



ORIGINAL RESEARCH PAPER

Education

CONTINUING TEACHER TRAINING AND THE CURRICULUM

KEY WORDS: Basic education, continuous training, teachers

Celia Carrera Hernandez

UPNECH Chihuahua Unit, Full Time Teacher, Ave, Mirador And Sydney 4700, Chihuahua, Chih. Mexico.

ABSTRACT

In order to know the assessment made by basic education teachers on the influence of the Technical Council (CTE) on their teaching performance, a descriptive, non-experimental study of the transectional type was carried out. The study sample was intentional, 344 teachers from different regions of the State participated. A Likert scale was used. Indicators of greater and lesser influence of the CTE on teaching performance were identified. A high assessment was found regarding the influence of the Technical School Council on their teaching performance due to the topics that are addressed and the dialogue that is promoted in these spaces about the pedagogical processes. However, theoretical-practical reflection is not promoted through systematic processes, in such a way that teachers participate in participatory action research projects within the school. It is concluded that the Technical Council as a space for continuous training has a strong influence on the improvement of teaching performance, it focuses on a practical approach to the curriculum, however, there is a lack of research experiences from which to promote innovation and transformation of their work with a scientific argument and move towards a critical approach in continuing education.

INTRODUCTION

Based on the theoretical review on teacher training and the curriculum, studies on the continuous training of teachers are identified in which models of continuous training of a technical, practical and socio-critical nature are identified in coincidence with the theoretical approaches of the curriculum. Escudero, González & Rodríguez (2018), refer to teacher training and professionalization regarding the role that teachers play in different spaces and practices. In the technical model, the teacher is relegated to the hows, that is, as followers of routines, consumers and applicators of external prescriptions proposed by experts. In this dimension are the training courses and teacher updating that are promoted among teachers considering that they meet their training needs and that they contribute to the improvement of teaching performance and therefore in educational quality, models that are reproduced in education currently basic.

Furthermore, a model is identified that conceives teaching as a personal, interpretive and judicious activity, contextually situated and sensitive to the needs of the students rather than following curricular guidelines and external organization. In this, the teacher is reflective of his own practice and is conceived as a protagonist who produces knowledge of actions thought and in accordance with his school reality. It is expected then that in this model the continuous training of teachers encourages reflection on their performance as a teacher.

However, a training model in which the teacher is recognized as a critical professional who not only seeks pedagogical transformation but also social transformation as a way of contesting the social and economic inequalities of the students and the community in general to the light of values of justice, respect, collaboration and democracy, corresponds to the socio-critic. In this model, the training of teachers is carried out in spaces for dialogue and reflection where not only pedagogical but institutional problems are discussed that impact different educational actors, such as the CTE, a space for reflection and analysis on the problems and needs faced by teachers of a curricular, pedagogical and social type in different areas to propose solutions based on the design of intervention projects. Despite the theoretical studies in this regard, absences are identified regarding the teachers' assessment of the influence of the Technical School Councils on their teaching performance, as a space for continuous teacher training. Therefore, the following question arises: How do basic education teachers assess the influence of the Technical School Council on their teaching performance? The

general objective of the research is to know the assessment made by basic education teachers in Chihuahua regarding the influence of the Technical Council on their teaching performance.

For González, De la Garza and De León (2017) the school Technical Council is a space for reflection and dialogue by regulation for teachers, where experience is shared, knowledge is mobilized and areas of opportunity are reinforced. It is made up of the principal and the teachers of whom direct participation is required to analyze school topics, including teacher training. It is a complex space for exchanging experiences inside and outside the classroom, as well as knowledge in the teaching group of which it is a part. As Moliner, Castellón and Loren (2010) point out, in some European and Latin American countries training and continuing education are seen as a process of accompaniment of the teacher, inviting him to reflect and analyze his daily work in a real context, allowing him to search for new ways of acting in your classroom. This will be achieved by actively participating in work teams, with respect and tolerance, solidarity, for the benefit of the Institution (Álvarez and Romero, 2007).

The socio-critical approach to the curriculum configures a teacher who is aware of their reality, capable of designing and proposing an alternative curriculum based on recognizing themselves as a social actor committed to solving the problems of the communities. According to Shirley, the emancipatory nature of the curriculum reconfigures the autonomous and self-reflective role of teachers towards a democratic and just life (Grundy, 1994). Training from this approach demands an active participation of teachers in their own training located in their space with permanent research actions.

METHODOLOGY

The research was carried out with a quantitative approach to a descriptive study (Hernández, Fernández & Baptista, 2006) as it seeks to specify the properties or characteristics of teaching performance, a variable that is subjected to analysis based on the teachers' self-evaluation considering their experience in the School Technical Council. The type of design is non-experimental of the transectional or non-transverse type. 344 basic education teachers (preschool, primary and secondary) from different regions of the State participated, with an intentional sample. A Likert-type scale with 44 items was applied. Data were analyzed with SPSS version 22 software.

RESULTS

In order to answer the research questions, the evaluations that the teachers made to each of the teacher performance indicators organized in teaching-learning processes and in activities related to school organization were analyzed.

The higher scores reflect that the teachers place a high value on the discussion in the School Technical Council about learning problems, student behavior and teaching strategies.

The Performance indicators analyzed represent values with measurements between high level fluctuation averages in each of the elements reviewed, in such a way that the global average in the aspects: teaching strategies; Learning problems; school activities; collaborating with parents and teaching strategies fluctuate at a rating of 4.6 being at a high level of influence. With a higher average evaluation of 4.7, the aspects are located: evaluating learning and reflecting on teaching processes. Between 4.3, 4.4 and 4.5 of global average the aspects are detected: attending to conduct problems; strategies development; use of technological resources and the design of innovative strategies.

Observing that the design of innovative strategies, the use of new technologies, as well as attention to behavior problems are indicators of greater value for teachers when faced with teaching strategies and school activities.

Among the most relevant aspects of the School Technical Council in the teaching performance specifically in activities related to school organization, it is identified that greater value is given to communication and collaborative work; communication with the manager, as well as understanding the complexity of educational processes. In second order of importance are the professional development and knowledge of the contents to be worked on, and the last hierarchical space is the research projects in addition to the management of teaching resources.

The analysis of the data produced by the scale reflects 3 indicators with the lowest evaluations and 5 with the highest evaluations according to the mean. The teaching performance indicators on which the School Technical Council has the least influence is the one that refers to the use of technological resources for student learning in the classroom, a topic that has not been addressed in the collegiate meetings; Another indicator of the lowest evaluated performance is the carrying out of research or intervention projects on pedagogical practice, which shows that the discussions generated about the practice are not systematized and lead in an organized way until reaching the solution of the problems. Finally, another indicator in which the School Technical Council indexes very little is the management of didactic resources to support teaching, which shows that the resources used are provided by the teachers themselves without support from educational institutions and instances, in addition It is not an issue that is addressed in the meetings of the School Technical Council, a fundamental element in supporting the development of the practice, as well as the support of technological resources.

The indicators best evaluated by teachers are the evaluation of students' learning to improve their school performance, reflection on the teaching-learning processes, communication and collaborative work between co-workers, communication between teachers and school leaders and teamwork in which knowledge and experiences are shared, these indicators reflect that Technical Council meetings have a high influence on improving communication, which is very valuable for teaching performance and reflection and discussion on pedagogical issues But they lack the methodology of educational intervention so that they can develop joint projects to improve teacher performance, an activity that should be focused on by educational authorities and teacher

training institutions, so it is not yet implemented. practice a training model from a socio-critical approach.

CONCLUSIONS

It is concluded that there is a high influence of the CTE on the performance of teachers, but there is a lack of systematization of practices for their innovation and transformation. The CTE is a platform that influences the improvement of teaching performance, which is why it is considered a space for continuous training. Aspect that can be monitored based on the self-evaluation carried out by the teachers.

Continuous on-site training of teachers through the CTE has been a success, however, it is necessary to promote systematic reflection on the teaching and learning processes where, through a critical role of the teacher in front of his own teaching performance, he manages to link pedagogical theory and practice to advance towards personal, professional and didactic transformation.

REFERENCES

1. Álvarez, V. and Romero, S. (2007). Competency-based training for guidance professionals. *Education XXI*, 10, 15-37. Retrieved from <http://revistas.uned.es/index.php/educacionXXI/article/view/295>
2. Escudero, J.M., González, M. T. and Rodríguez, M. J. (2018). The contents of continuing teacher training: which teachers are being trained? *Education XXI*, 21 (1), 187-180. [Consultation date January 1, 2021]. ISSN: 1139-613X. Available at: <https://www.redalyc.org/articulo.oa?id=70653466008>
3. González, R.M., De la Garza C.H. and De León, M.E. (2017). School Technical Councils, a collaborative space to evaluate the teaching exercise in Basic Education. *Electronic journal of educational research. REDIE* vol.19 no.3. Cove. <https://doi.org/10.24320/redie.2017.19.3.1272>
4. Grundy, S. (1998). *Product or practice of the curriculum*. Madrid, Spain: Morata.
5. Hernández, R., Fernández, C. and Baptista, P. (2006). *Investigation methodology*. 6th. Ed. Mexico: Mc Graw Hill.
6. Moliner, L., Castellón, J., Loren, C. (2010). Continuous training as a key process in teacher professionalization: good practices in Chile. *Latin American magazine inclusive education*. Retrieved on January 2, 2021 at: <http://www.rinace.net/rlei/numeros/vol4-num1/art1.pdf>