

Initial Training Of Nobel Teachers And Their Role In Professional Practices In Basic Secondary Education In Colombia

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Summary

The role of the teacher is fundamental in the educational process and is perhaps the one who figures as the main agent. Teachers from different areas of knowledge with different lines of strengths advise a student in training, becoming expert figures who lead actions planned with a common goal: to leave a mark as a good teacher. It seeks to reveal the importance of training, but not of any type of training, but of a subject in training who is critical, reflective, transformative, researcher, autonomous, cooperative and productive. We consider the processes of accompaniment of students in training as a link in the transformation and construction of pedagogical thinking.

The present research called "Initial training of novice teachers and their role in professional practices in basic secondary education in Colombia", provides a series of knowledge in several lines of research, mainly in its methodological contribution, but it does not lose its relevance within the disciplinary framework. It was born from the research team's concern to identify the initial training of novice teachers, while at the same time glimpsing the urgency of critically resuming the commitment of professional practice advisory teachers to the training of future teachers. The aim is to offer a different alternative that transcends disciplinary processes. We want to approach this training as a process that involves active learning knowledge, from what each actor solves in specific situations.

1. Introduction

In this sense, the Colombian case is no stranger to this global trend, and today it will stage a new curricular model for teacher training called "Nobel", which is said to allow the formation of reflective, proactive and transformative professionals, oriented in all situations by an interdisciplinary knowledge based on the communicative relationship of the basic sciences. In view of this reality, there is a lack of studies that analyze the relationship between the GTPS1 model, which defines the necessary requirements to train and accredit the title of teacher at the level of basic secondary education, and the pedagogical option of project-based training, and whose principles permeate pedagogical practices in basic secondary education; A reality that now becomes a fundamental input for the initial training of teachers at the national level, and

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for undergraduate and graduate programs in education that justify their professional practices in the classroom.

Teacher training has become one of the most critical issues in education systems. International research reports that teachers represent the factor that has the greatest impact on the improvement of the results obtained by students, and that one of the problems that most affects the quality of teachers' performance, beyond the intrinsic attractiveness of the profession, is the quality of initial training programs in terms of improving the professional practices of their graduates. Faced with this reality, the academy has been directing its efforts to recognize the centrality of practices in the field of initial training, understanding their impact on considering them a matter of professional identity.

1.1. Context of the initial training of Nobel teachers in Colombia

The Nobel Program was composed of two components: (a) Novice Master Investigators; and (b) School Research Groups. The objective of the Novice Teacher Researchers component was to promote their own interest and that of the students according to the characteristics of the geographical and bioenvironmental scenarios present in the Educational Institution based on the methodology of Research of Own Practice (IPP) and (b) to develop articulation experiences with the School Improvement Plans (PEM) in support of school projects. The School Research Groups component sought to ensure that research groups created an environment that fostered research, generating spaces for reflection on pedagogical and institutional practice, promoting activities that privileged the interest and participation of the educational community; emphasizing the formative sense of research.

The Nobel program was born at the end of the 80s, during the governments of Belisario Betancur, with the issuance of Law 40 of 1980 'By which the Teachers' Welfare Service is reorganized' which proposes the creation of 'Municipal or Departmental Funds for social services for teachers'. According to the Ministry of Education and Colciencias (2014), the Training Program for Novice Teacher Researchers and Research Groups continued until the year 2000. The following aspects of the program are highlighted: (a) 125 monthly allowances equivalent to 100% of the monthly salary are provided; permanent accompaniment, in the 'school-workshop' modality; materials were supplied to public schools; The program was aimed at professors with employment links in institutions based in geo-biological scenarios; Support for the development of a school environment aimed at the promotion of science and technology based on the adequate contextualization of the projects of the curricular thematic areas of the PEM and the basic areas of vipuntal.

1.2. Importance of internships in basic secondary education

One of the outstanding characteristics is the development of skills and competencies that are not necessarily specialized, but guide the behavior of the student in the different training situations in formal education, such as school coexistence, leadership and participation, pedagogical innovation, as well as the management of evaluation processes, which are necessary for performance in educational institutions. At the legal and institutional level, comprehensive pedagogical practices are also part of the quality policies of the Colombian higher education system adopted from Law 30 of 1992 and the guidelines established by aneca Colombia.

In Colombia, professional practices are a fundamental aspect of initial training, which allows future teachers to articulate theory and practice, to appropriate their role and professionalization, to develop pedagogical experiences within the real context of the students and the different educational models, to assume dilemmas and challenges, and to constantly evaluate and reflect on them. Indeed, during the internship period, students are expected to

have the opportunity to formulate observational problems that account for the pedagogical, sociocultural, family and biological spaces of the context. In planned and intervened classes, it is necessary to design and implement activities with progressive degrees of autonomy and independence. In addition, it is expected that during this period they will reflect, analyze and transform their practices in a permanent way in order to build a sustained pedagogical knowledge.

2. Theoretical framework

This section presents the importance of the novice teacher in higher education, specifically in the professional practices of undergraduate students. José Joaquín Brunner postulates that the novice teacher "is the classic pedagogue: the young teacher prepares children for a reality that he knows and masters." In other words, it refers to the nature of the vocation, to the type or style of teacher who, like all young people, projects himself optimistically and vigorously over the totality of his work; that combines enthusiasm with courage and ignores and disdains obstacles, limits or possible failures. Gillispie and Cannon assert that novice teachers' first teaching experience is often the "first point of shock" that confronts them with the reality of being a teacher. The initial shock that rookies experienced in their first year would negatively influence their future career decisions.

In practice, the training of higher education teachers to supervise trainees (trainees or in-service trainees) has been neglected by academic authorities, research centres or traineeship units. This contravenes the guidelines of the ISO 9001:2008 standard, which postulates that educational institutions at any academic level must plan the review of processes, including the supervision of professional practices, manage this review and enable the maintenance of supervisory processes.

2.1. Concept of initial teacher training

Determining a single concept of what initial teacher training is - Gómez (2003) - is complex, given that there are many intersecting edges and visions. Karmiloff-Smith (1993) has a constructive stance and proposes isolating some notions from a set of interrelationships in order to focus on a problem and analyze it. Taking into account the above, and with a view to analyzing the role that the initial training of the Nobel teacher should play, this paper aims to focus on the contributions and interrelations of Vygotsky's ideas, in terms of the social construction of knowledge about professional practices. For Noguera (cited by Gómez 2003, p. 41) the initial training of teachers is the set of teaching and learning processes, of didactic, axiological, epistemological, methodological, disciplinary, research, practical and professionalizing preparation, that the specialized institutions officially erected for development prepare citizens with vocation and ethical, psychological, scientific and pedagogical conditions, to assume, with efficiency and social responsibility, educational roles within their competence, as agents and/or interveners in training processes.

Mosquera (2001) also does not consider a single concept of initial teacher training, just as Gómez argues that teacher training aims to offer the possibility of entering the teaching field. The incompleteness of the formation is recognized, since with this preparation the teacher does not enter, but noble, nor does he dignify the formation itself. According to the document of guidelines on the entry profile and graduate training of teachers in practice, of the Pedagogical and Technological University of Colombia (2004), it means a level of training corresponding to the initial cycle or basic primary education. It corresponds to the training accrediting the necessary competencies to carry out the intervention, according to the pedagogical and curricular aspects contemplated by education.

2.2. The Nobel Teacher: Characteristics and Competencies

A seal of its own quality, capable of teaching and training its students, based on an investigative, reflective, tolerant and affectionate performance. The constant concern of Nobel teachers is to meet educational needs; to enable access to quality education for all. That is why "on many occasions, the individual effort of the teachers and their achievements benefited the institution", by playing a role of personal innovation. One of its most important roles is presented in integral education by enabling knowledge and experiences that are significant for the personal, cultural, social, moral, aesthetic and civic formation of students. However, given the current situations of HEIs, the training of future Nobel teachers, that is, their initial training, does not significantly address this specific training.

In Colombia, Decree 1290 of 2009 regulates the general guidelines for the evaluation of learning and promotion of the school year. In the competency standard, teachers must "seek direct contact of students with learning objects, with information, with other people and with reality." Even with the commitment of the national government, with policies of initial training and in-service teaching, there are no different training strategies coherent with the training of research teachers in practice; train teachers to develop researcher friends within their classrooms; Prioritise spaces in real scenarios of the life and culture of students and that wish to promote inquiry through teaching, where planning makes the design of the teacher's practice more flexible, promoting adaptation according to contexts.

2.3. Internships in basic secondary education

In the context of the above, it can be said that professional practices do not play a relevant role in initial teacher training, as might be expected. After reviewing the role of professional practices in the degree of mathematics education, he stated that they generally promote insecurity, and that there is not always a direct relationship with proven improvement. The teacher trainers (mentors of the schools of the students in the training) do not know how to teach, there are communication problems between the university, the school and the students, and there is also a distrust of the teacher about the task to be performed by the student. The relationship between higher education institutions (hereinafter abbreviated as IES) and educational entities is not always cordial and there can be friction.

The Ministry of Education of Colombia stated in the speech of the President of the Republic, "Government Program Let's Build a New Education", in its section on academic excellence, the following: Initial teacher training must be strengthened, rethought and modernized in order to direct the implementation of public policies, methods, pedagogical instruments of conceptual evaluation, methodological and research that facilitate learning, professional performance and humanly qualify teachers in early education, preschool, basic education, secondary education and in education focused on early childhood, with a research and entrepreneurial approach based on the possibilities offered by scientific, technical and technological advances. The government will promote internships in the education sector by implementing a line of teaching practices in the initial training phase. Having innovative scenarios of pedagogical practice is crucial in the initial training processes of learners. With this, the government seeks to ensure that teacher training has a research and entrepreneurial approach to academically qualify the educational offer.

3. Role of the Nobel Teacher in Professional Practices

The first Strategic Focus (FE) of the area of Education, Training and Employment was to institutionalize itself as a benchmark in PPE, articulating the academic offer of the Institution to PPE scenarios, privileging those that went to Nobel doctorates. (ICEF Montería Policy Line 2012-2015). The role of the Nobel teacher in the professional practices of students of

Secondary Education Institutions (IEM) has been consolidated since the first six years of the Institution's existence, forging dynamics of true social relevance between the Institution and the environment that surrounds the city. To this end, specific strategies were worked on around: permanent review of the regulations related to PPE processes in ICEF; selection and formation of a specialized group with clearly established functions; transversal articulation between the ICC academic programs and the area of Practical Education for PPE; definition of macro criteria in the context of National and International SSP; strengthening of international agreements for students and teachers; and selection and strengthening of strategic alliances with companies, productive sectors and community organizations in the context of local PPE.

There is little literature and research that has the figure of the Nobel teacher as a reference for the educational system and very few scientific articles that refer to the role of the Nobel teacher in directing professional practices in secondary education in Colombia or in becoming an actor that leads processes of inter-institutional and intersectoral articulation of training policies. These findings lack the expeditious epistemic support to argue the changes that are being proposed by the Ministry of National Education (MEN) as the governing body of the PPE. It would be pertinent in the next forums, debates and workshops of the Directorate for the Promotion of Vocational Training and Innovation for Secondary Education, to reevaluate pedagogical training as the main requirement for the management of the PP of teachers working in IEMs no D50, based on the regulations in force or, in their effect, suggest the creation of an academic space that allows teachers to be sensitized in an intentional and informed way.

3.1. Importance of the Nobel Teacher in Professional Practices

All these experiences will have an impact on the next phases of the training process and can be given thanks to the noble teacher, whom we define as one who is faithful to research, capable of exploring the problematic world that surrounds us, of generating questions, of confronting the knowledge that he has acquired throughout his training, of being critical of inherited knowledge, of reading the context to discover, understand, respect and intervene. This type of graduate is able to reread and build their own training paths to perform their role as a teacher (political, investigative, reflective, socializing) plurally, which seems fundamental to us in the complex and varied school scenario in which they will interact. The pedagogical actions and the quality of their work, the mobilization of networks, the motivation of their students, the felt needs that they respond to and the constant search for ways of solving the problems encountered will depend on their training, in a dialectical game between the global-particular or theory-practice-theory.

In the context of professional practices in Colombia, it is of vital importance the research of teachers and the experiences primarily from the practice in teacher training institutions (professional and pedagogical hazing). We refer, in the first place, to the identification of strategies in the initial training of teachers dedicated to compulsory basic secondary education. Likewise, the generation of spaces for dialogue, reflection, the verification of the idea, the resignification of the experiences lived within the framework of socio-educational practices and the strengthening of knowledge thought and in practice.

3.2. Roles and responsibilities of the Nobel lecturer in professional practices

Level 3 is related to the stimulation of the ability to observe, be aware, pay attention and record facts and events, one's own and those of the environment, that provide stimuli for reflection; Actively participate in the acquisition of skills to observe, record, analyze, compare, relate, and argue. Self-assessment of one's own ability to observe and reflect. Level 4 "stands out" from

level 3 since it does not consist of performing an automatic observation task, it is linked to "critical judgment and reflection"; It goes beyond a description, it is a question of the student's evaluation of his or her performance or that of others and requires an ability to argue any justifications. Self-assessment of one's own ability to argue and reflect. Level 5, unlike the others, refers to two functions. The first is to design indicators that help students in the task of observing, recording and reflecting and in the preparation of the portfolio to use data and examples of different didactic situations.

The Teacher Training Scale in Responsibility in Professional Practices (CREER) establishes levels from 3 to 9 in a descriptive way, taking into account the level of awareness as a complement to the quantitative results in professional training. It is the functions that the Nobel lecturer must perform that will allow him to differentiate accidental experiential learning from one that is planned, controlled and systematically reflected, in order to make reasoned decisions in his professionalizing practices. Thus, each of the levels, three, four, seven and nine (3-4-7-9), derives in a clear function; For level five, it will be two.

4. Challenges and proposals for improvement

In Colombia, the Escuela Normal Superior de Manizales is a pioneer in the implementation of a formative practice called active professional enrichment - EPA related to the curriculum of formative practice that contributes to the professional development of the Nobel teacher and consolidates it in different educational contexts of Basic Education, which is described in detail in this case study. This case study describes how the Escuela Normal Superior de Manizales - ENSM - has strengthened the process of formative practice of its students through the degree of Educators in Musical, Artistic and Physical Pedagogy (EPMAC), which has allowed natives to develop practice in Basic Education from specialized pedagogical scenarios such as music, art, and movement. These elements have led to themes aimed at promoting quality and educational excellence through pedagogical innovation, achieving an impact on Basic Education students by having training alternatives with qualified personnel who focus on the development of educational competencies.

The study is located in the context that educational policies in Colombia are dynamic and aimed at innovation and improvement of educational quality, as demonstrated by Ministry of National Education Agreement number 000023 of February 2, 2017, a circumstance that provides elements that have been generating an impact on initial teacher training. According to studies by the United Nations Educational, Scientific and Cultural Organization - UNESCO - among others, the training of teachers in Basic Education is one of the most important links for the improvement of educational quality.

4.1. Current challenges in the training of Nobel teachers

Therefore, they bring together the theoretical and practical knowledge established and contrasted in the discipline, the practical or emerging acting knowledge that can be established, managed and analysed for their possible meaning or subsequent codification, and those typologies, commitments and professional styles materialised and contextualised in life and professional spaces from which they are nourished as applied disciplines, forming a double homogeneous and cohesive dimension within the scope of reference, but heterogeneous and dissociated depending on the professional context in which they are applied and validated. Therefore, a good practice as a teacher (understanding "good" as a goal, as an aspiration, as an ideal and a commitment to achieve rather than as a condition that may or may not occur), seems closely linked to the healthy and integral relationship between theory and practice.

The initial training of Nobel teachers responds to the challenges currently presented by the mastery of specialized disciplinary foundations, aspects about which, as can be seen as a

result of the studies compiled, the desire to develop activities of a specific professional level such as the so-called professional internships arises. Professional internships, a professional commitment and a challenge for the future professional performance of students, are conceived in the concept as higher-level activities, that is, of a specific professional level, located and integrated and that, through the coordinated and selective application of resources, skills, knowledge and other personal possibilities, prepare the future professional to respond in an appropriate way, effective and committed to various problems, challenges and vital and professional contingencies inherent to the respective field of reference with the purpose of training proactive students and with an approach close to that of a validated professional.

4.2. Proposals for improvement to strengthen professional practices

Once overcome within the strategies promoted by our proposal, a series of exogenous factors that exceed the possibilities of direct action with the immediate reality must be addressed simultaneously and in parallel, such as public policies, training in the mother tongue, training in mathematics and the conditions of the environment. This will make it possible to provide professional training in the different learning periods in a holistic way, which includes, in the case of the areas of language and mathematics, a solid epistemological foundation that allows relevant knowledge full of coherence and belonging. This is the result of a theoretical reflection between the practices and theoretical contributions that lead to an ideal of semiotics that promotes knowledge in language and mathematics, and the possibility of didactic construction that, in turn, allows the interpretation of students' knowledge in these areas, to create a meaningful weaving of knowledge with logic that allows them to reach a real mastery of their profession and their role in the development of the country.

1. Strengthen the co-evaluation between the monitor and the school, where a climate of trust is fostered between the parties and allows for a real and constructive dialogue involving all actors, with the principle of constant improvement.

2. Manage and propose a comprehensive curriculum based on practice, where the competencies (know-how, know-how, know-how, know-how, know-how) are worked on at the student level.

3. Articulate in a more coherent way the pedagogical talk in initial teacher training with the actual visits to the school, to generate an interlink with the theoretical part that the student brings and with the needs and concerns of the same.

4. Improve in higher education institutions the re-elaboration of the educator's training, by the student when he is in practice, to ensure that he or she is self-trained by competencies and reveals himself or herself against the functional pretensions of the work or classroom plan created by the future teacher in his or her work in the classroom.

5. Design curricular strategies or alternatives in initial teacher training, so that they have a greater impact on education and represent a true professional practice.

After analyzing the results of the initial training of novice teachers and their role in carrying it out in basic secondary education, some proposals emerged for improvement that lead to the strengthening of professional practices. Therefore, they are formulated as follows:

5. Conclusions

The importance of a change in the methodology of internships from the university and the need to rethink the framework of didactics are highlighted. Challenges also arose that contribute on the one hand to the knowledge and understanding of the educational context where the tasks

are developed at the level of professional tasks and training implications in it, in addition to other important actions in order to guarantee the success of the teacher training work. The theoretical contributions are given in a clear and coherent way with the statements of the problem and objective of this study. In particular, the tasks identified are demanding towards a comprehensive training of students that, in turn, directly impact the development of the teaching supervision and advisory profession and, indirectly, in the improvement of the institution through the formation of organizational climate and culture, and the objective of education.

This study was able to establish that the initial training of novices in the "Todos a Aprender" program implemented in basic secondary education through the Nobel Center of Charallave, reflects the professional work of tasks of preparation of professional practices, in three main aspects: a non-functional pedagogical advice, a lack of appropriation of the work in the classroom by the teachers in training (DIFP) and an appreciation of the work in a Pedagogy of didactic exclusion.

5.1. Synthesis of findings

Practicum students must have a solid knowledge of the reality of the relevant context so that, according to the theories and methods learned and their critical capacity, they can adapt and overcome the obstacles they encounter during the internship. The informants in the study of the ET of Colombia describe different degrees of approach to reality, several with ethnographic methodologies. It is essential to recognize observation as a technique that allows obtaining clear, objective, reliable and precise information on specific and particular situations that cannot be subjected to experimental design, also allowing monitoring the process of realization concomitant with observation: highlighting the interaction between two or more variables, called cause and effect.

In the locative, they described the importance of initial teacher training, which goes beyond being a socializing agent and promoter of curricular and extracurricular competencies. Responsible for the integral development of the student, a propitious stage to detect the specific vocation towards the professional practice of his or her teaching work. It requires the collaborative participation of the educational venues that provide permanent accompaniment to the student in charge and recognize the formative nature of their proposal. The ITE, together with the educational institutions where the professional internships will be carried out, must permanently monitor, accompany and provide feedback on them.

5.2. Recommendations for future research

To see the relationship that these recommendations have to do with the theoretical framework presented, it is necessary to problematize how the permanent exercises on the training practices of the Nobel teacher on themselves, have contributed not only to the non sancta construction but also to the delegitimization and destruction of ecosystem structures of knowledge, and despite this their non-recognition by university research and their jugulation by some IEDs such as we will see in the final section Data Report on the Professional Practices of the Nobel Prize in the period between 1892 and 2018.

The recommendations for future research have five main orientations: first, the categorization and clarification of the type of educational policies; second, the internal analysis of the CI of two or more developing countries with internal conflicts; third, to carry out longitudinal research that can account for the evolution of a certain background to build scientific bridges and project some conclusions that promote educational policies; fourth, a methodological recommendation supported by this analysis is the use of timelines for the analysis of the historical process of some antagonistic elements mapped in the CI of several

Basic Education that in turn are part of the conflicting practices and structures of a nation; and, finally, the particular study of the national curricular framework and the curricular emphases with which the period of Education ends (Basic, Secondary in the Colombian case) in contrast to the epistemological pedagogical exercises suggested in the comparison with the Royal Curriculum of the International Baccalaureate of the Johannes Kepler Gymnasium program in Prague.

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