

Chapter 3

The Induction of the Principal Teacher in the Instituto Politecnico Nacional en Mexico: The Diploma in Teaching Training in the Higher School of Medicine

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ABSTRACT

The objective of the research was to assess the Diploma in Teacher Training in the Instituto Politecnico Nacional in the induction of the teaching staff of the School of Medicine in the areas of planning, teaching strategies, and evaluation. The type of study that was used was a quantitative methodology with an exploratory-descriptive cross-sectional design because it focused on the diagnosis on the induction of the teaching staff of the School of Medicine of the IPN. Thus, the instrument that was elaborated was a questionnaire based on a Likert scale with five options of answer understood always, almost always, occasionally, rarely, and never. The main conclusion was that it was identified that the teachers of new income agree with the need to professionalize the planning, development, and evaluation of didactic strategies.

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INTRODUCTION

The rapid advance of the knowledge society has been boosted by the global development of information and communication technologies (ICT), which has generated a profound change of vision regarding the strategies that need to be used in the teaching process, as well as in the role of the teacher in this process (Labra, Kokaly, Concha, Iturra, Sasso & Vergara, 2011). In this way, the need to develop induction programs for beginner teachers as an educational policy has been generated worldwide (Alen & Sardi, 2009). In Latin America, different countries have considered this period of insertion as a training strategy in which teachers are both teachers and learners, and are even teaching at educational levels for which they have not been trained (Beca Infante, 2012).

As Kemmis, Heikkinen, Fransson, Aspfors and Edwards (2014) point out, the incorporation of new teachers into school organizations represents a global challenge, as difficulties have been detected by teachers who begin this career not only academically but also as researchers and tutors of the student body. That is, this period of labor insertion is complex in any field of performance. What one knows, and what one learned in the formative instances through which he passed, never seems to be enough at the beginning. In the case of occupations in which the “souls” of the people are involved (education is one of them), the complexity increases. In this sense, Boerr (2011) and Cox, Beca and Cerri (2014) establish that professional induction in teaching is the period of time that covers the first years, in which teachers have to make the transition from students to teachers. At this stage, the main activities that the beginning teachers have to do are: to build knowledge, to design the curriculum properly, to elaborate a series of teaching strategies, to formulate evaluation instruments, as well as to interrelate with the community (TALIS, 2013). Thus, the need for induction programs stems from the difficulties encountered by new teachers in their transition from being teaching students to student teachers. This phase of their professional development is not limited to anxiety, stress and frustration, but it is an important learning stage in which they expand their repertoire of teaching strategies; acquire practical skills related to students, curricula, workplace norms and school policies; test their beliefs and ideas about teaching; and shape their professional identity (Nasser-Abu & Fresko, 2010).

As the OECD (2011) notes, teachers matter in recommending common policies to attract, develop and retain effective teachers, including recognition of development within the profession as a process and helping the development of learning within schools. These priorities correlate with the effective induction program, which seeks to help new teachers become effective educators who remain in the profession long enough to have a positive impact on student learning.

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