



## LAWS AND MULTIDISCIPLINARY CONSIDERATIONS IN THE EDUCATION OF A NOVICE TEACHER

<sup>1</sup>ASTRID RAMIREZ VALENCIA, <sup>2</sup>LUZ MARYLIN ORTIZ SANCHEZ, <sup>3</sup>JOSE ANDELFO LIZCANO CARO,

<sup>1</sup>Universidad Distrital Francisco José de Caldas, Bogota Colombia, Orcid: <https://orcid.org/0000-0002-3025-5982>

<sup>2</sup>Universidad Distrital Francisco José de Caldas, Bogota, Colombia, Orcid: <https://orcid.org/0000-0003-2514-2251>

<sup>3</sup>Universidad Distrital Francisco José de Caldas, Bogotá, Colombia, Orcid: 0000-0003-1537-530X

### ABSTRACT

*The education of a beginning teacher obeys in most cases to a series of laws or norms promulgated from entities such as the Colombian Ministry of National Education, this article seeks to establish an interdisciplinary view about these trends that obey government policies that seek to establish a series of guidelines that must be adopted by higher education institutions that train teachers.*

*In order to develop this article, a qualitative approach was assumed, whose fundamental basis was the observation and analysis of the information collected through the application of an interview applied to a group of students who were immersed in a teaching practice, with the purpose of taking into account their view of the laws that give reason for their education, as teachers.*

*In conclusion, it is considered necessary to take into account the voice of all those members who participate in the educational process received by these novice teachers, especially in the faculties of education, in order to be taken into account by the official entities when issuing the norms that must be taken into account in the education of future teachers.*

**KEY WORDS:** law, training, interdisciplinary, novice teachers

### INTRODUCTION

To understand and explain the issue of teacher education in the Colombian context, it is necessary to expand on some considerations that must be taken into account when educating a teacher. The first of them, refers to the implementation of novel ideas and practices that are cutting edge, that is, that turns out to be contemporary, it begins by evoking Vaillant (2019) for determining that the education of future teachers, as well as that of teachers who are already graduated requires a futuristic vision that counteracts the challenges of the future, that is, that takes into account the new scenarios that may occur in the educational context, turning them into learning opportunities for all those who are being educated to be teachers. Secondly, the approach to the issue of training is defined as a permanent and continuous exercise, which offers new ways of building knowledge with an interdisciplinary perspective that responds to the needs of the new educational communities, immersed in rapid changes, both scientifically and technologically, which require a comprehensive education.

This idea leads to consider the educational system implemented in the Colombian context, which is organized in different levels, categories and subsystems, mediated by university entities that can be accessed once secondary education studies have been completed.

Continuing with these explanations, an approach is made to the organization of this educational system, a fact that leads to mention Bautista (2017) who determines that the training of a teacher is developed in the following cycles: normalist, undergraduate or Bachelor in education, disciplinary undergraduate and postgraduate or complementary training in education, which is illustrated in graph one (1)



Graph 1. Training cycle. Source: Bautista (2017)

Here it is necessary to stop to explain that in the normalista cycle teachers are educated when they are developing their secondary and middle school education cycle, that is to say that their education begins before these novice teachers finish their basic training cycle, Bautista and Gómez (2017) explain that this training process is given in response to the need for permanent teachers due to the increase in the number of children going to school, in view of this need, these teachers are educated in this type of cycle.

It should be clarified that in this Colombian context, with the issuance of Decree 1236 of 2020, the education sector is regulated, determining that Colombia's teacher training colleges begin to train educators who can practice their profession in early childhood, preschool and elementary education.

In the second group are teachers who are educated in institutions of higher education, in undergraduate programs called bachelor's degrees, with curricula dedicated to educating teachers both in disciplinary knowledge and in the field of pedagogy and didactics. It should be clarified that in the words of Bautista and Gómez (2007) this type of education is offered in Latin American and Asian countries, as well as in some European countries, where the pedagogical training component is quite broad and devotes a large part of the curriculum to the development of professional practice.

In this line, as previously defined, Bautista and Gómez (2017) explain that in this type of curricula, disciplinary knowledge is combined with pedagogical and didactic skills, dedicating a large space of the curriculum to the development of professional practice, within which it begins with a knowledge of the school reality, through observation.

These same authors, Bautista and Gómez (2017) explain that in countries such as Finland, the Netherlands, the United States, Chile and Colombia complement this training cycle by integrating postgraduate courses in the fields of pedagogy and didactics, which are part of the undergraduate training cycle, thus aiming to improve the quality level of these future teachers, as well as to respond to the needs of the territories, not without ignoring that this action offers the alternative of improving the quotas offered in graduate programs, which in recent times have been limited in the number of applicants, which is why this alternative oxygenates and supplies this need especially in official educational institutions, which have graduate courses, with undergraduate students, who have selected this degree modality.

Giving a wider scope this idea is mentioned Marcelo and Vaillant (2017) who emphasize that the teacher training process should be permanent and in this sense even teachers in training, should strengthen their knowledge through continuing education courses, this to refer to the opportunity that undergraduate students have to take graduate courses to improve and expand their



knowledge, and also be hooked to continue their graduate studies, therefore, with this type of actions there may be the opportunity to give continuity and scope to that initial training exercise of undergraduate students.

This leads to an interesting question related to the recognition of problems or difficulties by beginning teachers in their research and pedagogical practice, especially when they are immersed in teaching practice, a phenomenon that is also perceived by those with more experience, where they identify common issues related, for example, to issues such as discipline management, student motivation, ways of organizing the classroom, the lack of resources, and the lack of resources.

Marcelo and Vaillant (2017) point out that in the case of novice teachers, a greater degree of uneasiness and insecurity is detected, probably due to their lack of experience in dealing with these conditions, which are new to inexperienced teachers, but from which they can definitely learn a lot.

Let us go a little further to recognize the importance of teachers who educate novice teachers, as they are fundamental and key pieces for the processes of approaching knowledge, study, reflection, criticism and research of the pedagogical development of the novice teacher, for this reason, being the teaching practice a space of integration of knowledge, acquisition of pedagogical skills and development of the reflective capacity of those who are advising and directing the spaces of teaching practice, added to the above, The need to have a teacher who accompanies, provides feedback and guides the educational process of this novice teacher, through the focus of an analytical look on the performance of this teacher, according to the reality of the context where the practice is developed, promoting new perspectives and ways to carry out the pedagogical activity of this novice mediated by processes of reflection and criticism, for which it is required the creation of a favorable environment that allows the integration of diverse and multiple perspectives, both of the practitioners and of the tutor teacher and the professor. This requires the creation of a favorable environment, which allows the integration of diverse and multiple perspectives, both of the trainees and of the tutor and the professor. Continuing with the topic of initial teacher training, we now present the initial teacher training subsystem.

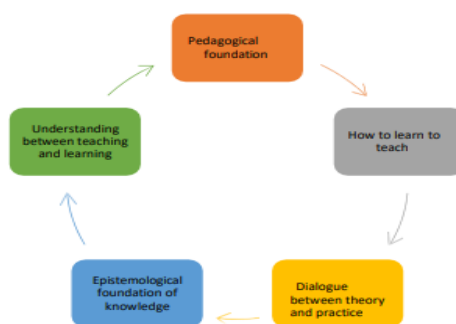
**INITIAL TRAINING SUBSYSTEM**

This section specifies the educational phases that must be fulfilled by those interested in becoming teachers, considering the levels, areas of knowledge, fields of knowledge and groups to which they wish to dedicate themselves to the teaching task.

From this, as mentioned by the Ministry of Education (2013), the issues related to education and pedagogy, the understanding of how the processes occur are highlighted.

The teaching and learning process, how to learn to teach, how to construct knowledge and how to apply thought to the different fields of knowledge, taking into consideration theoretical and practical epistemological foundations organized diachronically and synchronically, which allow obtaining a professional degree in the field of education, as illustrated in graph two (2).

**Initial Training Subsystem**



Graph 2 Initial training subsystem. Source: MEN 2013



Undoubtedly, these fields of knowledge constitute fundamental axes that enable the development of different competencies and skills, which will necessarily be reflected within the field of teaching practice, recognizing that they primarily seek to train teachers with quality criteria, which respond to the guidelines established by the Ministry of National Education.

The need to establish a link between theory and practice within an integrating framework, traced by a pedagogical approach based on research, reflection and the possibility of staging various pedagogical approaches born from the initiative of novice teachers, who are expected to become subjects of knowledge of the development of their practice, so that it is possible to rethink and rethink their teaching practice, taking as a reference the particular characteristics of the context where they develop their teaching practice, their ability to reflect, the theoretical foundation received and the theoretical foundation received, as well as the knowledge of the context in which they develop their teaching practice through various teacher training programs, always seeking to generate transforming experiences that contribute to the improvement of school development, framed in the principles of educational quality.

It is fair to say here that the disciplinary and theoretical elements, those arising from the context where the practice is developed and the research foundations, as well as the aspects of didactics and the critical sense of this new teacher, become fundamental elements for the training of this new teacher.

This digression leads to raise the need to train a teacher who is able to identify problems, which then leads him/her to generate concerns that can be raised within a research process that accompanies the didactic processes, with the purpose of enabling a transformation and innovation of his/her performance as a novice teacher.

It should be noted then, that these guidelines, consider practice as explained by Calvo et al (2004) as an axis that facilitates the dialogue between knowledge, theory and the exercise developed by that new beginning teacher, highlighting at the same time the perspective of Vaillant (2012) Vaillant (2018) which highlights the importance of perspectives on the needs and abilities of students of this new century, whose realities are quite different and diverse therefore require the staging of initiatives, which take into account the demands, needs and requirements, of these new generations.

The aspects mentioned so far lead to highlight the quality criteria established by the Ministry of National Education on the issue of initial training of novice teachers, from there as explained by Garcia et al (2014) highlights the urgency of promoting programs that educate teachers based on quality criteria, which constantly encourage a dialogue, both between practice and research on teaching activity, developed by these inexperienced teachers.

In response to this, multiple proposals have been formulated in response to state policies, the first of which provides for the creation of new teacher training programs, as well as the transformation of those already established that do not comply with the requirements of the law, and the second of which provides for the creation of new teacher training programs, as well as the transformation of those already established that do not comply with the requirements of the law criteria of standards of excellence, all this considering quality judgments and guidelines.

Second, it establishes the need to study and renew the quality criteria established in the high-quality standards (AAC), applied to the programs that train future teachers.

Third, it establishes new requirements that must be considered and fulfilled within the qualified registration for programs that educate novice teachers.

Fourth, the outline, regulation and certification of the pedagogy programs or courses to be taken by professionals who do not have a bachelor's degree is required.

All these ideas, seek to put on the table various discernments with which to achieve goals and objectives, exposed within the quality standards required in teacher training programs, which pose a series of requirements that seek to educate excellent teachers who respond to the social needs of the moment, for which it is intended that they are able to use technological tools making them available to their pedagogical actions in such a way as to promote the integration of the

individual in the school context, thus seeking to arise in response to the needs of society at the time.

### METHODOLOGY

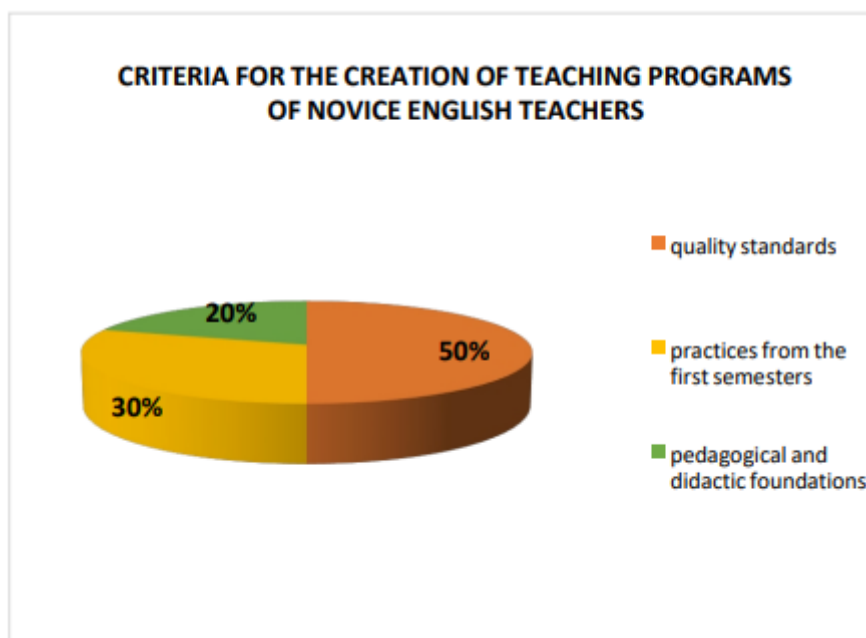
For the development of this research the qualitative methodology is taken into account, which according to Rodriguez and Ramirez (2021) is characterized by being descriptive, which allows to establish a very close look at the analyzed phenomenon, stopping to observe those characteristics that are particular to it, which in this case has to do with the policies instituted to meet the training of teachers adopting an interdisciplinary vision, it is worth noting that it is intended to highlight to establish those elements related to this community of teachers in training that are developing a curriculum as a result of various educational policies issued by the Ministry of National Education in the Colombian context.

Regarding the instruments, we chose to apply an interview, based on the appreciations that Prieto et al. (2021) establish about this instrument that favors dialogue and the collection of the experiences of those students who are studying in this undergraduate program.

The population consisted of a group of 30 interns whose selection was defined taking into account the vision of Ortiz et al. (2021) who establish the need to select it, taking as a criterion those who share particularities and are part of a group, which in this case took into account that they were students who were developing their teaching practice with children in a public institution, an academic space that is part of the final stage of their curriculum.

### RESULTS

The analysis of the instruments applied will be presented in the graphs below. In the first instance, we inquired about the relevance of the criteria for the formation of new programs that educate teachers, asking the respondents which of these criteria they considered to be the most important, as shown in graph three (3), which shows the criteria for the creation of training programs for novice teachers.



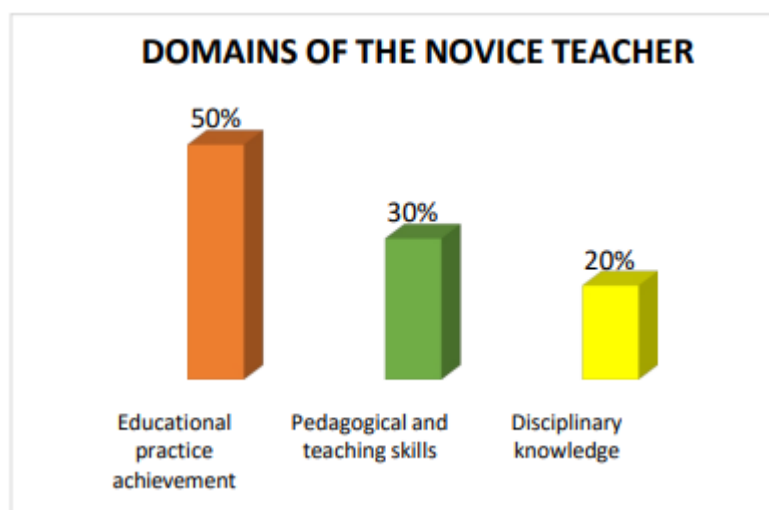
Graph (3). criteria for the creation of training programs for novice teachers. Source: Own elaboration

From there it is emphasized the one that corresponds to the quality standards, for offering a frame of reference that allows verifying its compliance, thus leading to decision making, which according to the students unfortunately in some cases is not met, even though, within the

elements considered by the Ministry of Education are quite relevant, For example, the issue of digital connectivity, which is currently in crisis due to management factors within the University, but ultimately it is the students who are the most affected by the lack of access to this service, thus reducing satisfaction rates and in many cases even permanence within the program of this degree.

Now, the criterion of the initiation of the practice from the first semesters that begins with a process of observation, a space that aims to raise the reconstruction of teaching knowledge, in contrast to the reality of school contexts, although it is undeniable the possibilities offered by a space like this for the future teacher, to allow the foundation of their knowledge, through inquiry based on observation of classes, it is recognized that this exercise in reality is very unlikely. It should be explained here that many of the future teachers expressed a feeling of frustration due to the rejection they received from the tenured teachers who give multiple excuses that prevent the future teacher from approaching the school to carry out the observation exercise, which is the reason why on multiple occasions, These novices are forced to give up their observation exercise and on the contrary, they are being forced to develop the classes, although they confess that they are not sufficiently prepared to start their pedagogical exercise, through their intervention as interns in some cases due to the lack of an interdisciplinary view, within the classroom space of the tenured teacher, this due to their lack of expertise and their condition of being an apprentice teacher of the teaching profession. Finally, with 20% recognize having knowledge of the pedagogical and didactic foundations of their area, which together with the space of teaching practice should necessarily be accompanied by a process of reflection, to promote a process of awareness of the need to strengthen the didactic aspects that can be identified as weak, so that it is expected that all this learning fortifies the training process, which this novice teacher has started.

In order to understand and explain the knowledge that teachers must attain in their educational process, graph number four (4) is shown, entitled domains of the novice teacher.



Graph (4) domains of the novice teacher. Source: Own elaboration

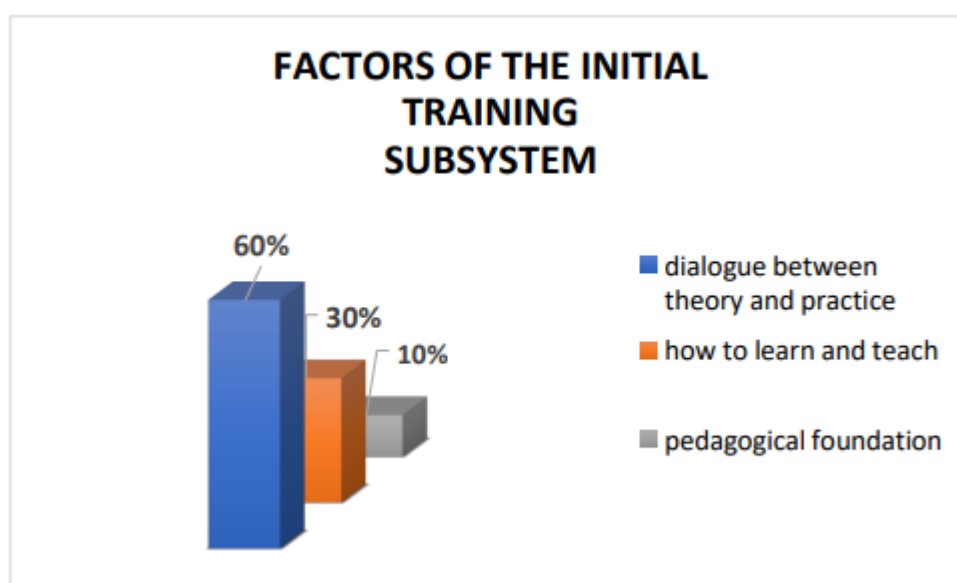
This result highlights the importance of the achievements reached in practice with 50%, recognizing that this space provides a strengthening knowledge for the professional development of the future teacher, which, together with the reflection on the daily work of the beginning teacher within a school community, will probably enrich his or her educational process, promoting the resignification of the pedagogical work, based on the inquiry, reflection and analysis of the initiatives of this beginner teacher, who based on a theoretical and methodological perspective will lead him/her to reconstruct his/her teaching practice, which requires a teacher capable of leading another way of developing the school, This will lead to the development of a dialogue between the educational experience lived during the practice and the theory received during their

training, with the purpose of generating a community of future teachers that, accompanied by the leadership to be exercised by the head teacher, the director of the practice and the educational community, will tend to generate a critical and creative novice of their teaching activity, within the context of the pedagogical practice.

In second place is the pedagogical and methodological knowledge, with 30% considering it important for making it possible to understand the activities that take place in the school, and that through their knowledge and even if they have little expertise, they can make assertive decisions that respond to the concerns of the students and the social and logistical conditions of the school where they are developing their teaching practice.

Finally, there is the disciplinary knowledge with 20%, which in this case is related to the mastery of the foreign language, becoming a challenge both for the novice teacher and for the children who are in school, since globalization has imposed new needs that require the knowledge of this English language, with the purpose of generating strong changes and thus aiming at satisfying the current labor markets.

This universe of inquiry shows in graph number five (5) the opinion about the factors of the initial training subsystem that should be considered in the education of this novice teacher.



Graph (5) Factors of the initial training subsystem. Own elaboration

Here becomes important the need to establish a dialogue between the teaching processes and the theory acquired during the training of this trainee with 60%, raising the need to implement an investigative teaching practice, which accompanied by the comprehensive training, enables the formation of a teacher who integrates the dynamics of the school, with the theories acquired within the programs that educates him/her to be a critical, proactive and resilient teacher, always considering the particularities of the school context where he/she develops his/her teaching practice, In this way, the conceptual aspects and the particularities of the school, accompanied by the reflection and accompaniment of both the head teacher and the teacher director of teaching practice, as well as the other people who are part of the educational community, become a fundamental space, strengthening and promoting the new teacher that our country requires, thus facilitating the processes included within the conditions of quality and efficiency, which current education requires so much, in our Colombian context.

In this same line, the need to establish a connection between the teaching process and self-learning is defined, which margin reached 30% of the answers, in this way this novice teacher will be able to read the context of the school and transform the pedagogical knowledge she is acquiring through her teaching work, supported by the knowledge she has about the foreign

language, confronting in this way the theoretical references acquired so far, which through their processes of reflection, analysis and understanding of the community, by having to be in contact with the school, allow them to define and find solutions to the particularities of each school, thus enhancing their integral development.

In last place is the pedagogical foundation, which corresponds to the 10% that together with the development of critical, reflective and autonomous thinking will strengthen their ability to learn to learn, to think, to create and find solutions to any difficulty or concern or challenge that is imposed when they are immersed in the context of teaching practice, which is expected to be continuously supported by inquiry and permanent and continuous research.

### CONCLUSIONS

Any change that affects the field of education and is therefore connected to a political exposure requires the establishment of flexible educational entities willing to implement new ideas, therefore, it is expected to be accompanied by the research exercise, based on reflection and the staging of alternatives that respond to the challenges of today's world, This requires an articulation between those who train teachers, the State that generates policies and the expertise or experience of educational institutions, which are ultimately responsible for implementing the changes formulated through educational policies.

The policies born in the educational field require a deep analysis of the experiences that have given good results, probably because they are based on the reality and contexts where the school develops, which should serve as a foundation for the decision making of new political actions, which especially affect the educational processes of novice teachers.


Finally, although there are quality standards determined in the guidelines that must be taken into account for the formulation and implementation of programs that educate the teachers of the future, it is important to recognize that this exercise requires constant monitoring and follow-up, both by the entities that educate beginning teachers and by government agencies, as well as by teachers in training, This is in order to formulate study plans that educate the novices taking into account the realities of our Colombian context, but also supplying the technological needs that are required in the especially official entities that educate these teachers, since in many occasions they do not have enough devices to facilitate the educational exercise of these beginner teachers whose dialogic are

The needs, interests and formative principles are not being met in some cases, especially due to the particular situations of the official educational entities and, above all, due to the lack of budget.

### BIBLIOGRAPHY

- [1] *Bautista and Gómez (2017) Bautista, M., & González, G. (2019). Rural teaching in Colombia: Bautista, M., & Gómez, V. (2017). Teaching quality: a challenge for the pedagogical tradition. Calvo, G., Rendón, D., & Rojas, L. (2004). A diagnosis of teacher education in Colombia. Red Académica (47), 15. <https://doi.org/10.17227/01203916.5519>*
- [2] *Camargo Aldana LY, R. V. (2020). The school garden, an ecological commitment to strengthen English writing with elementary school children. bol.redipe [Internet], 9(5), 127-42. Retrieved March 3, 2023, from <https://revista.redipe.org/index.php/1/article/view/981> how to improve the quality of education for all colombians: executive summary. <https://doi.org/10.1787/9789264097780-3-en>*
- [3] *Decree 1236 of 2020 compiled in decree 1075 of 2015 single decree is educating for peace in the midst of armed conflict. Compartir Foundation.*
- [4] *which regulates the organization and operation of the Higher Teacher Training Colleges (Escuelas Normales Superiores) as institutions training institutions teacher training institutions]. <https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=141999>*
- [5] *in teaching in Latin America. Cuadernos de Pesquisa, 47(166), 1224-1249*
- [6] *García, S., Maldonado, D., Perry, G., Rodríguez, C., & Saavedra, J. (2014). After excellence. teacher: English in Bogotá during the pandemic in the Colombian context. bol.redipe [Internet]. Nov. 11, 2020;9(11):130-41. Available at: <https://revista.redipe.org/index.php/1/article/view/1116>*



- 
- [7] Marcelo & Vaillant (2017) Marcelo, C., & Vaillant, D. (2017). Induction policies and programs in teaching in Latin America. *Cuadernos de Pesquisa*, 47(166), 1224-1249.
- [8] Marcelo, C. (2009). The evolution of teacher professional development. In C. Vélaz de Medrano Ureta & D. E. Vaillant Alcalde, *Aprendizaje y desarrollo profesional docente* ( pp. 119-127). Organization of Ibero-American States for Education, Science and Culture (OEI).
- [9] Ministry of National Education [MEN] (2013a). Colombian system of educator training.
- [10] Ministry of National Education [MEN] (2020, September 14). Decree 1236 of 2020
- [11] Ortiz LM, R. A. (2021). The world of cyberculture and pedagogy in education.
- [12] bol.redipe [Internet] 10(6), 99-109. Retrieved from Available from: <https://revista.redipe.org/index.php/1/article/view/1314>
- [13] Prieto Guerrero GM, Ramírez Valencia A. Challenges faced by teachers in regulating the education sector,
- [14] Rodríguez, A., & Ramírez, A. (2019). Incidence of intercultural competence in teaching in Santiago de Chile; University of Barcelona. National University of Colombia.
- [15] Vaillant, D. (2012). Alternatives for teacher education in country contexts
- [16] Vaillant, D. (2018). Exploratory study on organizational and pedagogical models Vaillant, D. (2019). Teacher education for social justice in Latin America. University Santiago de Chile; University of Barcelona.