

# Educación en movimiento # 20

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...vitable relación con artistas de  
...ética, siempre busca el resca-  
...era una mujer muy dis-  
...cia de los medios de comunicación  
...RESUMIRSE: como si fuera una  
...amigos.



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## The new curriculum and the right to education

In recent decades, basic education in our country has undergone reforms that have responded to the ideology and interests of the governments in power, and to the approaches and objectives of international organizations and forums. Each of the curricular proposals of such reforms responds to epistemological, theoretical, structural and methodological features in which ruptures and continuities can be identified; however, they have all coincided in presenting prescriptive and homogenizing pedagogical models.

### Content

#### Reflections

The curriculum as a means of transformation: an approach to the basics of the 2022 curriculum proposal

— Page 3

#### Behind the numbers

A new curriculum for preschool, primary and secondary school

— Page 9

#### Open door

From implementation to appropriation of the 2022 Study Plan. Continuing education of teachers

— Page 12

#### Know-How

A new curriculum in basic education

— Page 19

#### Recess

Recommendations

— Page 29



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A common problem in the study programs has been the difficulty in fulfilling all the curricular contents expressed in them. And although in the last two reforms an attempt was made to address this situation by reorganizing them by subjects, areas or training fields, and modifying the teaching times allocated to each discipline, the overload of curricular elements did not vary significantly.

The National Commission for the Continuous Improvement of Education (Mejoredu) considers curricular transformation necessary, since the proposals made in this regard during the last three decades have resulted in barriers that hinder the exercise of the right to education of girls, boys and adolescents (NNA).

At Mejoredu we conceptualize the curriculum broadly, so that it prepares children and adolescents to face the challenges of the complex, changing and uncertain world in which we live; it allows them to develop their skills and abilities to the maximum possible for a full life, with a human meaning; it trains them to think, act and participate in a committed and responsible way in the care of themselves, of others and of the environment in which they live, both locally and globally; and it supports them to live in increasingly complex and plural societies.

This curricular proposal is structured with the following four elements:

1. *Curricular integration*, which enables interdisciplinary work based on the problematization of reality and the development of projects involving the contents considered fundamental, which are organized into training fields and articulating axes. In this way, comprehensive training is promoted that places the training processes in the context of which the school is a part.
2. *Professional autonomy of the teaching profession*, to make decisions regarding the contextualization of the contents of the study programs, in accordance with the social, territorial, cultural and educational reality of the students.
3. *The community as an integrating core of the teaching and learning processes*, and of the school's relations with society, where knowledge, values, norms, cultures and ways of coexistence are built and shared.
4. *The human right to education* of students as a priority of the National Education System.

The new curriculum features a simple and flexible design that integrates the essential content for the comprehensive education of children and adolescents and responds to the diversity of their characteristics, needs, living conditions and sociocultural contexts. It promotes a humanistic education that places the right to education of all Mexicans at the center.

This issue of *Education in Motion* is part of the debate that the 2022 curriculum has generated among those of us interested in education in our country. We hope that it will be a source of reflection and learning.



**Silvia Valle Tepatl**

Commissioner President of the Board of Directors of Mejoredu



## The curriculum as a means of transformation: an approach to the foundations of the 2022 curriculum proposal

Irving Carranza, Valeria Rebolledo  
And VICTORIA TECAMACHALTZI

In the current political situation, education is becoming more important in transforming situations of exclusion, inequality, discrimination, sexism and racism. This leads to a rethinking of some central foundations, such as learning, recognition and consideration of diversity, curricular integration and professional autonomy of teachers. This article briefly, but not exhaustively, addresses some of the notions that are essential to understanding how the 2022 curricular proposal represents a fundamental transformation of the national educational project.

### The curriculum as a social and historical construction

Throughout the 20th century and early 21st century, different governments in Mexico were - They believed that education was an important factor for national growth in the economic, social and cultural spheres. However, the curricular policies of the last decades promoted approaches and practices in schools that favored the persistence and depth of elimination of social inequalities.

Since the 1990s it has been institutionalized in basic education - ca a technically rational vision of the curriculum that had the purpose of formalizing a hegemonic, neoliberal educational project, oriented to



to address the priorities imposed by the logic of the market, modernization and globalization, over and above those of social welfare and the formation of a critical citizenship (Ornelas, 2002). Consequently, study plans and programs (SPP) were developed with a tendency to establish a type of knowledge as valid and universal, proposed by *specialists*, which imposes a cultural vision over others and denies the existence of other knowledge, ways of being, thinking and acting.

The PPE, as the most formal representation of the curriculum, are a complex construction conditioned by the demands, interests and visions of different groups, collectives or social sectors, some of which are positioned, alternate or determined as dominant. Their definition and orientation are subject to constant disputes, antagonisms and historical, political, ideological, social, cultural and economic tensions, which shape and legitimize a broad political and social project of the nation, to which education attempts to respond (Apple, 1996; De Alba, 1998; Mejoredu, 2021).

It is necessary to recognize that every study plan, not only the 2022 plan, expresses an ideological, pedagogical, epistemological and philosophical position that is neither neutral nor objective, which is embodied in the organization of the components of the study programs: the curricular contents, the teaching methodologies, the didactic orientations and the function of the evaluation. With these approaches, a particular vision of the type of society to which one aspires, of the individual or citizen that one seeks to form and of how it can be achieved, is normalized and legitimized. In the case of the 2022 proposal, the objectives point to a comprehensive and humane education of girls, boys and adolescents (NNA) as autonomous, critical and participatory people, capable of understanding and transforming their environment in a conscious and responsible way for their well-being, that of their communities and that of society in general.

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## Approaching the notion of learning in the 2022 curriculum proposal

All PPE is implicitly or explicitly based on a positioning regarding learning. In past decades, under the influence of policies defined by international organizations, the *acquisition* of learning associated with the development of skills in line with the demands of the globalization process and the market was established as a priority.

In this context, the PPE maintained a centralized and linear structure and organization, characterized by an increase in the number of subjects and an overload of content. They did not recognize the diversity of school trajectories, family contexts, experiences and singularities of children and adolescents; they also did not incorporate local knowledge built in schools and in community sociocultural contexts; and they overlooked the working conditions of teachers and the different types of organization of educational services in Mexico.

For example, the 2017 PPE indicated that all girls, boys and adolescents should achieve the same goals at the same time. Emphasis was placed on achieving learning and objectives in each curricular space, school grade and educational level, without taking into account the times and ways of approaching the knowledge of each student. Under such curricular approaches, the image of a homogeneous school was exalted, in which children and adolescents were expected to learn equally and obtain the same results. "However, this type of 'ideal', graduated school, with homogeneous school groups, does not exist" (Mejoredu, 2021: 25).

Faced with this idea of homogeneity, the 2022 curricular proposal recognizes that all schools and groups of students are heterogeneous, as they are made up of multiple singularities, interests, needs, experiences, times and ways of learning, personal, social and family characteristics; it assumes that each child or adolescent relates, understands and learns in different ways (SEP, 2022). This is identified in the curricular organization by learning phases, which allow the content to be addressed during two or three grades, depending on the educational level, giving students the opportunity to consolidate, apply, integrate, modify and deepen their knowledge, skills and abilities over two or three school cycles.

The 2022 curriculum proposal recognizes that all schools and student groups are heterogeneous, made up of multiple singularities, interests, needs, experiences, times and ways of learning.



Learning development processes are also outlined, which describe the possible forms of progression and complexity of knowledge and know-how that teachers can consider when addressing the different contents, depending on the situation or problem they want to understand. In this sense, learning is conceived as a continuous, long-term and spiral process.

## Curricular integration in, from and with diversity

In basic education, the PPE of recent decades favored a structure based on the disciplinary fragmentation of knowledge, divided into curricular spaces that had no contact with each other. This structure made it difficult to integrate, appropriate and deepen knowledge and know-how in the teaching and learning processes, in addition to making their connection with the experiences of children and adolescents complex.

and teachers.

On the other hand, certain curricular areas were prioritized with an unequal distribution of teaching time; for example, from 2004 onwards, in preschool, the greatest emphasis in teaching time was on Language and Communication. In primary and secondary school, the predominant subjects since 1993 were Spanish and Mathematics, with the greatest number of weekly and annual teaching hours compared to the rest of the subjects. This preference was legitimized by the implementation of standardized evaluations and the social pressure exerted by families and educational authorities.

The 2022 proposal seeks to promote, through curricular integration, an organization by training fields that aims to go beyond the sum of disciplinary content and develop critical ways of thinking, acting and participating in a committed and responsible way in the care of oneself and others, both locally and globally (Mejoredu, 2022). Thus, “the structuring by training fields makes it possible to make visible and promote the dialogue of disciplinary knowledge and knowledge from a plural horizon” (Mejoredu, 2023: 21), not as a *straitjacket*, nor as a single and hegemonic perspective of knowledge.

The 2022 proposal seeks to promote an organization by training fields that aims to go beyond the sum of disciplinary content and develop critical ways of thinking, acting and participating in a committed and responsible manner.





To consolidate an integrated curriculum, the idea is to promote dialogue between school and community, and to link the content with situations and problems present in the immediate and global environments.

Teaching groups can draw multiple links between local content and knowledge, so that school and community cannot be seen as separate, but rather in a dynamic relationship of continuous and reciprocal interdependence and exchange. The transition towards an integrated curriculum such as the one proposed implies thinking about the training of children and adolescents beyond the *school boundaries*, recognizing that there are multiple contexts and life situations as formative spaces, that is, questioning the historical delimitation of teaching and learning processes to the school space as the exclusive place for *learning*.

(Mejoredu, 2023).



## Teachers as education professionals

In the recent history of the National Education System, the PPE were developed by educational authorities and specialists in disciplines, while the participation of teachers took place through consultations to validate and approve what was already established. This reduced the possibility of participating, negotiating, dialoguing and agreeing on the selection, organization and sequencing of the contents. These forms of participation blurred the needs, conditions and realities of teachers and students, placing them in a situation of mere

applicators and executors of a text in whose elaboration they had not participated (Mejoredu, 2022 and 2023).

In the 2022 curriculum proposal, teachers are recognized as critical professionals, capable of understanding and addressing the local, regional, contextual and situational characteristics of the teaching and learning processes. It distinguishes and positions their pedagogical experience to problematize and reflect on the main approaches of the curricular proposal, as well as select and organize the contents according to the needs and characteristics of their students and contexts.

As Ángel Díaz-Barriga points out, it is a deliberative curriculum, recognizing “that teachers are responsible for its interpretation and adaptation; it is, therefore, a curricular model built from the top down, but also conceived to be worked on from the bottom up” (2023: 9). It is also proposed that teaching groups deliberate, discuss, analyze and decide on the incorporation of other content, in addition to that already established in the study programs.

## Final thoughts

The 2022 curriculum proposal represents a historic break that opens up the possibility of distancing ourselves from curricular policies derived from a neoliberal perspective. From this perspective, the reflective and critical pedagogical work of teachers, the social role of the school, the recognition of diversity and the need to rethink the concept of learning are recognized and reconsidered.

It is a progressive and continuous process of transformation of educational structures; therefore, it will take time and it will be necessary to establish a State project that transcends six-year periods.

In order to achieve this, efforts and capabilities must come together through a collaborative, constructive and participatory process involving different educational actors. Achieving that these foundations transform school practices requires reconciling curricular changes with the administrative, normative and structural organization of education in general.

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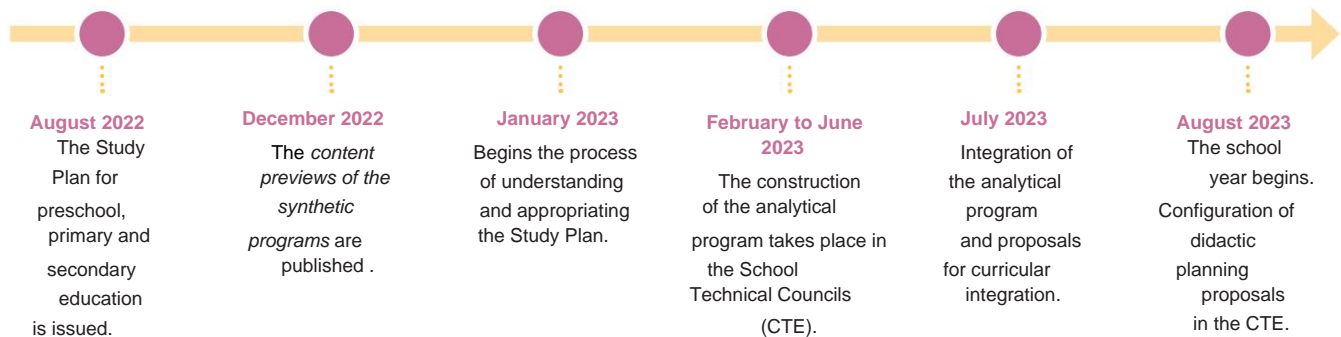
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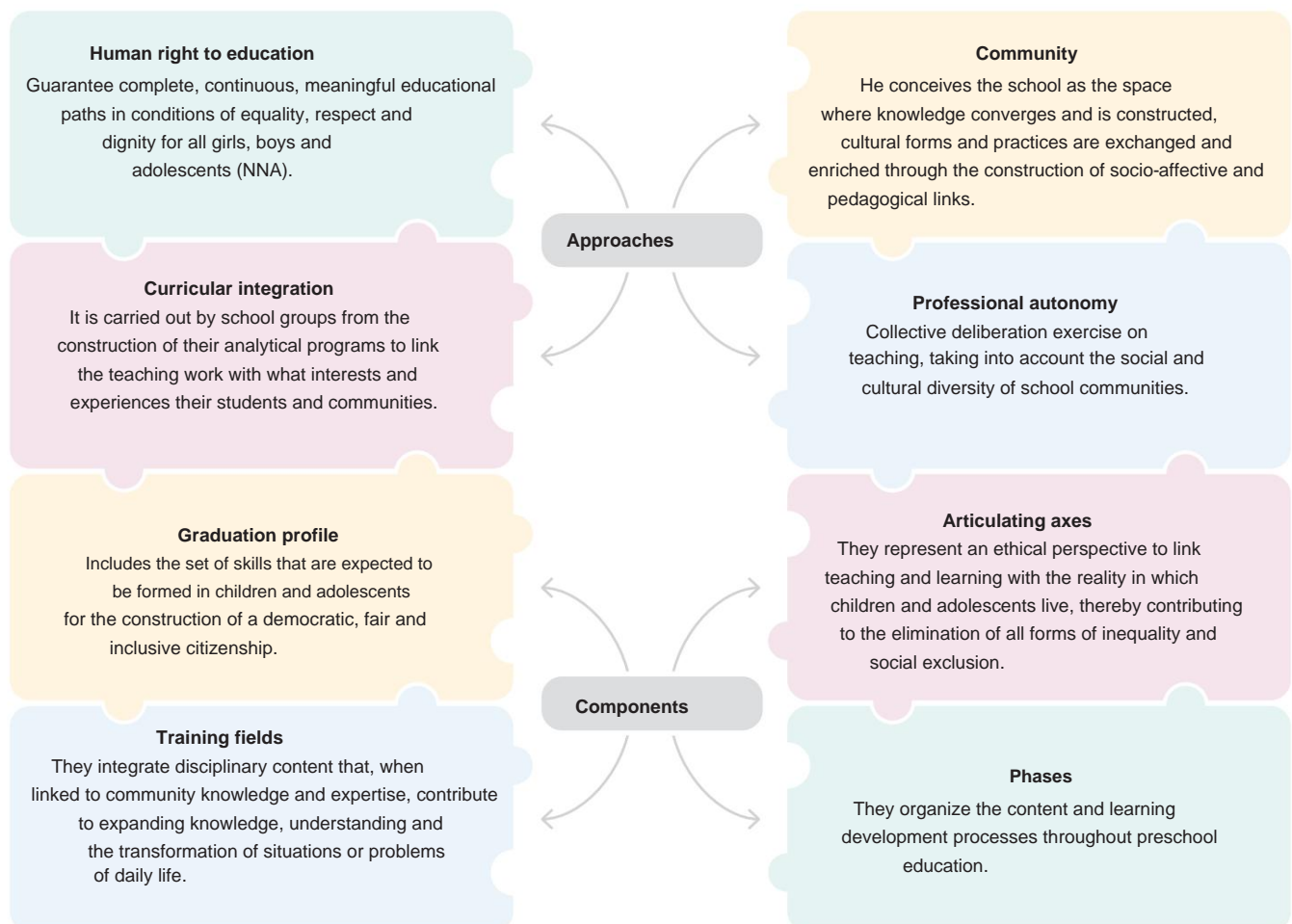
Prepared by: Area of Support and Monitoring for Continuous Improvement and Educational Innovation

# A new curriculum for preschool, primary and secondary school

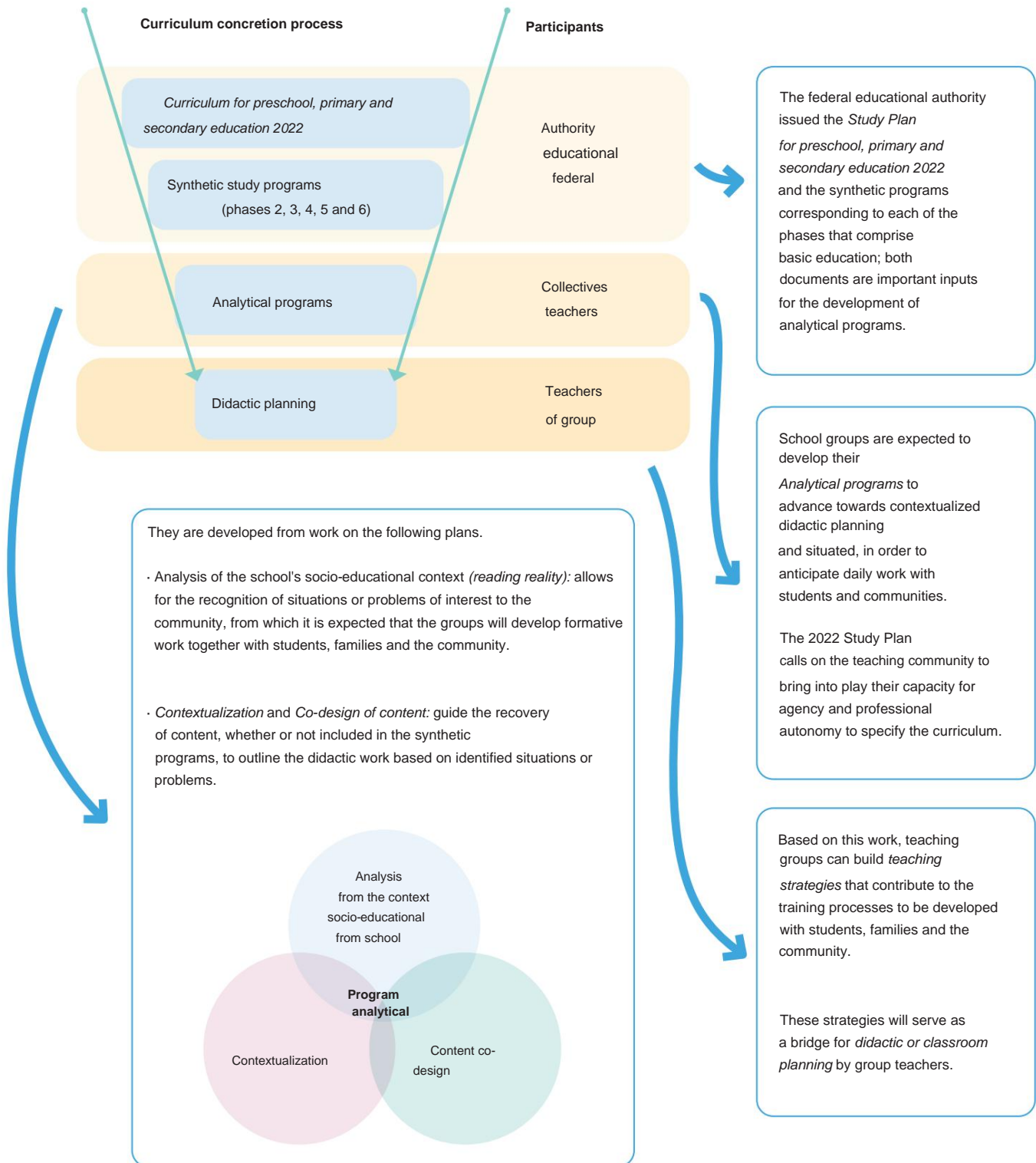
On the eve of implementing a radical renovation of the National Education System (SEN), the authorities in the sector have prepared a package of strategies and products to carry out the change in a comprehensive and coordinated manner. The most important ones and their dynamic interrelation are presented below.



## Approaches and central components of the proposal



## What does the curricular specification of the 2022 Study Plan consist of?

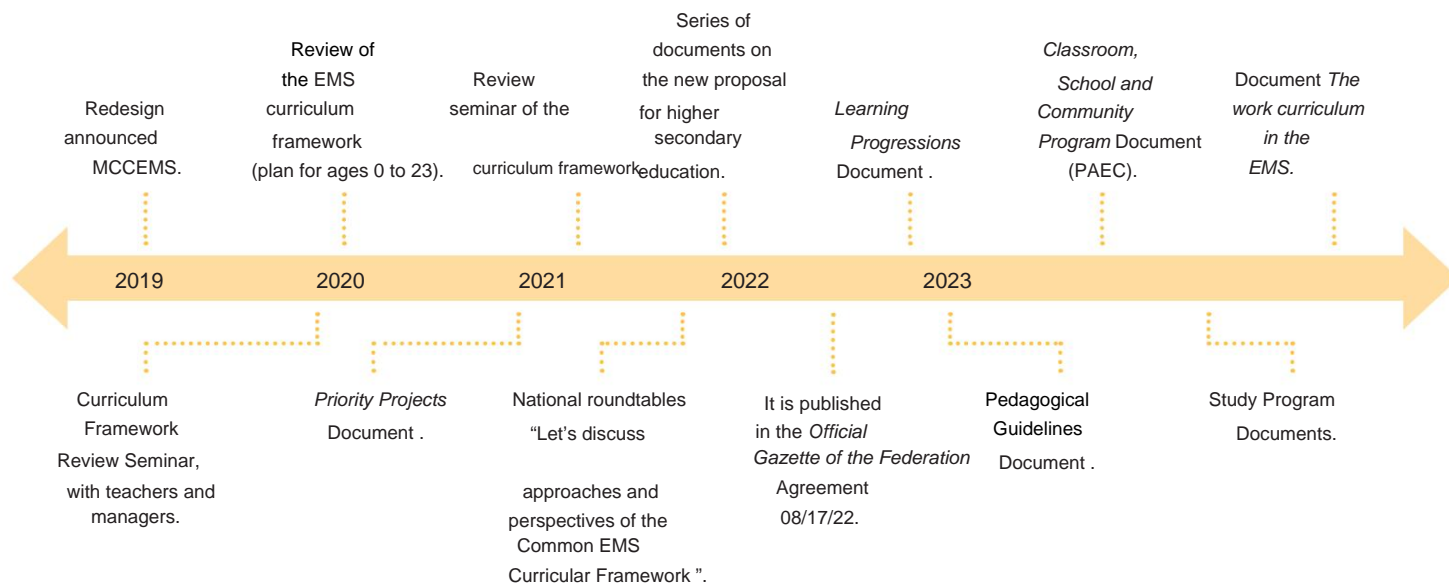


To learn more about the approaches and the process of curricular implementation of the 2022 Study Plan, consult the series of booklets [Let's learn in community!](#)

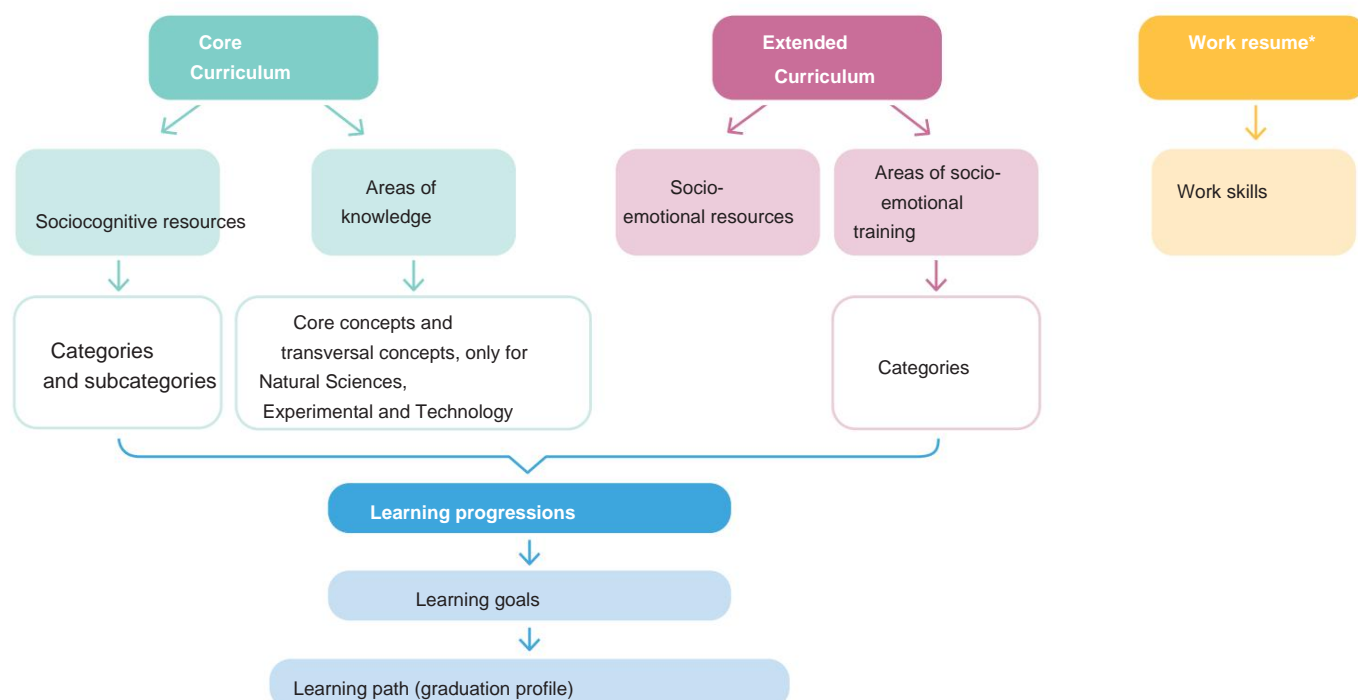


### ...And in higher secondary education?

In turn, the construction of the Common Curricular Framework for Upper Secondary Education 2022 (MCCEMS) involved the holding of seminars and roundtables by the Undersecretariat of Upper Secondary Education. It was also accompanied by the publication of a series of documents that account for both the design process and the gradual implementation of the curricular framework.



### Educational organization of the EMS Common Curriculum Framework



\*See the document: *Proposal for the Common Curricular Framework for Upper Secondary Education*: <<https://educacionmediasuperior.sep.gob.mx/proposalMCCEMS>>.

**Source:** Prepared by the authors based on AGREEMENT number 08/17/22 establishing and regulating the Common Curricular Framework for Upper Secondary Education in the Official Gazette of the Federation (2022).







Photography: ©Mejoredu / Juan Carlos Angulo.

## From implementation to appropriation of the 2022 Study Plan. The continuous training of teachers

By Susana Justo Garza

Head of the Learning Linkage and Integrality Area, Mejoredu

In this text, the author reflects on the process of knowledge and appropriation of the 2022 Study Plan by teaching staff and recognizes that the processes for continuing education must start from the analysis of their practice and from identifying the specific daily challenges they face in the classroom and at school.

Unlike what happened in previous curricular reforms, the terms *implementation* and *application* of the *Study Plan for preschool, primary and secondary education 2022* (Study Plan 2022), published by the Ministry of Public Education (SEP), do not occupy a prominent place and are almost absent in the actions developed to date in the country's basic education schools, since instead the categories *knowledge* and *appropriation stand out*.

This shift, although apparently minor, is a relevant differentiator from the curricular reform actions developed during the last decades, which have been characterized by attending exclusively to the interests of the system and not to teaching practice,<sup>1</sup> as well as by the instrumentalist and deficient approach from which it is considered that it is enough to provide information and instruments for teachers to implement the reform, an approach that extends to the in-service teacher training processes that are dominantly carried out.

Those who are familiar with the daily dynamics of classrooms and schools know that teachers face a wide variety of situations that show that their practice is not only more challenging than that of other professionals with greater social recognition, but also has specific features of great difficulty. Teaching practice is a complex, relational and contextualized system of activities, anchored in the knowledge and experience of teachers, so it is not limited, as is often thought, to the mere execution of individual and collective tasks; on the contrary, it is linked to their ways of knowing, feeling, doing, living together and being.

Teaching practice is a complex, relational and contextualized system of activities, anchored in the knowledge, expertise and experience of teachers.

However, in our country it is hardly accepted that the knowledge and expertise of teachers, their capacity for agency, their resilience and their commitment (Day, 2012) occupy a prominent place in their daily practice and that, although relevant, the plans, study programs and educational materials are only references and supports that do not determine it.

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<sup>1</sup> The word *teacher* refers to teachers and educational figures who work in basic and upper secondary education and perform teaching, management, supervision and pedagogical support functions, as well as to people and professionals who participate in the education of girls and boys up to three years of age in early education.

In this context, it is necessary to recognize that the process of knowledge and appropriation of the 2022 Study Plan, promoted by the SEP, represents an effort that distances itself from the claim of its faithful application, and considers the complexity of teaching practice and the subsidiary role played in it by plans, study programs and educational materials. However, this process is a necessary step, but not sufficient, to gradually arrive at an individual and collective meaning of what they propose.

Rockwell asserts that, from the field of anthropology, the category of *appropriation* refers both to the subject's transformative capacity and to coercion by culture. In this regard, he notes: "The concept of appropriation has the advantage of simultaneously transmitting a sense of the active and transformative nature of the subject and, at the same time, of the coercive, but also instrumental, nature of the cultural heritage. The term clearly places the action on the shoulders of the people who take possession of the available cultural resources and who use them."<sup>2</sup> In this sense, teachers appear as active and transformative actors in the official discourse of the 2022 Study Plan in order to transform it, as "active appropriators" (Willis, cited in Rockwell, 2005: 29).

This approach is consistent with the situated training approach promoted by the National Commission for the Continuous Improvement of Education (Mejoredu), which recognizes that teachers are constantly redefining and transforming their practices based on interactions with colleagues, students, and parents. Teachers are distinguished by their historicity, which frames their knowledge, experiences, particularities, and ways of learning (Lave and Wenger, 2009; Tardif, 2014). From this perspective, the processes for continuing education must emerge from the analysis of their practice and the identification of the specific daily challenges they face in the classroom and at school.

The situated training approach does not refer exclusively to training *in situ*, at school or in the school zone, but is configured from four invariants present in any training process designed from this approach: a) the recovery of knowledge, know-how and teaching experiences; b) the consideration of the context where teaching practice is developed, which is neither stable nor predetermined, and is generated and built within the framework of teacher participation; c) collaborative work and community building; and d) the development of processes of reflection on practice.

The situated learning approach recognizes that teachers are constantly redefining and transforming their practices.

<sup>2</sup> Along the same lines, according to Rockwell, "Chartier argues that cultural appropriation becomes a fundamentally collective achievement, occurring only when resources are taken and used within particular social situations. Chartier further argues that appropriation always 'transforms, reformulates and exceeds what it receives' and occurs in an arena of tensions and conflicts of power over cultural goods." (Rockwell, 2005: 30).



Currently, the School Technical Councils and the Intensive Teacher Training Workshops are important spaces where the knowledge and appropriation of the essential features of the educational experiences that are expected to be offered to students from the 2022 Study Plan and the educational materials are accompanied; however, it is essential that other spaces and times be generated so that training becomes a comprehensive and permanent proposal that strengthens teaching practice.

From such complementary spaces and times – in which it is convenient to include the participation of directors, school supervisors, technical pedagogical advisors and other educational actors – it is essential to develop training processes with a comprehensive view of teaching knowledge and expertise, to overcome training actions that address limited and fragmented topics, while advancing in addressing problems in teaching practice with a medium-term improvement horizon (Table 1).

**Table 1. Framework of knowledge and teaching skills for continuing education**

Cores	Dimensions
Core I. Knowledge and understanding of the why and wherefore of education	On the right to education
	On the purposes of education
	On the comprehensive training of students
Core II. Knowledge and skills to strengthen, advise and accompany teaching and learning	About the link with students
	On teaching and learning
	About resources to support teaching practice
Core III. Knowledge and know-how for improvement in collaboration	On the linkage and internal collaboration with the school community
	On external linkage and collaboration in support of training comprehensive
	Continuous improvement in collaboration
Core IV. Knowledge and knowledge of practice and experience	On innovation in practice
	On reflection on practice
	On practice and experience
Core V. Knowledge and skills to strengthen professional identity	On teaching autonomy
	On self-perception and self-construction
	On belonging and identity

**Source:** Mejoredu, 2021.

Transcending the ongoing teacher training approach that predominates today – eminently instrumental and lacking – is neither a simple nor immediate matter to achieve, since it has prevailed for more than a decade and has been consolidated as the only possible one.

Transcending the ongoing teacher training approach that predominates today – eminently instrumental and lacking – is neither a simple nor immediate achievement.

It is evident that this is a highly complex task, which involves generating the institutional conditions to address the beliefs, practices and resistance of multiple and diverse actors, both internal and external to the educational system,<sup>3</sup> so it must be accepted that it will take time.

The Ministry of Public Education has taken the first steps to move towards a situated approach to continuing education based on the *National Continuing Education Strategy 2023* and the formation and operation of the National Committee and thirty-two state continuing education committees that adhere to the provisions of the General Criteria for continuing education and professional development programs for teachers, and for the assessment of their design, operation, and results in basic and upper secondary education (CGPFCDPD-2021), issued by Mejoredu. However, various challenges still remain; among the priorities are the strengthening of the state teams responsible for continuing education<sup>4</sup> and the articulation of the various administrative areas involved in the matter at the federal and state levels.

Various challenges remain; among the priorities are strengthening the state teams responsible for ongoing training and the coordination of the various administrative areas in this area.

<sup>3</sup> The Rules of Operation of the Program for Professional Teacher Development (PRODEP), which have been issued since 2014, have caused most of the teacher training actions to be carried out by external training bodies, often far from classrooms, schools and daily teaching practices.

<sup>4</sup> As a result of the PRODEP Operating Rules and the operation of the Professional Teaching Service, the state areas responsible for continuing teacher training were affected and weakened in most of the country's federal entities.

Although the difficulty of this task is enormous, Mejoredu seeks to continue contributing to the improvement of the continuing education and professional development of teachers by promoting the situated training approach, through the issuance of criteria and guidelines that regulate and mobilize the references, frameworks and institutional organization in a framework of collaboration, complementarity and coordination between the educational authorities of the country. Likewise, through the accompaniment and support that it has provided to state educational authorities, and the formulation of training interventions within the framework of the ten continuing education programs that it has made available to them for their implementation.<sup>5</sup>

The 2022 Study Plan has given visibility to discourses, actions, institutions, subjects and debates, which are characteristic of any process of educational transformation and improvement. We are faced with the opportunity to act for the benefit of girls, boys and adolescents in our country, reclaiming the capacity of teachers to generate knowledge and recreate their daily teaching practice, and recognizing the urgent need to transform continuous training processes as an unavoidable framework.

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<sup>5</sup> Available at <<https://www.mejoredu.gob.mx/programas-de-formacion-continua>>.



## Let's learn as a community!

This series of materials prepared by Mejoredu provides teaching groups with guidelines to support the curricular implementation of the *Study Plan for preschool, primary and secondary education 2022*. They are accompanied by a series of podcasts that collect the opinions of teachers and students on this topic.



- Recognizing our context. **Booklet 1.**
- Towards curricular integration. The processes of contextualization and co-design of contents. **Booklet 2.**
- The training fields to understand and transform our reality. **Pamphlet 3.**

Look for the next four issues on the site!

## Continuing education and professional development programs for teachers

With these emerging training interventions, Mejoredu contributes to the collective and plural deliberation on the approaches of the 2022 Study Plan in basic education and on the Common Curricular Framework in upper secondary education.



Check them out [here](#) with their corresponding resources: they are aimed at teachers, directors, supervisors and technical pedagogical advisors of the National Education System.



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# A new curriculum in basic education

The National Commission for the Continuous Improvement of Education (Mejoredu) asked the following question to some of those primarily responsible for *making* the educational direction designed by the New Mexican School a reality. Their responses, which are reproduced below, show the high level of commitment, enthusiasm and diversity that characterises the school communities in our country.



## What does the new curriculum proposal mean to you?

As a teacher at a single kindergarten in a rural context, I perceive that this new curriculum program has as its main objective to address inequality, injustice, discrimination, school dropouts and poverty. I see a more open vision of teaching practice towards a transformation focused on respect for the dignity of people; the defense of human rights, specifically the right to education; changes in the law, seeking interculturality and gender equity; and generating ethics, humanity and community in students.

I still have doubts, but I am open to change and to updating myself as a teacher. I hope for a defined and concluded program now at the beginning of the 2023-2024 cycle.



**Diana Patricia Cervantes Delgado**  
**Teacher and Director of the Kindergarten**  
**“Bertha Leal de Garcia”**  
**Laborcitas Ejido, Victoria, Tamaulipas**

The new curriculum proposal is an excellent opportunity for Mexican teachers to fully exercise our autonomy and design proposals aimed at helping young people in our country achieve diverse learning development processes, based on their needs, tastes and concerns as members of a nearby context, which in turn impacts the development of global processes.

This proposal also represents an opportunity for teachers to develop creativity and determine the content that will be addressed in the classroom, with the aim of ensuring that young people learn what they need to address problems they experience in their daily lives and, in this way, their learning acquires meaning, which will allow them to solve problems in their daily lives through collaborative work and a sense of belonging to the context in which they live.

---

**Luis Ramon Vazquez Alejandro**  
High school teacher

Nayarit

The recent curricular proposal of the New Mexican School gives us the opportunity to contextualize the needs of our school community.

---

**Juana Maria Ruiz Ramirez**  
**Manuel Gutierrez Zamora Elementary School**  
Veracruz, Veracruz

It is necessary to know the legal foundations that give priority to the human right to education of girls, boys and adolescents.

The General Education Law establishes the joint responsibility of all actors to make this right effective.

Within the framework of teaching and management functions, the curricular proposal has considered support in terms of time and materials to carry out the Intensive Continuing Education Workshop during the 2022-2023 school year, with the corresponding advice and support. These spaces are valuable for learning, analyzing, reflecting and exchanging experiences that allow us to be clear about how to build the analytical program and define the didactic plan. The curricular proposal is a success: it revalues and strengthens the teaching profession, allowing for their development and professional autonomy.

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**Maria Olga Pineda Melendez**  
Head of preschool sector, Morelos



Access the full testimony here:  
[.<youtu.be/6cuyaWccKf0>.](https://youtu.be/6cuyaWccKf0)



Contextualization was what we all liked the most and we agreed on that: based on the experiences and knowledge of the context, it was one of the main positive things we saw, since working in rural areas we know that there is a lot to start from regarding the reality of our children, mothers and fathers and the community in general. In addition, it allows teachers to be autonomous in the design of our analytical program and in the structure of the planning.

We also thought that was very appropriate, so let's hope it becomes a reality, right? These are the positive things we see in the plan.

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**Zezly Azurín Olivares González**  
**Teacher and director of the Multigrade Primary School**  
**"Licensed Fidencio Trejo Flores"**  
**Tierra Nueva Ejido, Victoria, Tamaulipas**

The new curricular proposal allows for the crystallization of conditions for the professional autonomy of the teacher, by giving him the opportunity to organize his contents and learning development processes based on his school reality, a feeling that for years had been requested by many teachers, without a doubt. It represents a change that will allow us to relearn, establish learning networks and realize that we are capable of facing actions to improve the educational training of our students. It also strengthens the participation of educational actors for community work.

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**Martimiana Ruiz Valenzuela**  
**School Supervisor Zone 20, Sector 08**  
**Jalpa de Mendez, Tabasco**

The current educational model is challenging. By proposing the construction of a link between reality and theory, which makes the student's knowledge meaningful in their daily lives, it confronts us with our beliefs and teaching practices, which leads us to generate resistance to change.

The challenge of the current educational reform lies in the reconfiguration of the meaning of contributing to the education of others, which aims to modify the hierarchical structure of the classroom, where the idea of "I, the teacher, will teach you, the student; you, the student, learn from me, the teacher" prevails.

This new proposal is encouraging, but at times the question arises: is it only a six-year policy?

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**Elizabeth Zaragoza Balderas**  
**High school teacher**  
**Mexico City**

The proposal of the New Mexican School is very valuable, as it is characterized by promoting comprehensive learning for girls and boys in a humanistic, scientific and technological way. In special education we have worked on a project with an inclusive approach to promote the participation and learning of students in vulnerable situations. This experience has shown that educating – considering diversity, taking into account the contexts, needs and interests of students – allows us to move towards a more just society, particularly benefiting the people involved.

I understand that the projects have been defined in the textbooks and materials, and that teachers will work collaboratively with students, parents, and the community, and that they will have autonomy to enrich them in order to strengthen learning. Likewise, I trust that teachers will assume the commitment to autonomy and will have the attitude, disposition, and conviction to meet the goals.

**Raquel Baez Duran**  
**Supervisor of school zone 17 of federal**  
**special education in preschool and primary school**  
**Hermosillo, Sonora**

**Project**  
**“The Literary**  
**Café Pavilion”**

Multigrade school  
Emiliano Zapata,  
San Vicente community  
of Benitez, in Atoyac de  
Alvarez, Guerrero.



Photos: courtesy of Guadalupe Castro Zambrano, technical pedagogical advisor.

The new proposal is very nice, very complete: it takes into account the capacities and skills that, as teachers, we can match with this new curriculum. I would like there to be a special proposal, a model for our multigrade schools; we need, at least, a line to follow. Imagine: I have three grades and all the subjects, and I have to attend to transversality; I would like an example, something so that I don't spend a lot of time programming. If it is very hard to attend to one grade, imagine with three.

---

**Alma Lilia Mata Acuña**

**Teacher and director of the “General Emiliano Zapata” Multigrade Elementary School  
San Juan el Ranchito Ejido, Victoria, Tamaulipas**

Teaching, like learning, requires a comprehensive approach. In this sense, the *2022 Plan and Program* allows me to work on topics of common interest from the context of my students, with which they develop cognitive, cultural, social and, above all, emotional aspects – humanistic approach – such as self-esteem, self-regulation, conflict resolution, tolerance, respect, teamwork and collaboration... all of them skills that contribute to the prevention of violent behavior. Learning is better and better emotional relationships are established with others when students work in cooperative groups, instead of individually and competitively.

---

**Christian Ivan Laurel Pioquinto**

**Teacher at the “Felicitas V. Jiménez C.” Elementary School  
Acapulco, Guerrero**

What is good is that they are giving us curricular and professional autonomy, depending on the context of each school. There is also a lot of emphasis on involving the community, so that they know that the school belongs to them and that the community also belongs to the school. Finally, we will not be able to work or move forward if there is no joint effort to bring forward the learning of the children. I think that is good: they are giving us the opportunity to organize ourselves, gather information, share experiences and make adjustments, considering both what can serve and strengthen us, as well as what will be an area of opportunity.

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**Jose Santiago Martinez Zavala**

**Teacher at the “Licenciado Fidencio Trejo Flores” Multigrade Elementary School  
Tierra Nueva Ejido, Victoria, Tamaulipas**

The 2022 curriculum proposal represents a challenge in educational policy. Managers and teachers with professional autonomy will take on the challenge in the 2023-2024 school year so that the school and its environment function as an integrating core of the teaching and learning processes. This also means changing the fragmented vision of this process for an interaction of various disciplines that are evident in the daily reality of students.

With this curricular proposal, teachers will be faced with changes in paradigms, methodologies and the need to rethink some pedagogical concepts that are considered to have already been learned. We will begin the school year with a curricular proposal for all grades, which will involve continuing to analyze and discuss all these elements in the School Technical Councils.

---

**Maria de Lourdes Rosas Palacios**  
**“Jose Miguel Macias” Elementary School**  
**Veracruz, Veracruz**

The change in the pre-school education program gives us the opportunity to work from the knowledge of each community, [...] it favors the different indigenous cultures of our country. Working on projects makes our work in the classroom easier and really gives us autonomy.

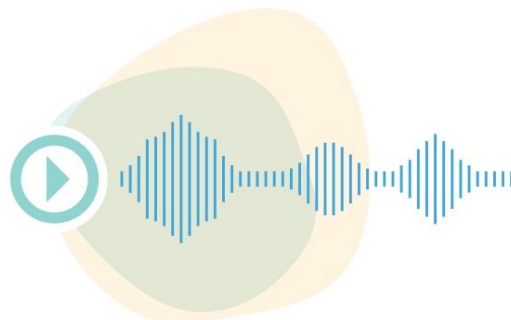
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**Yanett Sebastiana Marcelo Marcelino**  
**Teacher at the “Yankuik Tlanesi” Kindergarten**  
**Ocotepc, Cuernavaca, Morelos**

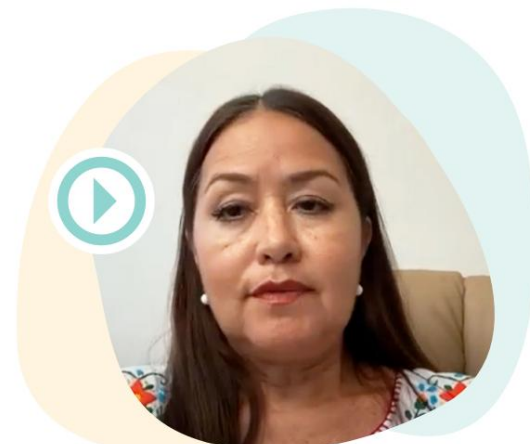
The new curricular proposal means the opportunity to look at ourselves, to recognize ourselves, to respect ourselves and to value ourselves as Mexicans.

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**Lizbeth Hernandez Cervantes**  
**Teacher, “Miguel Hidalgo y Costilla” Elementary School**  
**Veracruz, Veracruz**



Listen to the full testimony here:  
<https://youtu.be/ICaBgvU0tAM>.



Access the full testimony here:  
<https://youtu.be/FmC1f9UxK6s>.



The 2022 curriculum proposal leads to great challenges: it gives us teachers the opportunity to highlight and put into practice our way of working in the teaching and learning process under the strategies that each person considers pertinent, and resuming project-based work. However, this proposal also leads us to seek multiple tools, because there is no recipe book: it is necessary to be self-taught, undoubtedly. For those of us who are willing to face this challenge, it will not be so complicated, but those who are resistant to change, to improvement, probably do not know where to start.

This new curricular proposal has implications for the teaching staff, but also for mothers and fathers, so we will have a very important role in guiding them through the change, being clear that it will not be an easy task. As for children and adolescents, they are in the absorption stage, the sponge that is waiting for the liquid, that is, the knowledge; therefore, it will only be a matter of explaining and teaching them the new way of learning, and I think that they will be willing to learn with this new proposal.

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**Ana Graciela Zapata Garcia**  
**Teacher in front of a group at the “Cinco de Febrero” Primary School**  
**Villa Jalupa, Jalpa de Mendez, Tabasco**

At first, there was uncertainty in the technical councils: we would face changes even in the pedagogical terms that we already knew. The analysis of the synthetic program gave us a clearer picture of the objectives of this study plan, its purposes, content and the methodology to be implemented. Today we know that it is oriented towards the comprehensive learning of girls, boys and adolescents.

This curriculum has a humanistic meaning, with a comprehensive proposal that places the community at the center, in which we teachers have the opportunity to address the learning development processes according to the needs of our educational space, from the community and for the school. I think it is an interesting proposal that we have sought for years and in some way adapted to the needs of our students; today we are given this possibility based on professional autonomy and undoubtedly setting a precedent in the improvement of education in our country.

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**Sandra de la Cruz Gomez**  
**Director of the “General Vicente Guerrero” Primary School**  
**Santa Lucia Ejido, Jalpa de Mendez, Tabasco**

In this school year, the Technical Councils focused on addressing the changes in the paradigm of teaching practice within the framework of the New Mexican School, which focus on considering the community as the integrating core of the teaching and learning processes, recognizing the human right to education and the exercise of professional autonomy of teachers. A curricular structure made up of articulating axes, training fields and learning phases is proposed, with the objective of achieving the graduation profile of the students.

I think there are things that need to be polished; I hope that this new program follows the path for which it was created: to promote the learning of girls, boys and adolescents according to their needs.

**Claudia Nohelia Martinez Torres**  
Kindergarten Teacher  
"Zelideh Saeb Salinas"  
Victoria City, Tamaulipas

The New Mexican School aims to build a harmonious, inclusive, plural and intercultural society; it is an innovative and realistic educational model that will guide the formation of students capable of facing social changes and situations that arise at the individual, family, community and social levels.

**Maria de los Angeles Guerrero Olvera**  
Kindergarten Teacher  
"Zelideh Saeb Salinas"  
Victoria City, Tamaulipas

The process of appropriation of the study plan and the synthetic programs has been difficult for me, due to the differences they have with the programs previous courses. However, little by little – with the support of the technical pedagogical advisors and the area supervisor in the Technical Council sessions – I have been able to advance in the understanding of the new approaches.

**Andrea Regalado Perez**  
Teacher and Director of the Kindergarten  
"Zelideh Saeb Salinas"  
Victoria City, Tamaulipas

The New Mexican School proposes that we carry out practices pedagogical tools to go beyond the classroom, in order to contribute to the training of people who prioritize collaborative and community work, who are capable of identifying, addressing and solving problems in any context in which they operate.

My expectation is that they will provide us with the necessary information, in a timely manner, to build the analytical program, an unknown, complex and difficult to develop element.



What I continue to be concerned about is that it is a double-edged sword: as a teacher you go to work to find the means, but they don't give you documents or specific points, something that gives us a guide, that serves as a direction. They give importance to the fact that one looks for what to do, how to develop it, what to propose, what to carry out; but the moment they give you that freedom, they also let you go, that is: "Do it as you can." Where are we going to start from? It has its positive side and its negative side; they give us the opportunity to do and undo, according to our possibilities and our environment, but there is also the doubt: where am I going to start from, what will follow.

**Daniel Guillermo Gomez Ochoa**

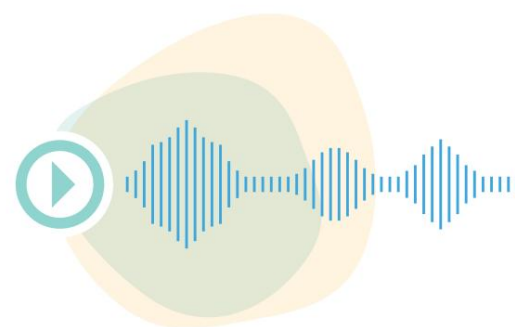
**Teacher at the "Professor Félix Tomelloso" Multigrade Primary School  
Manuel Avila Camacho Ejido, Victoria, Tamaulipas**

About the 2022 curriculum proposal: in my opinion, as a teacher, I consider it to be an ambitious, complex, and profound proposal that covers aspects beyond those that, as teachers, we were accustomed to traditionally perceiving, such as the cognitive, social, or emotional development of the student.

In this proposal I perceive something more comprehensive, more integral; it is an awareness in its structures, in its pedagogies, that speak to us of the importance of the moment of development of the student, but also of the need to develop skills that enable him, that allow him to be prepared to develop his identity as an individual and at the same time be able, with a very critical sense, to value, appreciate, rescue, from other cultures and from other societies, what is important for himself and for the people close to him.

This is one of the fundamental things that I perceive: it speaks of generating in the student a profile of a citizen conscious of the importance of the social fabric, of staying connected to his family, to his immediate group, such as his neighborhood, his city, and of course, his country.

From this complexity I perceive a great challenge for the implementation, and even, in the process that this proposal takes: I see a difficulty in the implementation, from the teacher training. I think that, obviously, this difficulty of implementation is probably seen in the classrooms when working with our students.



Listen to the full testimony here:  
[.<youtu.be/yL\\_EvZwyVYY>](https://youtu.be/yL_EvZwyVYY).

**Maria del Refugio Barrier Carranza**

**Technical pedagogical advisor for special education  
in preschool and primary school  
Zone 17, Hermosillo, Sonora**

The 2022 curriculum proposal provides the opportunity to design, articulate and link the proposed contents of the study plan – synthetic program – with the reality of Mexican schools: social, cultural, economic and geographic contexts. In it, I find points of coincidence with my teaching experience and the work on pedagogical projects that I carried out when I was in front of a group. Now, in my role as a technical pedagogical advisor (ATP), this experience has allowed me to better understand the four methodologies that the new proposal considers, giving rise to better guidance and support for fellow teachers in rural and urban schools in my school area.

Another aspect that favored the 2022 Study Plan was the creation of workshops for the development of community projects where ATP, supervisor, directors and teachers participated in front of the group. In these spaces there was room for dialogue, already proven strategies were shared, exemplifying the linkage of the training fields. In conclusion: as a school zone we developed collaborative work for the construction of the analytical program, starting from a need or problem in the classroom-school for the articulation of contents designed by the teachers and contents of the synthetic plan in three spaces: home, school and community.

**Guadalupe Castro Zambrano**  
ATP of school zone 73 of the municipality of  
Atoyac de Alvarez, Guerrero

In this new proposal under construction, they gave us what we had always asked for: to be taken into account and considered when putting together the plans and programs, the content, what we are going to implement; and now we see that it is a little more complex to do so. It is becoming complicated for me: I see that it is a purely humanistic approach, in accordance with the policy that currently governs us. I consider that it is a reflection of the needs of today's society.

**Nancy Anilu Macias Maldonado**  
Primary school teacher and principal  
Multigrade “Professor Felix Tomelloso”  
Manuel Avila Camacho Ejido, Victoria, Tamaulipas

## Project “Gender equity culture”

Multigrade school  
Emiliano Zapata,  
San Vicente community  
of Benitez, in Atoyac de  
Alvarez, Guerrero.

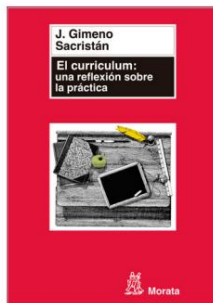


Photos: courtesy of Guadalupe Castro Zambrano, technical pedagogical advisor.



Prepared by: Area of Support and Monitoring for Continuous Improvement and Educational Innovation

## Books



### *The curriculum: a reflection on practice*

Jose Gimeno Sacristan  
Morata Editions (2007)

This is a must-read for researching the topic of curriculum in Latin America, as the author offers a series of reflections on the cultural, social and political processes and interests that influence the construction of the curriculum and its implementation in the classroom. His main criticism of the factors mentioned is that they decimate the participation of the teaching staff directly involved with the school curriculum, and thus, their field of action to implement improvements in the quality of the teaching they provide to their students in their daily work.



### *Curriculum design by competencies*

Maria Ruth Vargas Leyva  
National Association of Faculties and Engineering Schools (2008)

This book is aimed at teachers with the aim of providing them with a guide to implement and evaluate curricular models with a contemporary and international focus. Its efforts are aimed at achieving positive advances in the field of teaching and, consequently, providing quality education. The author offers us proposals, strategies and suggestions to carry out the creation of an innovative curriculum in higher education, which also opens the opportunity to serve as introductory and orientation material to carry out specific planning tasks.



### *What makes a quality resume*

Philip Stabback  
International Education Office of the UNESCO (2016)

Based on the fourth sustainable development goal (SDG 4) of the United Nations (UN), this document includes guidelines and criteria that provide those interested in curricular implementation with a conceptual framework with which to determine what a quality curriculum consists of – whether at the national, local or school level – and, in this way, support educational innovation that facilitates the delivery of comprehensive learning in an inclusive manner for all girls, boys, adolescents and young people.



### *Curriculum Implementation Management . Technical Report No. 5*

Jorge Ulloa Garrido and Jorge Gajardo Aguayo  
Center for Leadership for School Improvement (2017)

School improvement is intrinsically related to curricular management processes

led by the director and his/her team. Because of this, it is important to know specific data on pedagogical leadership practices focused on curricular management, the objective of this document that gathers information from different basic education schools in Chile, where activities and practices of school curriculum management were evaluated, as well as its scope and the opportunities and challenges faced in its implementation.



### *Curriculum design and development*

Isabel Canton Mayo and Margarita Pino-Juste (coordinators)  
Larousse Broadcasting Company / Alianza Editorial (2015)

Throughout thirteen chapters, this book, dedicated to teachers of all educational levels, offers a basic, organized and comprehensive manual.

structured to plan and develop teaching programs through theoretical bases and teaching actions.

It also provides concepts, components and elements focused on curriculum design and practice. It is a very useful support material for teachers in training, practicing teachers, and for those seeking to update themselves.

To access this material, write to us at:

<centro.documentación@mejoredu.gob.mx>.

## Magazines



### From the curriculum framework to the 2022 curriculum. Voices, controversies and debates

Various authors

*Educational Profiles*, 45(180), supplement 2023

Institute for Research on University and Education (2023)

In order to contribute new elements to the current discussion on educational reform in Mexico, this journal presents analyses and reflections written by different academics specialized in education, which focus specifically on the topic of curriculum. The works contain critical elements on how the 2022 educational reform will impact the curricular framework that schools will implement and on student learning in the future.



### Conceptualization of curriculum: its historical evolution and its relationship with curricular theories and approaches in educational dynamics

Soraya Elizabeth Toro Santacruz

*Publishing Magazine*, 4(11): 459-483

Central University of Ecuador (2017)

The article aims to analyse the theoretical concept of curriculum, based on its historical evolution and its relationship with the different curricular approaches in educational environments. Various definitions are explored using bibliographic and documentary methods in national and international sources, through which the conceptual transformation that is adapted in each case to the contextual problems becomes evident.



### Curriculum planning in innovation: an essential element in the educational process

Yolanda Inés España Bone and José Alberto Viguera Moreno *Cuban*

*Journal of Higher Education*, 40(1).

Pontifical Catholic University of Ecuador Manabí (2021)

The main goal of the article is to analyze the elements necessary to develop innovative study plans through real curricular planning, based on the current context and the demands it requires.

The authors highlight that the benefits of innovating in educational practice with a new approach to curricular planning result in creative schools that fit in with global and technological trends.

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Year 2, No. 19 / August 2023

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