and their attitudes assumed in the development of the teaching practice.

> *"-The most external or manifest level is constituted by the behaviors that the teacher performs during the planning, instrumentation and evaluation of the teaching-learning process.*
>
> *- motivation, understanding, active participation and relationship with the real life of the student .. is the second level of depth of the teacher's training.*
>
> *- In turn, this orientation to the establishment of the four conditions of meaningful learning is based on a series of basic attitudes, the main of which is the orientation towards the formation of the student. This is the third level of depth of teacher education." (Zarzar, 2003:35).*

The author concludes that if the teachers assume the attitudes and perform the actions that it indicates, it will be propitiating the achievement of meaningful learning on the part of its students, with which they will contribute to their formation.

But this characterization of the type of orientation that teachers should have towards the formation of their students, built on the concepts of recognized pedagogues, suffers - according to Zarzar -, a weakness in their presentation: highlights the absence of attitudes and Values, that is, comparing their definition of integral formation with these elements mentioned above, "the development of student subjectivity (habits, attitudes and values)" these issues are not sufficiently analyzed in the theoretical constructions and teacher orientation That they do.

A further reflection on this topic, part of the concept of teaching when considering that:

> *"Its adequate realization depends on a mixture of knowledge, techniques, skills and abilities, on the one hand; And of imagination, creativity, feeling and vocation for the other. ... It is necessary that the teacher has an integral training as a teacher."*

For Zarzar Charur, the proper training of a teacher, occurs in three consecutive moments or levels:

> *"1- The minimum training that teachers must have should be equivalent to that expected to be acquired by students.*
>
> *2 - This minimum training should have been supplemented with further knowledge, languages, skills methods, etc., acquired by the teacher during his professional studies.*
>
> *3 - In addition to these two levels of training, the teacher must have acquired specific training that enables him to practice teaching, since, other than normal studies, other professional studies do not directly train for teaching." (Zarzar, 2003:39).*

Of course the author's warning that these characterizations of teaching behaviors are not recipes that transform and achieve by decree the integral formation of students, but can serve as a guide for teachers to guide their performance. Today's times make it a practical action that can not be postponed.

The current educational policies of the EMS

In the presentation of the Education Sector Program 2013-2018, the message of the Secretary of Public Education highlights the problems and purposes of the Government of the Republic regarding Higher Education, which emphasizes the priority of teacher professionalization, coinciding With goal III of the National Development Plan (PND).

> *"At the beginning of the 2013-2014 school year, the reform that obliges the State to provide upper secondary education came into force. The projected horizon for reaching universal coverage is 2022. Today, two-thirds of the population of secondary school age is served and the target for 2018 is 80 percent. The challenge is not limited to increasing the educational spaces available in the baccalaureate and technical*

education, but it is necessary to have the capacity to develop a relevant offer that attracts the young people to the school, which is able to retain them from understanding And to address the reasons for abandonment, and to prepare them for access to better jobs or to continue their studies at the higher rate. It is also necessary to re-evaluate training for work, and to promote with renewed vigor the recognition of competencies acquired in work performance."

The Professional Profile for Teacher Performance Evaluation

For its part, the Secretariat for Higher Education of the Ministry of Public Education (SEP) established a Professional Profile of Higher Education (EMS), composed of eight competencies that every high school teacher must master to fulfill their professional practice Attached to the new educational model, and also established the criteria and indicators to identify their educational performance.

DIMENSIÓN DEL PERFIL	CRITERIOS O ESTÁNDARES (PARÁMETROS)	INDICADORES DE DESEMPEÑO
1. Organiza su formación continua a lo largo de su trayectoria profesional. El docente deberá tener la capacidad de investigar y reflexionar sobre los temas actuales de la enseñanza, con la finalidad de construir continuamente su conocimiento sobre los temas que imparte. El docente deberá desarrollar estrategias de enseñanza y aprendizaje, vinculando su educación continua, para transformar los conocimientos y experiencias que va incorporando a su acervo en elementos educativos accesibles al	1.1. Reflexiona e investiga sobre la enseñanza y sus propios procesos de construcción del conocimiento. 1.2. Incorpora nuevos conocimientos y experiencias al acervo con el que cuenta y los traduce en estrategias de enseñanza y de aprendizaje. 1.3. Se evalúa para mejorar su proceso de construcción del conocimiento y adquisición de competencias, y cuenta con una disposición favorable para la evaluación docente y de pares. 1.4. Aprende de las experiencias de otros docentes y participa en la conformación y	a. Puede formular y justificar una indagación sobre temas de la enseñanza y aprendizaje de las asignaturas que imparte. b. Utiliza los recursos disponibles para mantenerse actualizado en las asignaturas que imparte y en su didáctica. c. Identifica sus fortalezas y debilidades en relación a las asignaturas que imparte y las competencias para desarrollar su actividad docente, por medio de la evaluación. d. Participa en diversas instancias de trabajo colaborativo con otros docentes para desarrollar su

contexto de los estudiantes. El docente observa de manera positiva la evaluación periódica, por lo que tiene disposición para la evaluación docente y de pares, entendiéndola como mecanismo para obtener elementos que le permitan mejor su proceso de construcción del conocimiento y adquisición de competencias. Así mismo participa con propuesta para el mejoramiento de la comunidad académica.	mejoramiento de su comunidad académica. 1.5. Se mantiene actualizado en el uso de la tecnología de la información y la comunicación. 1.6. Se actualiza en el uso de una segunda lengua.	labor profesional y propone cambios para mejorarla. e. Selecciona recursos tecnológicos e informativos para mantenerse actualizado en las disciplinas que enseña y en su didáctica. f. Se integra en las oportunidades de estudio de otros idiomas.
2. Domina y estructura los saberes para facilitar experiencias de aprendizaje significativo. El docente tiene la capacidad de argumentar sobre los saberes que imparte y a través de su práctica docente, vincularlos con otros conocimientos disciplinares y con los procesos de aprendizaje de los alumnos, destacando el manejo de la naturaleza, los métodos y la consistencia lógica de los saberes. Además es consciente de los conocimientos previos de los alumnos y los vincula con los que se desarrollan a lo largo de su curso y aquellos que corresponden al plan de estudios.	2.1. Argumenta la naturaleza, los métodos y la consistencia lógica de los saberes que imparte. 2.2. Explicita la relación de distintos saberes disciplinares con su práctica docente y los procesos de aprendizaje de los estudiantes. 2.3. Valora y explicita los vínculos entre los conocimientos previamente adquiridos por los estudiantes, los que se desarrollan en su curso y aquellos otros que conforman un plan de estudios.	a. Es capaz de conceptualizar, analizar, sintetizar, los contenidos teóricos y metodológicos de las asignaturas que imparte. b. Argumenta, interpreta, evalúa y explica, en forma oral y escrita, la relación conceptual de los contenidos de las asignaturas que imparte y los vincula con el contexto de los estudiantes. c. Relaciona las características del desarrollo de las capacidades cognitivas y las habilidades de los estudiantes con relación a los aprendizajes a desarrollar durante su curso.
3. Planifica los procesos de enseñanza y de aprendizaje atendiendo al enfoque por competencias, y los ubica en contextos disciplinares,	3.1. Identifica los conocimientos previos y necesidades de formación de los estudiantes, y desarrolla estrategias para avanzar a	a. Desarrolla la planificación de su curso considerando las características de los estudiantes y adaptando el programa a sus necesidades

curriculares y sociales amplios. El docente tiene la habilidad de planificar procesos de enseñanza y aprendizaje a partir de la identificación de los conocimientos previos de los alumnos y las necesidades de formación correspondientes a la asignatura que imparte, vinculándolos con la realidad social y la vida cotidiana de los alumnos. Diseña estrategias de plan de trabajo en el aula bajo un enfoque por competencias, considerando materiales didácticos apropiados para ese fin.	partir de ellas. 3.2. Diseña planes de trabajo basados en proyectos e investigaciones disciplinarios e interdisciplinarios orientados al desarrollo de competencias. 3.3. Diseña y utiliza en el salón de clases materiales apropiados para el desarrollo de competencias. 3.4. Contextualiza los contenidos de un plan de estudios en la vida cotidiana de los estudiantes y la realidad social de la comunidad a la que pertenecen.	de conocimiento. b. Elabora planificaciones donde las estrategias de enseñanza, las actividades y los recursos son coherentes con el logro de los objetivos de aprendizaje basados en competencias. c. Diseña, de manera individual o colectiva, materiales docentes, bajo un esquema por competencias, que le permiten lograr los objetivos aprendizaje planeados. d. Conoce el contexto en que se desarrollan sus alumnos y vincula el los contenidos de las asignaturas que imparte con la realidad que viven diariamente.
4. Lleva a la práctica procesos de enseñanza y de aprendizaje de manera efectiva, creativa e innovadora a su contexto institucional. El docente comunica el conocimiento de manera clara y con ejemplos pertinentes a la realidad de los estudiantes, los provee de fuentes de información relevantes para la realización de sus investigaciones y se apoya en la tecnología de la información y la comunicación para el proceso de enseñanza y aprendizaje. Tiene capacidad de resolución frente a las eventualidades que se presentan durante el proceso de aprendizaje, utilizando los recursos académicos con los	4.1. Comunica ideas y conceptos con claridad en los diferentes ambientes de aprendizaje y ofrece ejemplos pertinentes a la vida de los estudiantes. 4.2. Aplica estrategias de aprendizaje y soluciones creativas ante contingencias, teniendo en cuenta las características de su contexto institucional, y utilizando los recursos y materiales disponibles de manera adecuada. 4.3. Promueve el desarrollo de los estudiantes mediante el aprendizaje, en el marco de sus aspiraciones, necesidades y posibilidades como individuos, y en relación a sus circunstancias socioculturales. 4.4. Provee de bibliografía relevante y orienta a los	a. Se expresa en forma oral y escrita de manera adecuada, coherente y correcta, al desarrollar los temas de la asignatura que imparte, tanto en ámbitos académicos como en el contexto escolar. b. Ajusta y modifica planificaciones considerando las características de sus estudiantes y adaptándolas a las necesidades emergentes, apoyado en los recursos disponibles en su institución. c. Desarrolla altas expectativas en los estudiantes mediante el estudio, independiente de las características socioculturales de los alumnos, animándolos a fijarse metas y a superarse constantemente. d. Identifica, selecciona y analiza los recursos bibliográficos actuales

que cuenta. Fomenta el desarrollo de las capacidades de los alumnos, considerando sus aspiraciones, necesidades y posibilidades, en relación a su contexto socio cultural.	estudiantes en la consulta de fuentes para la investigación. 4.5. Utiliza la tecnología de la información y la comunicación con una aplicación didáctica y estratégica en distintos ambientes de aprendizaje.	disponibles para las asignaturas que imparte, así como guía a los alumnos en la realización de investigaciones. e. Selecciona las tecnologías de la información y la comunicación que permitan potenciar el desarrollo de los contenidos de la asignatura que imparte, fundamentándose en criterios como su aporte al aprendizaje y al desarrollo de habilidades en los estudiantes.
5. Evalúa los procesos de enseñanza y de aprendizaje con un enfoque formativo. El docente planea su proceso de evaluación del desempeño, lo que le permite establecer criterios y métodos de evaluación, centrados en el enfoque por competencias, para dar seguimiento al proceso de enseñanza y aprendizaje de los alumnos, así como comunica sus observaciones de manera constructiva y consistente, para plantear alternativas que servirán a la superación académica de los alumnos.	5.1. Establece criterios y métodos de evaluación del aprendizaje con base en el enfoque de competencias, y los comunica de manera clara a los estudiantes. 5.2. Da seguimiento al proceso de aprendizaje y al desarrollo académico de los estudiantes. 5.3. Comunica sus observaciones a los estudiantes de manera constructiva y consistente, y sugiere alternativas para su superación. 5.4. Fomenta la autoevaluación y coevaluación entre pares académicos y entre los estudiantes para afianzar los procesos de enseñanza y de aprendizaje.	a. Comunica en forma apropiada y oportuna los criterios de evaluación, con el fin que los estudiantes conozcan las expectativas sobre sus actividades a desarrollar. b. Integra las evaluaciones como un elemento más de la enseñanza que le posibilita dar seguimiento al desarrollo académico de sus estudiantes. c. Utiliza diversas formas de comunicación de los resultados, en función del tipo de contenidos a trabajar, de las metodologías de enseñanza empleadas y del tipo de evaluación. d. Hace partícipes a los estudiantes de la evaluación y utiliza los resultados de la misma para retroalimentar su aprendizaje y para que desarrollen la capacidad de autoevaluar sus avances.
6. Construye ambientes para el aprendizaje autónomo y	6.1. Favorece entre los estudiantes el	a. Incentiva a los estudiantes a preguntar, opinar y

colaborativo. El docente establece un ambiente de aprendizaje que permite el autoconocimiento y la autovaloración de los estudiantes, estimulando su deseo por aprender, el gusto por la lectura, la expresión oral, escrita y artística, promoviendo el pensamiento crítico, reflexivo y creativo, así como motivando las expectativas de superación y desarrollo personal. Proporciona oportunidades y herramientas, y se apoya el en el uso de las tecnologías de la información y la comunicación, contribuyendo así no sólo al proceso de construcción del conocimiento, sino a la capacidad de expresión de los estudiantes.	autoconocimiento y la valoración de sí mismos. 6.2. Favorece entre los estudiantes el deseo de aprender y les proporciona oportunidades y herramientas para avanzar en sus procesos de construcción del conocimiento. 6.3. Promueve el pensamiento crítico, reflexivo y creativo, a partir de los contenidos educativos establecidos, situaciones de actualidad e inquietudes de los estudiantes. 6.4. Motiva a los estudiantes en lo individual y en grupo, y produce expectativas de superación y desarrollo. 6.5. Fomenta el gusto por la lectura y por la expresión oral, escrita o artística. 6.6. Propicia la utilización de la tecnología de la información y la comunicación por parte de los estudiantes para obtener, procesar e interpretar información, así como para expresar ideas.	reflexionar, sobre sus inquietudes, considerarlas como una oportunidad, no sólo para el aprendizaje, sino también, para el autoconocimiento y la valoración de sí mismos. b. Sabe cómo generar en el estudiante el deseo por aprender, proporcionándoles herramientas teóricas y prácticas que los estimulen en el desarrollo de su proceso de aprendizaje. c. Formula planteamientos que permiten a los estudiantes pensar, analizar e interpretar críticamente los contenidos de la asignatura, vinculándolos con los temas de actualidad. d. Vincula los contenidos de la asignatura que imparte con los intereses y aspiraciones de sus estudiantes, motivando sus expectativas de desarrollo. e. Utiliza los contenidos de la asignatura que imparte para referir a literatura y a diversos tipos de expresión oral, escrita y artística, acorde con el interés de cada alumno. f. Utiliza las tecnologías de la información y la comunicación para apoyar las actividades relacionadas con el proceso de enseñanza y aprendizaje, y la gestión de su práctica docente.
7. Contribuye a la generación de un ambiente que facilite el desarrollo sano e integral de los estudiantes.	7.1. Practica y promueve el respeto a la diversidad de creencias, valores, ideas y prácticas sociales entre sus colegas y entre los	a. Respeta las creencias, valores e ideas de todos los estudiantes, y actúa previniendo el efecto discriminatorio que pueden

El docente genera un ambiente de respeto e inclusión para el desarrollo de las capacidades de los estudiantes, a partir del respeto a la diversidad de creencias, valores, ideas y prácticas sociales, a partir del desarrollo de una conciencia cívica, ética y ecológica, impulsando el dialogo como mecanismo de resolución de las diferencias. Para ello establece, con la participación de los estudiantes, normas de trabajo y convivencia, y da seguimiento al cumplimiento de las mismas. Además el docente alienta la expresión respetuosa de las ideas de los estudiantes y fomenta un estilo saludable de vida, vinculado con las actividades deportivas, artísticas y de sano esparcimiento.	estudiantes. 7.2. Favorece el diálogo como mecanismo para la resolución de conflictos personales e interpersonales entre los estudiantes y, en su caso, los canaliza para que reciban una atención adecuada. 7.3. Estimula la participación de los estudiantes en la definición de normas de trabajo y convivencia, y las hace cumplir. 7.4. Promueve el interés y la participación de los estudiantes con una conciencia cívica, ética y ecológica en la vida de su escuela, comunidad, región, México y el mundo. 7.5. Alienta que los estudiantes expresen opiniones personales, en un marco de respeto, y las toma en cuenta. 7.6. Contribuye a que la escuela reúna y preserve condiciones físicas e higiénicas satisfactorias. 7.7. Fomenta estilos de vida saludables y opciones para el desarrollo humano, como el deporte, el arte y diversas actividades complementarias entre los estudiantes. 7.8. Facilita la integración armónica de los estudiantes al entorno escolar y favorece el desarrollo de un sentido de pertenencia.	tener sus acciones, decisiones y juicios respecto a las características personales derivadas de variables sociales, sexuales, étnicas, de apariencia física o variables de aprendizaje en el desarrollo académico, afectivo y social de los alumnos. b. Dialoga sobre las problemáticas que enfrentan los alumnos, mostrando la importancia de la conversación respetuosa para la resolución de conflictos. c. Muestra competencias para construir y aplicar normas de convivencia basadas en la tolerancia y el respeto mutuo, además de flexibilidad para ajustarlas según el contexto. d. Selecciona estrategias para desarrollar valores, actitudes y hábitos en los estudiantes para hacer de ellos personas íntegras, con sólidos principios cívicos, éticos y ecológicos. e. Sabe cómo generar un ambiente estimulante para la expresión de los estudiantes, que promueva el respeto, la inclusión, el aprendizaje y su desarrollo integral. f. Contribuye a desarrollar en los estudiantes un sentido de identidad y pertenencia, que preserva la infraestructura escolar. g. Maneja estrategias o solicita ayuda a otros docentes o especialistas para promover el cuidado personal de los estudiantes en materias de salud, sexualidad,

		consumo de tabaco, alcohol y drogas, conductas violentas, temerarias, autodestructivas o de exclusión. h. Sabe cómo contribuir a desarrollar un sentido de identidad de la escuela, que genera cohesión en torno a un proyecto común.
8. Participa en los proyectos de mejora continua de su escuela y apoya la gestión institucional. El docente participa en la mejora del plantel y la gestión institucional, por medio de la aportación de proyectos de formación integral, que permitan detectar y contribuir a la solución de los problemas que se presentan en su contexto institucional, en colaboración con otros docentes, directivos y miembros de la comunidad. Así mismo colabora en proyectos de participación social y en actividades para la mejora de la práctica educativa.	8.1. Colabora en la construcción de un proyecto de formación integral dirigido a los estudiantes en forma colegiada con otros docentes y los directivos de la escuela, así como con el personal de apoyo técnico pedagógico. 8.2. Detecta y contribuye a la solución de los problemas de la escuela mediante el esfuerzo común con otros docentes, directivos y miembros de la comunidad. 8.3. Promueve y colabora con su comunidad educativa en proyectos de participación social. 8.4. Crea y participa en comunidades de aprendizaje para mejorar su práctica educativa	a. Sabe colaborar con docentes, directivos y personal de apoyo técnico, para formar un proyecto de mejora integral, dirigido a las actividades académicas y de gestión institucional del plantel. b. Propone estrategias en colaboración con otros docentes, directivos y miembros de la comunidad, para dar solución a diversos conflictos que se presentan dentro del plantel. c. Propone e involucra a la comunidad educativa en el desarrollo de proyectos de participación social que contribuyan a generar un ambiente escolar centrada en el aprendizaje. d. Participa en diversas instancias de trabajo colaborativo entre docentes para desarrollar su actividad académica, y así mejorar los procesos de enseñanza y aprendizaje por medio de la retroalimentación.

Parámetros e indicadores del perfil profesional docente de Educación Media Superior.

Fuente: SEP, (2016) Perfiles, Parámetros e indicadores, México.

These Parameters and Indicators of the Teaching Profile have served as a basis for the evaluation of the admission to the Professional Teaching Service of EMS for the 2015-2016 cycle, to cite an example, where of 28,983 aspirants to enter, were ideal 9,658 representing 33.32% Of the participants, 19,325 of the supporters were Non-ideal.

Conclusions

The Comprehensive Reform of Higher Secondary Education, launched as a public policy at the end of 2008, sought to lay the foundations for a new approach to upper secondary education, expanding the modalities of attending high school, defining the skills and knowledge that young Mexicans should Acquire to guarantee their passage through a globalized and very dynamic world that presents them with new challenges every day. It also took into account the training of its teachers under the most suitable profiles that would enable them to meet the improvement of their students' learning.

Seven generations have passed since the introduction of the EMS Teacher Training Program, and according to the SEP "of the total of 188,625 teachers in public institutions, only 35.1% have graduated from a teacher training program" (Higher Education System, SEMS, 2013), and of these, it is estimated that 3 out of 10 have been certified by the CertiDemS Process of Certification of Teaching Competences for Higher Education through the launching of five calls. This means that only one-third of the teachers have completed their training in teaching competences for Higher Education under the new educational policies of the country. The effort required to complete the bulk of teachers in their teacher training, is estimated at 64.9% on national average.

The Ministry of Public Education, when analyzing the management mechanisms of the Comprehensive Reform of Higher Education, within which the professionalisation of teachers and managers has an important importance as reviewed, concludes that:

> *" It is necessary to expand the offer of professional courses and diplomas with the participation of a wider range of institutions ", for which, he continued," the incorporation of more training institutions should be explored while maintaining relevance of fairness content of accreditation." (SEMS, 2013, Pag.11).*

The SEP also considers that one of the main problems with the EMS is the weak professionalisation of teachers and their corresponding impact on the low quality of teaching. This problem was also reflected in the fora convened for the analysis of the EMS educational model in 2014. This was also expressed by the results of the PISA exam in 2012 and the ENLACE in 2014, where in the latter the students' mathematical competences concentrate To 60.7% of the total in levels of insufficient domain (26.6%) and Elemental (34.1%) of a total of one million seventeen thousand students evaluated.

The evaluation of the initial training of teachers, their permanent updating in both the disciplines and their didactic knowledge, of the critical reflection of their teaching practice, are factors that must be present in teacher improvement projects.

And in this effort, we find a renewed Teaching Profile in the text of Agreements SEP 442, 447, 449 and 488 from 2009 to 2013, as well as in the establishment of Profiles, Parameters and Indicators for Teachers, in 2012 by the National Institute for The Education Evaluation (INEE) for the evaluation of teaching performance. All these professional competences required to achieve a quality education that the national education system requires of one of its main actors, such as: mastery of the subject they teach, didactic domain for teaching and learning the contents of their subject , The knowledge of the school context and the characteristics of its students, the knowledge of the socio-cultural context situations that affect the learning processes, as well as the expert knowledge that the professional practice generates day by day.

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