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Home SEP Mathematics. Secondary Education (key educational institutions for comprehensive education) 3 Comments 0 Loves Stats Notes Be First as It Is 1. EDUCATION SEC NDARIA LEARNED APPRENTICESHIP CL KEY MATH ED SECONDARY EDUCATION SEC APR NDIZAJES KEY MATH ED CATION SECUND 2. Curriculum and programmes, training guidelines and evaluation proposals 3. Math. A secondary education curriculum and 1culated programs, training guide and evaluation proposals for comprehensive education KEY LEARNING 4. Secretariat of Public Education Aurelio Nunho Mayer Deputy Secretary for Basic Education Javier Trevigno Kante Director General for Curriculum Development Eliza Bonilla Rius First edition, 2017 © Ministry of Public Education, 2017 Argentina 28. Center 06020 Mexico City ISBN Collection: 978-607-97644-4-9 ISBN: 978-607-8558-23-0 Printed in Mexico FREE-DISTRIBUTION SALE In materials aimed at educators, teachers, teachers, teachers, and parents of preschool, primary and secondary education , the Secretariat of Public Education (SEP) uses the terms: child (s), adolescent (s), young student (s), learning (s), pupil (s), teacher (s), teacher (s), teacher (s) and parents referring to both sexes in order to facilitate reading. However, this editorial criterion does not exclude the commitments that PMI makes in each of the measures aimed at promoting gender equality. 5. Comprehensive education for all today we live in a complex and interconnected, increasingly complex world that is changing at an undeleased pace. In many ways, more than an era of change, we are facing an era change. In the face of this uncertainty, we have a responsibility to train our sons and daughters so that they can face the difficult historical moment they are going through and achieve full time. I am convinced that the present and future of Mexico are children and young people. If we can give them the tools they need to succeed, our country will be more prosperous, sufficient and free. To achieve this, we need a real educational revolution. Throughout the twentieth century, the education system made its utopia of foundation a reality that was to bring teachers and schools to the last corner of the country. Today, we must be more ambitious and, in addition to providing access to education, ensure that it is of quality and becomes a platform for children and young people in Mexico to succeed in the 21st century. We must nurture freedom and creativity. The education reform promoted by President Enrique Pena Nieto gives us the opportunity to make these changes. From there, we were able to develop a common vision of the education that the country needs. After extensive consultations and numerous forums with The education model was unveiled in March last year. It provides a new pedagogical approach that requires a reorganization of the education system and its public policy. In short, consider the steps we all need to take, power, teachers, parents, students, and society as a whole, to achieve that goal. A key element of education for comprehensive education is the specificity of pedagogical planning proposed by the basic education education model. As noted in the General Law on Education, it is structured in terms and curricula, which are the result of the joint work of PMI and a group of teachers and very outstanding professionals in our country. Bringing these important changes into reality will be a gradual and complex process that will surpass that Government's horizon. The challenge is to make this educational model, and in particular its pedagogical project, much more than public policy, a real national project. It was an honor to lead this noble task, because I am convinced of the power of education. He finds not only an opportunity to change people's lives, but also to transform something much bigger: Mexico. Aurelio Nunho Mayer Secretary of State Education 6. Dear Mathematics Teacher: The Ministry of Public Education shares with you a great goal: that all children and young people in Mexico, regardless of their context, have a quality education that allows them to be happy and successful in life. That is why on March 13, 2017,

is that not all children, adolescents and young people have equal access to a global form of knowledge and ict. The socio-economic conditions, the cultural capital of families, the communication and equipment of the home and in the localities, the management of the English language in particular are factors of inequality and exclusion that can exacerbate and perpetuate them. So another funny reason for being a school is the role they have to play as equalizers of opportunity in an extremely unequal society. Recognizing the limited role of the school in this area, it should also recognize and strengthen its ability to create gaps in capacity and prevent it from widening them. In such a changing world, the pillars of 21st-century education learn to learn and know, learn to be, learn to live together and learn to do.¹¹ The role of school is not only teaching girls, boys and young people what they do not know, but also helping to develop the ability to learn to learn, which means learning to think; to question the various phenomena, their causes and consequences; Monitor personal learning processes Appreciate what is learned in conjunction with others; and promote interest and motivation to learn throughout life. In a society that builds knowledge through different forms and actors, the challenge of the school is also to help people find learning, research work and Knowledge. To achieve these goals, it is necessary to consolidate the possibilities of understanding reading, written and verbal expression, multilingualism, understanding of the natural and social world, analytical and critical reasoning. The education required in the country required the ability of the population to communicate in Spanish and indigenous language if it spoke as well as in English; Solve problems develop hypothetical, logical-mathematical and scientific thinking; and work together. ¹⁰ See Postman, Neil, *End of Education: Rethinking The Cost of School*, New York, Vintage, 1996. ¹¹ See Delors, Jacques, *Education encloses treasure*, Paris, Santillana-UNESCO, 1996. 33 32. In particular, education faces extremely complex challenges because of the amount of information available, as it must provide access to it without exception; Teach to distinguish between relevant and relevant; know how to evaluate, classify, interpret and use it responsibly. To this end, the school must rely on the digital tools on which it is available, in addition to encouraging students to develop skills for their use, and that they are on track to solve social problems, which means going down in the ethical and social dimension, not just technological or individual.¹² It is also important to strengthen the social and emotional skills that allow students to be happy.¹² It is also important to strengthen social and emotional skills. It is also important to strengthen social and emotional skills that allow students to be happy.¹² It is also important to strengthen social-emotional skills that allow students to be happy.¹² , to have determination, to be perseve-rants and sustainable, that is, that they can face and adapt to new situations, and be creative.¹³ Students recognize their own worth , learn to respect yourself and others, to express and independently regulate their emotions, establish and respect agreements and rules, and manage and resolve conflicts in an assertive manner. In this sense, it is also based on the proper inclusion of both physical education, sports and the arts, as well as the assessment of identity and cultural diversity as inseparable parts in their personal and social development at all levels and under conditions of basic education. Advances in educational research and education policy and practice in education cannot omit advances in society in terms of how learning takes place and its relationship to factors such as school, family, teaching, social context and others. While educational inves-tigation and learning theories are not prescriptions, they allow for the development of guidelines that guide educational communities into planning and Curriculum. Recent studies in education have called into question the behavioural method of education that has had such an impact on schooling over the past century and which, among other methods, has used conditioning and punishment as a valid and widespread practice. Similarly, the same modern people strive to understand school work more deeply through issues and methodologies from a variety of disciplines, including cultural studies, sociology, psychology and neuroscience, design and architecture, whose findings lead to improvements in learning processes and environments and schools. The contribution of great importance in education is the understanding of the place of attachment and motivation in learning, and how the configuration of new practices for leadership learning affects ¹² Tedesco, Juan Carlos; Renato Operti and Massimo Amadio, op. cit., page 17. ¹³ Reimers, Fernando, *Teaching and Learning for the Twenty-First Century*, Cambridge, Harvard Educational Press, 2016, p. 11. ³⁴ 33. students' well-being, academic performance, and even their schooling and graduation are becoming increasingly clear that emotions leave a lasting, positive or negative mark on academic performance¹⁵ So schoolwork is key to helping students recognize and express their emotions, regulate them for themselves and know how they affect their relationship and their educational process. Another fundamental element in which educational research has deepened is the evaluation of learning as an internally individual and human characteristic.¹⁶ Learning takes place at all times in life, in different dimensions and conditions, with different goals and in response to numerous stimuli. However, it requires a student's commitment to participate in their own learning and their peers.¹⁷ Based on educational studies focused on school culture, the learning approach takes into account that learning is closely related to the individual and collective ability to change understanding, beliefs and behavior in response to experience and knowledge, self-regulation in the face of complexity and uncertainty, and above all, love, curiosity and positive attitude to knowledge. , educational co-munities should put a student and maximize his learning at the center of educational practice and encourage him or her to feel interested in learning and ownership of his learning process. For its part, interdisciplinary analysis has identified social levels that contribute to creating a learning environment conducive to different people and groups.¹⁹ This approach recognizes that learning is not a process fully mediated by teaching and learning, but as a result of spaces with special social and physical characteristics, ¹⁴ of which recognize that motives are formed by the complex interaction between the subject and its environment. the intelligence of each stu-diante. In addition, in this space they need to be given confidence, on an equal footing, to learn, to feel the pleasure of knowledge and opportunities to know and to do. ¹⁵ Reyes, Maria R. et al., *Class Emotional Climate, Attended Students and Acade-mic Achievements*, in the *Journal of Educational Psychology*, vol. 104, No. 3, Washington, D.C., March 2012, 700-712. ¹⁶ Fisher, Kurt and Mary Helen Immordino-Young, *Fundamental Importance of Brain and Learning for Education*, by Fisher, Kurt and Mary Helen Immordino-Young, *Jossie-Bass Reader on Brain and Learning*, San Francisco, Jossie Bass, 2008, p. xvii. ¹⁷ Wenger, Etienne, *Community Practice: Learning, Meaning and Identity*, Cambridge, Cambridge University Press, 1998, p. 2. ¹⁸ von Stumm, Benedict; Sophie Hell and Thomas Chamorro-Premuzic, *Hungry Mind: Inte-llectual Curiosity is the third Pilar of Academic Performance*, in *Perspectives on Psychological Sciences*, Article 6, No. 6, 2011, p. 574-588. ¹⁹ Agerrondo, Ines, op. cit., page 244-285. ³⁵ 34. standards and expectations facilitate or overshadow for the student to learn.²⁰ The emphasis on the process of transforming information into knowledge includes the recognition that the school is a social, complex and dynamic organization that should become a learning community in which all its members build knowledge, skills, relationships and values through different processes that meet the needs and characteristics of each. In addition, multi-phylogenical studies point to the benefits of focusing on an increasingly personalized education that involves activating each student's potential by respecting their pace of progress.²¹ On the other hand, attention to the well-being of students integrating their emotional and social personality, in addition to cognitive, has proven to be a positive factor for their development.²² In terms of educational model and therefore this educational plan. , teacher's teaching practices should promote a community of solidarity and affective learning, where all its members support each other²³ 20 Brunford, John D.; Ann Brown and Rodney R. Cockering as people learn: *Brain, Mind, Ex-Family and Schooling*, Washington, D.C., Commission on Behavioral and Social Sciences, National Research Council, National Press Academy, 2000, p. 4. ²¹ Mies, Judith L.; Philip Hermann and Barbara L. McCombs, *Student-Centered Attitudes, With Adolescent Achievement Goals*, at the *International Journal of Advanced Studies*, page 39, No. 4-5, 2003, p. 457-475. See also Weimer, Maryellen, *Student-centered Learning. Five key changes in practice*, San Francisco, Jossie Bass, 2002. ²² Tedesco, Juan Carlos; Renato Operti and Massimo Amadio, op.cit., p. 19. ²³ Mulan, Michael and Maria Langworthy, to a new end: *New pedagogy for Deep Lear-ning*, Seattle, Impact, 2013, page 11. ³⁶ 35. In a prominent sense, the socio-constructivist approach that examines the social interaction of the student raises the need to explore new ways of achieving learning that have not always been reflected in the classroom. He believes that learning is participation or social negotiation, a process in which social and situational contexts are important for learning. Thus, from this point of view it is recognized that learning does not occur in isolated human minds, but is the result of an active relationship between man and situation, so knowledge also has a characteristic to be placed.²⁴ This tradition includes learning strategies that promote research, creation, cooperation and motivation. In particular, education is allocated on the basis of issues, problems and projects²⁵, which takes into account the interests of students and encourages them through their appropriations and research. This method allows students to create and organize knowledge, value theories, apply disciplinary processes to the content of the subject, such as historical or scientific research and literary analysis- and present results. freedom to choose and explore topics and present them publicly through conferences, as well as reflections and subsequent dialogue about their institutions and conclusions, It leads to deep learning.²⁶ Similarly, methods such as co-learning or co-learning - through teamwork - and models such as an inverted classroom - in which a student carries out part of the learning process at 20 and outside the classroom, mainly using technological resources, in post-rion lead through discussion and reflection on learning consolidation - they encourage students to mobilize diverse knowledge, skills, attitudes and values to adapt to new situations, and to develop different resources to develop. The use of such methods and strategies, which result in them, contributes to students' meaningful learning, as they allow them to apply school knowledge to the problems of their lives. For its part, the game - at all educational levels, but prominently in preschool - the use of both pro-duc learning resources and collaboration using the tools ²⁴ See Lav, Jean and Etienne Wenger, *Located Learning. Legal Peripheral Participation-tion*, Cambridge, University of Cambridge Press, 1991 / See also: Diaz Barriga, Frida, *Cognition located and strategies for meaningful learning*, in the electronic journal of Educational Studies, vol. 5, No 2, 2003. Received October 4, 2016 by http:// redie.ens.uabc.mx/vol5no2/contenido-arceo.html ²⁵ Barron, Brigitte and Linda Darling Perspectives and challenges of approaches based on the inept, in *Agerrondo, Ina (cord.)*, op. cit., page 160-183. ²⁶ The process of reflection after presentation for students is often mentioned by several names, including dialogue and dialogue. In this, students and teachers create new meanings of their own and give space for new questions. See Freinet, Celestin, *Freinet Modern Schooling*, Mexico, 21st Century, 2005. ³⁷ 36. Technological research contributes to the development of critical thinking, as well as lesson and synthesis of information.²⁷ In terms of language, there are studies that clearly reflect how children who learn in their native language in the first grade, get more results in education in general and, in particular, significant improvements in the development of written language²⁸ This is fundamental to Mexico because of its multilingual composition. There is strong and growing evidence of the value and benefits of maternal language education, especially in the early years of education. Hence the importance that this curriculum attaches to early study of indigenous native language, as it values the importance of policy-making, which includes this data, a product of educational research, which in turn strengthens inclusion and guarantees the right to education for all. While it is true that of these teaching theories there are no recipes for the class, it is possible and unreasonable to offer guidelines that guide teachers in their planning and implementation curriculum. From here, in paragraph IV, in a section called How and with whom do you study? Educators, expands the opportunities that educational research provides to develop curricula and offers a number of pedagogical principles that stem from the theories and methods outlined in this section, the principles that vertebrate this plan. 4. The means to achieve educational goals the curriculum should not only specify the purpose of education (for what) in content (what), but should clearly direct the means to achieve these goals (i.e., how). It is therefore necessary that the curriculum recognizes that the existence or absence of certain conditions contributes to or limits the effectiveness of the curriculum. These conditions are part of the curriculum in this regard. ²⁷ Coll, Cesar, *Learning and Teaching with ICT: Expectations, Reality and Potentials*, in the *Free Educational Institution Bulletin*, No 72, Madrid, December 2008. See: 1MVHQQD5M-NQN5JM-254N Cesar_Coll__aprender_y_ensenar_con_tic.pdf ²⁸ Bender, Penelope, *Education Notes: in their native language ... Education for All*, World Bank, 2005. Received on April 29, 2017 by: CATION/Resources/Education-Notes/EdNotes_Lang_of_Instruct.pdf/Jhingran, Dhir, *Lan-guage Disadvantage: The Problem of Learning in Primary Education*, New Delhi, APH Publi-shing, 2005. / Wan, Adomah and Christine Glanz, *Why and how Africa should invest in African languages and multilingual education*, Institute of Continuing Learning, 2010. / Wi-lliams, Eddie, *Reading in two languages in year 5 in African elementary schools*, in *applied linguistics*, vol. 17, No. 2, 1996, page 182-209. / Williams, Eddie, *Inquiry bilingual writer-qi: evidence from Malawi and zambia*, in *education research*, No 24, Department for International Development, London, 1998. 38 37. These conditions are both structural in nature and local in nature, in this sense they must combine and coordinate the efforts of the federal, local and municipal education authorities to place the school at the centre of the education system, with actions taken by school communities with governance autonomy and closely accompanied by school supervision, within the School Technical Assistance Service (SATE). In the first case, different authorities are required to harmonize their education policies for the purposes and programmes of this Plan, and for this purpose they need to be reorganized to strengthen schools and school supervision and thus provide them as key spaces of the education system with the conditions and opportunities for the curriculum and pedagogical principles. The PMI must establish a standard that promotes and regulates this transformation of schools and oversight, as well as programs and actions that are deployed at the federal level to strengthen the autonomy of school management in ac with the LGE mandate. It underlines the momentum that local education authorities should give to reforming curricula for the implementation of the programme in each entity. In particular, the development of the capacity of teachers, managers, managers and pedagogical technical consultants (SPS) stands out, as well as strengthening programmes to make the autonomy of school management a reality in public schools. It is also vital that both the Minister of Public Education and the State Deputy Ministers of Basic Education lead proposals to change and reorder educational structures in order to steer them towards technical in-school in-office and administrative redundancies, as well as to strengthen the necessary departmental structures. In order to better coordinate between federal and local education authorities, efforts to implement the education model and share successful local experiences, a National School Management Council has been established for the Centre, with the participation of those responsible for the three levels Indigenous education and special education services, as well as federal officials responsible for standardizing and driving this transformation. 39 38. In the case of conditions and actions in the school field, they should be managed in the school in the exercise of their autonomy of management and especially from the class, based on the professionalism and responsibility of teachers, the systematic collective work of the School Technical Council (CTE), management, joint family responsibility and close and specialized support of school supervision. One way in which the SNB must determine the extent to which Mexican structures have the basic conditions for their functioning and functioning, and therefore the means to achieve educational goals is to assess basic learning and learning conditions (ECEA), developed and implemented by INEE.²⁹ This assessment focuses on both resources and processes, and its results should guide educational, federal and local governments in policy and guidance. Below is a tool (like) that are needed to achieve the educational goals described above (what and for what). Care Ethics Care is based on respect.³⁰ Term Care has several nominations: attention, recognition of others, appreciation for our se-mejantes. The ethics of care is based on educational services offered and also offered by people. Thus, the interconnected relationships established in the school are crucial to assessing the quality of educational services. The ethics of care are based on self-anxiety, empathy, personal hygiene awareness and recognition of each other's responsibility to others. It requires a stronger interest in aid, the right action, an understanding of the world as a network of relationships and the promotion of the principles of solidarity and tolerance. If implemented, it would contribute to a good school climate, create a sense of belonging and was therefore necessary to achieve inclusive processes. These three educational components (academic training, personal and social development and educational autonomy) are based on the ethics of care, which is the responsibility of teachers, leaders, families and students to achieve the well-being of all members of the school community. The ethics of care are evident in all the exchanges that take place in school between the people who make up the school community; when buying ²⁹ For more information on this assessment, see the National Institute for Educational Assessment, What are our schools like? Assessing the basic conditions for teaching and learning, Mexico, INEE. Received April 29, 2017: http:// 30 One of the ethics theorists of care is the Colombian philosopher Bernardo Thoreau. See Mujica, Christian (comp.), Bernardo Toro El Cuidado, online video, YouTube, 2012. Con-sultado April 11, 2017 by 40 39. awareness of this is possible to create conditions for well-being that promote quality learning. Strengthening public schools As part of the process of transferring faculties to public schools of basic education in order to strengthen their managerial autonomy, La Escuela al Centro's strategy encourages various decisive actions to implement the curriculum. Among them: 1. Promoting the culture of learning. It consists of banishing the prevailing administrative approach in schools for decades and replacing it with an approach that promotes joint and collegiate work, equal and inter-school learning, and innovation in an environment that promotes equal opportunities and peaceful, democratic and inclusive coexistence in diversity. 2. It is best to use school time. Studies show that school time is not used effectively for intentional educational interaction;³¹, so one of the minimum traits of school normality is that all school time should be primarily involved in learning activities.³² For this education system as a whole should create the conditions for teachers, leaders and leaders in the school and classrooms to focus most of their time on learning. Strengthening managerial leadership. First, to develop patient directors through continuous training, technical assistance, peer training in the Technical Council area and the integration of academies. Second, reduce the administrative burden the director had to focus on the academic tasks of his campus. To do this, schools will have a new school structure that emphasizes the performance of the Deputy Director for Learning and Achievement, depending on the size and needs of the schools. 4. Strengthening oversight and technical assistance and related services in three processes: the first belongs to the group - 31 See Razo, Ana, *Time to Learn. Use and organization of time in primary schools in Mexico*, COLMEE, 2015. Received April 11, 2017 by . mx/public/conferencias/1/presentacionesdia3/54Tiempo.pdf ³² Mexico, Agreement 717, publish guidelines for the development of school management programs, in the *Official Journal of the Federation*, Mexico, SEGOB, 2014. Consul-sado April 11, 2017 at 41 40. Operating conditions be established as a specialized technical team capable of supporting, advising and accompanying schools closely with their specific concerns. The second is aimed at developing the technical characteristics of managers and TKS. The third is the SATE installation. Specific measures to achieve this include developing classroom monitoring skills and monitoring key classroom training sessions for students, supporting teachers and supervisors, expanding the offer of specialized professional development for members of supervision and administrative dismissal. Strengthening and expanding the autonomy of school technical boards. CTE consists of the principal of the school and all the teachers who work in it, and in it they do collegiate work. Its main function is to continuously improve educational outcomes, for which they must impose a path of continuous improvement on the school, which has as a starting point a permanent diagnosis of the results of students' learning, and thus develop a priority approach. It also includes achieving goals and developing educational strategies and actions that enable them to achieve them. CTE should develop systematic guidance on how to improve schools, internal assessment and accountability. At all times, it is necessary to identify students who are at risk of lag in a timely manner and to commit to specific actions to address them as a priority by installing an early warning system for students who risk not achieving the expected learning curve. 6. Strengthening the School Councils for Social Participation in Education (CEPSE) to work with parents.³³ CEPSEs will be a key space to promote the shared responsibility of parents and schools in the comprehensive education and development of children and adolescents. To this end, CEPSEs should be aware and participate in the development and implementation of the school improvement route, monitoring the minimum normality of schools and creating cohabitation conditions that promote learning. Each CEPSE will support the school principal in management actions that contribute to the improvement of educational service and advocate for the administrative dismissal of the school. The actions of CEPSPs will be encouraged to integrate and facilitate the functioning of social counter-education committees, with the aim of 33 More information on the nature, objectives and actions of CEPES is located in the Secretariat of Public Education, School Boards for Social Participation in Education, Mexico, SEP. Received April 29, 2017 by 42.41. promote transparency and accountability education sector programs. Through CEPSEs and other spaces, measures will be taken to develop the capacity of parents to strengthen as central players in the struggle to educate their children throughout life. This central role will be evident by setting high performance expectations for your children, supporting their learning and supporting the development of their social and emotional skills. 7. Establish profitable partnerships for the school. With autonomy, schools can approach public and private education organizations to find allies in their quest for sub-residency and faster achievement of their goals. The third component of the curriculum will open up ways for schools to expand and strengthen these agreements, which will increase the social and cultural capital of the school community. The greater the social and cultural capital, the greater the school's ability to transform into an organization that learns and encourages learning. These partnerships are one way in which civil society organizations and other educational stakeholders, such as researchers, can join the transformation of schools. Their initiatives, publications and other actions will also pay for reflections on how to support the school to grow and strengthen. The PMI guidelines on curriculum autonomy will guide and standardize these partnerships. Provide greater direct resources to schools and school supervision. The number of public schools and supervisory bodies that receive resources from various federal, state and municipal programmes should gradually be expanded to implement them within their autonomy of school and curriculum management and to invest them in the acquisition or production of materials, educational standards, equipment, maintenance or other activities that optimize school conditions and improve student education. These resources are directly related to the decisions that schools make in their body to achieve their school improvement routes and should be implemented with the participation of the EEECCP. It is therefore necessary to send and accompany managers and teachers in order to invest in these overworked guidelines to follow the guidelines of the new curriculum and to ensure that these resources are used effectively in accordance with the provisions on the autonomy of school management and in the secretarial agreement No. 717. 9. Running a summer school. For better use of the summer holidays, as well as an extension of the curriculum, the academic autonomy com-reporter plans to offer sporting and cultural activities in public schools, as well as academic strengthening for those who wish. 42. Transforming teaching practices While the debate on school pedagogy offers a broad account of pedagogical options, the pedagogical culture that prevails in many of our classes focuses primarily on the presentation of subjects by the teacher, which does not motivate the active participation of the pupil. Cognitive science and recent research show that this pedagogy has serious limitations when what is sought is the development of critical educated thinking and their ability to learn throughout their lives. In other words, some experts say that if the pedagogical culture is not transformed, education reform will not bear fruit. Therefore, the key factor of change is the transformation of this traditional pedagogy into another, which focuses on the creation of active, creative students interested in learning and achieving the quality of education demanded by today's society. It will therefore define for the launch in schools and classrooms the pedagogical principles of this curriculum, promote the renewal of the learning environment and promote in the classroom active learning, located, self-regulated, goal-oriented, cooperative and promoting social processes of knowledge and the meaning of the building. The transformation of prevailing pedagogy also requires the harmonization of both continuous teacher training and initial training. ³⁴ See Reimers, Fernando, If the pedagogical culture does not change, nothing will change, in *Educaci3n Futura*, No. 2, Mexico, February 2016. 44 43. Continuous teacher training in the service of the success of educational changes proposed by this education reform is largely in the hands of teachers. Investment in the renewal, continuous training and training of teachers will not only lead to the creation of more professional education professionals in Mexico, but also to the fact that we, as a country, intend to achieve the goals of education. Studies in learning have shown that the work of teachers is crucial for students to learn and overcome even the material and lagging obstacles they face. As mentioned, a good teacher, starting from the point where he finds students, is tasked with taking them as far as possible in mastering the expected learning, raised in curricula and programs, and developing their potential. The characteristics of what constitutes a good teacher are reflected in a document published by the SEP on profiles, parameters and readings for admission to basic education³⁵, which is a benchmark of professional practice that aims to promote best educational achievement for all students. This profile consists of five dimensions and the parameters are derived from each measurement. In turn, each setting has a set of pointing to the level and the ways in which such knowledge and responsibilities are realized. Dimensions are: Measure 1: A teacher who knows his students, who knows how they learn and what they should learn. Measurement 2: A teacher who organizes and evaluates educational work and performs appropriate educational intervention. Measure 3: A teacher who recognizes himself as a professional who is constantly improving to support students in their learning. Dimension 4: A teacher who assumes the legal and ethical responsibilities inherent in the profession for the well-being of students. Measure 5: A teacher who participates in the effective functioning of the school and promotes its communication with the community to ensure that all students successfully complete their education. As part of the ongoing education reform, pro-mas and courses have been launched to strengthen the training of basic education teachers,³⁶ 35 Cm. Secretariat of Public Education, *Profile, Settings and Indicators for Teachers and Teachers in Basic Education*, Mexico, SEP, 2016. Received on 11 April 2017 by: SO_BASICA_2016.pdf ³⁶ For a proposal to continue training teachers in basic education, see the Secretariat of Public Education, continuing the training of teachers in basic education, SEP, Mexico. Received April 11, 2017 by 45 44. that meet five aspects of the teaching profile and will also be aligned with the new curriculum as soon as it comes into force. From the post-bill of the General Law on Teaching Professional Service, teachers must submit an evaluation of performance, which will be applied at least once every four years and in which the document is also evaluated by the profiles, parameters and performance indicators of basic education. In order to ensure proper management of the basic education curriculum, both training courses and teacher assessments need to be aligned with the curriculum. The initial training of teachers new teaching staff, which arrives in the classes of pre-school, primary and secondary schools, should be very well prepared and dominate, in particular, over elements of the new curriculum. Since the publication of the General Law on Professional Service Training, the only way to gain access to the teaching profession is an entrance exam based on profiles, parameters and indicators for admission to basic education. With such an exam, both graduates of regular schools and all educational institutions that have a degree in career related to the profiles necessary for education can take such an exam. To ensure that the curriculum is properly applied in the classroom, there will be to align primary teacher training for both regular and other higher education students, and to make necessary adjustments to future assessment tools arising from profiles, parameters and indicators for admission to basic education, so that once the new curriculum comes into force, teaching applications allow teachers to effectively select teachers who are proteth of both their software and their teaching basics. In previous reforms of basic education, this correspondence between the basic education curriculum and the normal education programme was not made immediately after the first one came into force, but with a delay of several years. The delay in the inclusion of changes in the curriculum in connection with basic education reforms has made it obsolete for ordinary school leavers. Normal education must be in line with the new basic education curriculum so that it continues to be the basis for the primary training of basic education teachers in the country. On the other hand, universities will have to establish faculties and research bodies and promote the development of academic nuclei dedicated to knowledge of topics of fundamental interest to basic education, thereby building an academic proposal that they currently lack. Widespread cooperation between ordinary schools and higher education institutions, including academic groups, which promote cooperation in curricula and exchange between students and teachers, would be desirable. 46 46

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