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Curriculum Alignment To Ensure The Achievement Of The Teacher's Graduation Profile

Nancy Jesús Tacilla Ramirez*[1], José Luis Valdez Asto[2], Carolina Amelia Neyra López[3]

*[1,3]Universidad Norbert Wiener, Lima, PERÚ
[2]Universidad Cèsar Vallejo, Lima, PERÚ

Corresponding Author: Nancy Jesús Tacilla Ramirez

*[1]Universidad Norbert Wiener, Lima, PERÚ

Abstract

Initial teacher training is recognized as one of the fundamental factors to improve the quality of educational processes in the classroom, therefore, it is relevant to ensure that future teachers acquire the disciplinary and pedagogical skills necessary for the exercise of a teaching practice appropriate to the diversity. In this sense, the purpose of this study was to analyze the curricular alignment process of the Initial Teacher Training (FID) curriculum for primary education in the training proposal of an Institute of Higher Pedagogical Education. The approach that is assumed is qualitative with a phenomenological design, which allows the description and interpretation of the incorporation and approach of the National Basic Curriculum Design (DCBN) of the FID in the levels and processes of management through documentary analysis and interviews that collect the experiences of the participants. The research made it possible to describe the meaning and specific character of the curricular alignment processes, the implications of assuming the transversality of research and pre-professional practice, and the relevance of integrative projects in the articulation of the curriculum and the improvement of the efficiency of initial teacher training in terms of skills development. Experience reveals that. to improve the coherence between the initial teacher training curriculum and the pedagogical practice aimed at achieving the teacher's graduation profile. Permanent reflection by the educational community and continuous improvement of their skills is required.

Keywords: Curriculum alignment, Initial teacher training, Educational quality, Teacher graduation profile.

INTRODUCTION

In the conviction that the teacher is the fundamental educational actor for the construction and achievement of quality learning, the initial teacher training stands as a guarantor of teaching quality, being urgent to do so, laying the foundations for professional development [26] and improving its quality in order to ensure that future teachers acquire the disciplinary, pedagogical, didactic, personal and social skills for the exercise of a teaching practice adapted to the demands of diverse contexts and that assumes with conviction the commitment to continuous training.

The initial teacher training (IDT) has been questioned and subject to reforms both in the national and international context, which require a comprehensive and comprehensive approach regarding the leading role of the future teacher, study plans and pedagogical strategies that allow the development of a vision interdisciplinary and connection between theory and practice, emphasizing reflection, conceptual foundation, experimentation, and research for adequate teaching performance in a given context [35].

This situation, whose diagnosis has given rise to a series of educational reforms with different emphases starting in 2002, shows a favorable evolution. The regulatory framework is strengthened by assuming the National Educational Project (PEN) by 2021 as an educational policy; At the curricular level, practice and research are incorporated, both in the Basic Curriculum of Teacher Training (CBFD) of the year 1997, and in the Experimental Curricular Designs of the years 2007 and 2009; and in the National Basic Curricular Designs (DCBN) that were approved in 2010 for professional pedagogical careers, however, questions remained about their disciplinary and reproductive nature.

The proposals of the PEN are collected in the Law of the Teaching Reform (2013) that proposed a teaching career focused on performance and in Law No. 30512 that establishes the optimization of the educational offer of the Institutes and School of Higher Education, in a scenario in which there was already a Good Teaching Performance Framework (MBDD) and standards referring to the quality of the training processes in the accreditation models.

In order to achieve an integrated, coherent and articulated teacher training system, it was proposed to have a flexible, meaningful and challenging curricular design that incorporates current educational approaches and models [13]. For this, a clear curricular policy was needed, so, based on the evaluation of the DCBNs, in 2019 new DCBNs of the FID are proposed in line with the current regulatory framework and articulated with the MBDD, the PEN and the Basic Education Curriculum. .

The objective from East item is pose the relevance of curricular alignment in achieving the teacher's graduation profile from the perspective of educational actors, identifying their perceptions, the connections with institutional conditions, and the motivating and challenging aspects in the implementation of a new DCBN in a pandemic context, recognizing opportunities to improve the consistency and articulation of the training proposal.

Within the framework of the reform of higher education, the components of the initial teacher training model for the Schools of Higher Pedagogical Education (EESP) are addressed, focusing on the characteristics of the pedagogical model and examining whether the DCBN of the FID is the element articulator and guide of the FID? [22].

To establish the importance of an aligned curricular system, the evolution of the concept of curricular alignment is briefly discussed. Then it is problematized by locating the alignment processes in the institutional context: How I know experiences in the institution of initial teacher training and what meanings does it assume in curriculum management? Identifying the articulation of research and pre-professional practice, and its alignment in the syllabi of the subjects and modules of the curriculum. Opportunities occur in the institutional context? At the micro curricular level, is there a clear materialization of the graduate profile of initial teacher training? The teachers Do you find sense in the changes proposed by the new DCBN? Do they build an interdisciplinary and participatory proposal? Finally, it is about answering How to change the installed practices for achieve curricular alignment in pedagogical practice that favors the achievement of the graduation profile? and rehearse ideas from the align challenge to improve.

Is the National Basic Curriculum Design of the FID the articulating and guiding element of Higher Education of Initial Teacher Training?

The initial teacher training model represents the conceptions about education, teaching and learning, as well as the relationships and interactions that affect them; it is based on training processes that must consider methodologies that contribute to generating responses to problematic situations that emerge from the context, and articulate theory and practice, promoting critical, reflective, creative investigative thinking in students [24, 32]. Thus, the Educational Service Model (MSE) for the EESP that emerges from Law No. 30512 is based on the goals of higher education, the principles of education and the approaches to teacher training, in line with the paradigm changes in the teaching role and teaching [22]. Its pedagogical model seeks to specify the achievement of the competencies of the graduation profile in a gradual and sequential manner through study programs aligned with the guidelines of the current curricular policy. For this reason, it reveals the coherence of the curricular documents with the MSE, for which it is necessary to ensure the articulation in the three curricular levels with an adequate program approach [17] and not from a course approach.

Under the competency-based curricular model, the application of the FID DCBN is promoted, which contains the intentions of teacher training that are assumed as the priorities demanded by society, and is organized into three curricular components: general training, specific training and training in practice and research that systematically and coherently promotes the development of the competencies of the graduate profile. The graduation profile in order to ensure an ethical, efficient and effective performance of teaching is articulated to the objectives of the policies of the education sector, and responds to the current demands of the PEN to 2036, the MBDD and the National Curriculum of Basic Education, whose goal is that future teachers have ethical and quality professional training, with investigative and innovative skills to respond to current trends in FID. It presents 4 domains and 12 macro-curricular level competencies (figure 1) that are articulated with the modules and courses of the study plan, and domain 4 considers transversal competencies of personal and professional development and teacher identity.
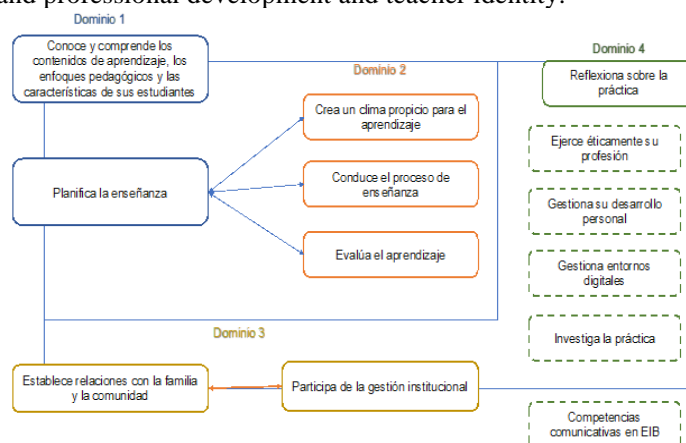

Figure 1: Domains of the initial teacher training graduate profile
Note: Adapted from *the Graduate Profile of Initial Teacher Training* by A. Inti and M. Torres, 2020, DIFOID, MINEDU.

The FID DCBN for primary education is aimed at teacher training for the attention of boys and girls from 6 to 12 years old, considering that it must be prepared to promote complex thinking and the interdisciplinary vision of knowledge in contextualized learning experiences; that understands the educational needs of each phase of the development of its students, manages learning considering diversity, provides significant learning opportunities to all its students, and enhances the learning of its students through joint work with the family. The DCBN of the FID is defined as a guiding framework for the diversification, contextualization and articulation of the study plan seeking to ensure its realization in learning situations linked to the achievement of the competencies of the graduate profile, aspects that are analyzed from the experience of the students. Educational actors. In this context, under a qualitative approach with a phenomenological design, the conditions in which the deployment of alignment processes of the DCBN of the FID take place, and of decision making related to the implementation of the training proposal towards the achievement of the competences of the graduation profile of the primary level teacher.

Evolution of the concept of curricular alignment

In a brief review, the concept of alignment in education has been evolving according to the meanings that corresponded to each era. In 1949, Tyler raised the need for evaluations to be in accordance with training [18]; that is, Tyler considered the importance of mutual support between objectives, activities and evaluations in classrooms and, in the same way, in the study plan [20]. Effective instruction requires congruence between the conditions of teaching and the evaluation of the criterion, which constitutes the expected result. Cohen was the first to define the term alignment, as the consistency that must exist between the different elements of the curriculum [10, 6]. Cohen and Bolívar agree in understanding it as the internal methodological coherence of curricular planning, and as the congruence between the competencies, the didactic activities and the evaluation criteria, which requires permanent reflection by the teacher.

The constructive alignment model is created, which is proposed as a system of maximum coherence, in which all the components support each other to achieve the planned objectives and with greater opportunities for the student to achieve deep and useful learning [3,2]. In 1997, Webb referred to alignment as the degree to which standards and assessments correspond and orient the student to what they are expected to learn [20]. It was also the harmony or coincidence between the educational actions, the objectives and the evaluation, completely covering the educational intentions; also, as the correspondence between teaching and evaluation, and defined the rubric as a bridge that contains an adequate description of the criteria and performance levels; and to the alignment of the system as a model of gravitational attraction with axes, shared priorities and dynamic relationships that enter and leave depending on the emphases and policy decisions [2].

In 2006, the constructive alignment system is deepened, in which the teaching method and evaluation are aligned with the learning activities and objectives, supporting each other; Conceiving learning from constructivist principles, they propose it for higher education as a reference to model and evaluate the development of the curriculum [4,5]. Curricular alignment is the name given to the congruence between competencies, didactic activities, materials and evaluation criteria [6]. The expression alignment does not express the complexity of the links between the objectives, the teaching and learning methods, and the evaluations and introduces the concept of triple concordance or constructive alignment that refers to the verification that each objective is developed by at least one learning strategy and is measured by at least one form of evaluation [18].

In other words, curricular alignment "refers to the effort to achieve coherence between the declared, implemented and learned curriculum" [36]. Thus, the curricular alignment provides rigor to the training process, guaranteeing coherence and consistency between the results foreseen in the study plan and the teaching, learning and evaluation activities (figure 2). In this framework, the analysis of the alignment of the institutional training proposal (PCI, study plan and syllables) with the National Basic Curriculum Design of the Initial Teacher Training of the primary education study program approved by the Ministry of Education, will be deepened. Considering the levels of specification in all processes of curriculum management.

Figure 2: Components of curricular alignment

Note: Adapted from the triangulation between learning outcomes, training activities and evaluation methods from *the Support Guide for writing, putting into practice and evaluating learning outcomes, from* ANECA, 2013.

The development of the process curricular alignment at the institutional level

The challenge for the initial teacher training institutions (IFID) is to achieve a curricular implementation aligned with a study plan articulated to the curricular documents and lines of educational policy [34]; characterized by coherence between subjects, as in the design of pedagogical practices [35]. The implementation proposed by MINEDU for IFIDs goes through three main phases (figure 3). The first considers the strengthening of capacities and their contextualization, the second supposes an institutionalization of collegiate curricular work and the third bets on curricular innovation practices aligned with regional and national curricular policies [21].
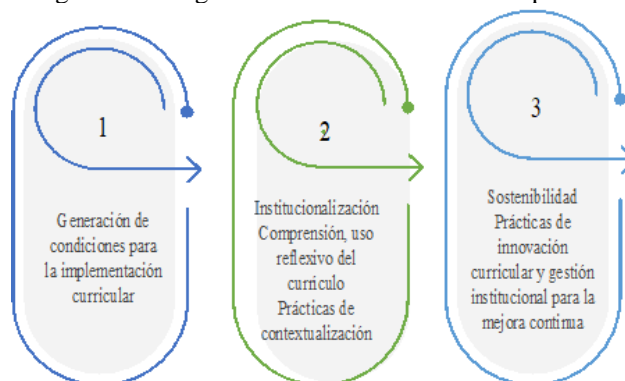

Figure 3: Phases of implementation of the new curriculum of the Initial Teacher Training in charge of the MINEDU-DRE-IESP/EESP

Note: Adapted from the phases of curricular *implementation of the Implementation Plan of the National Basic Curriculum Designs for Initial Teacher Training,* by Mejía and Jugo, 2019. DIFOID-MINEDU.

Curriculum management is conceived as the set of decisions and practices of a systematic nature that aim to ensure the consistency of the study plans, their implementation and the evaluation of learning and of the curricular proposal [36]. In this process, the IFIDs are responsible for specifying the intentions of the DCBN of the FID in the institutional training proposal called the Institutional Curriculum Project (PCI), and the institutional mission and vision, achieving their alignment at each of the levels of concretion mesocurricular and micro curricular curriculum considering adequate contextualization and diversification in learning strategies, teaching and evaluation articulated in the classroom, ensuring opportunities for the comprehensive development of students in training and the achievement of the graduation profile. Considering that the curricular alignment provides support and solidity to the training proposal that is promoted through the application of the new IDF DCBN, 3 categories represented in figure 4 were analyzed.
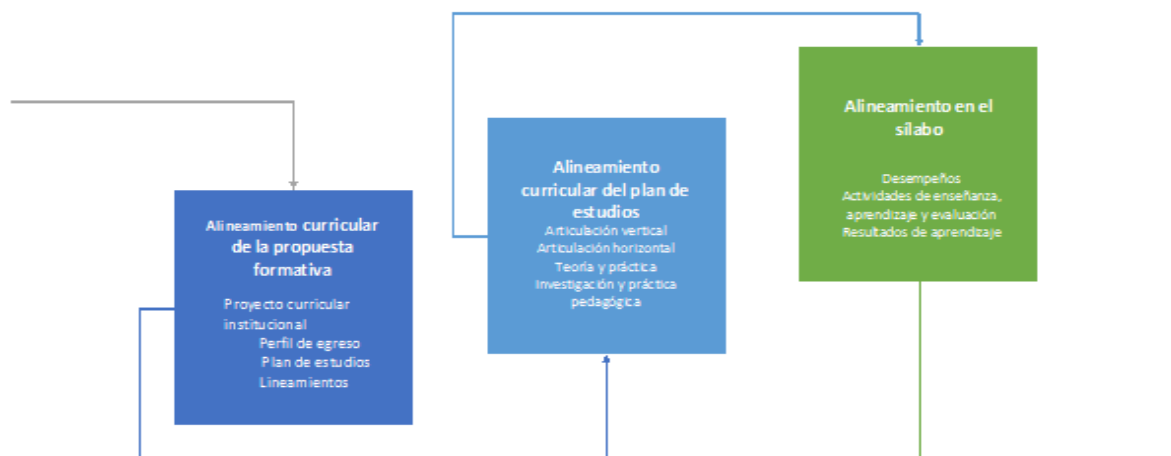
Figure 4: Categories analyzed in the study

Analyzing the alignment between the PCI and the National Basic Curriculum Design of the FID consists of verifying if they share the same meaning, thus giving coherence to all processes, and guiding the planning and execution of teaching; helping to level the performance of students and reduce the academic differences between different types of students [9]. At this level, curricular alignment is understood as the correspondence between the content of curricular documents and actions or between lines of educational policy and levels of curricular specification linked to the definition, implementation and evaluation of the curriculum [34].

The curricular alignment, in the study plan, translates into the concordance between the expectations (competence standards of the graduation profile) and the evaluations, guiding the learning of the students in accordance with the expectations established throughout the formative trajectory [20]. For this, the approaches, foundations and components of the FID curricular model must be integrated in a coherent manner in the study plan, recognizing their contributions to training with a critical and systemic vision, coherent practices, articulated work, openness to change and dialogue. constructive for the development of proposals. Also in the DCBN, the transversality of research and pedagogical practice is highlighted due to its great training potential.

In order to achieve the competencies of the graduation profile made up of the competencies of the teaching task and essential in the FID, organized educational interventions must be designed, linked and articulated between the levels: institutional, study plan and classroom (figure 5) being fundamental maintain the coherence of the training proposal. It is also necessary to promote the questioning of the theory by contrasting it with the educational reality in pre-professional practice, in line with achieving a profile of a reflective, critical and investigative teacher of their own practice [33, 38-58].

Figure 5: Egress Profile Alignment

Note: Adapted from elements of the constructive alignment of *Challenges for the evaluation of the graduation profile, conceptual approaches, by* Riquelme *et al.* (2017), Interuniversity Center for Development

Curriculum alignment, in a competency-based training process, requires coherence between learning opportunities, as well as evaluation and feedback in a variety of contextualized training activities that allow the progressive achievement of the competencies of the graduate profile [31].

The elaboration of the syllabus, as a relevant learning guide for the pedagogical work, implies the design of authentic situations of significant and deep learning, starting from the understanding of the characteristics, needs, expectations and potentialities of the students to progressively advance towards complex learning. And comprehensive in a coherent manner and its articulation with evaluation strategies.
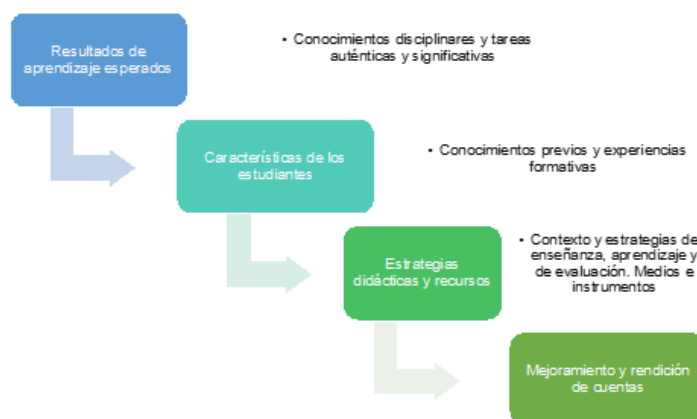

Figure 6: Alignment in pedagogical practice

Note: Adapted from Alignment in pedagogical practice in *From classroom assessment to curriculum assessment: conceptual approaches,* by F. Cabra, 2019, based on Drezek & Doolittle, 2012, V International University Meeting.

In the classroom, pedagogical alignment refers to the concordance between learning outcomes and performance, teaching and learning activities, and evaluations, which provides transparency to the training processes, allowing the student to know in advance what is expected of him. And how you will have to prove it [1,20].

MATERIAL AND METHOD

The methodology of this study contemplates a qualitative approach and phenomenological design, carrying out the application of documentary analysis and semi-structured interviews with 7 teachers and 3 directors with experience in the development of the curricular processes of the initial teacher training institution (IFID). The documentary analysis allowed an interpretive reading of the curricular documents that make up the institutional training proposal (Institutional Strategic Plan 2020-2024, Institutional Curriculum Project, Study plan of the primary education program, curricular map and Syllabus of the practice and research module I, II and III of the curricular component training in practice and research). The specialized Atlas Ti software was used for data analysis. The documentary analysis and the stories provided by the interviewees allowed an approach to the curricular alignment process in the IFID. The study information considers the experiences developed virtually -due to the pandemic scenario- corresponding to the first year of implementation of the new FID DCBN.

RESULTS AND DISCUSSION

Problems of how the curricular alignment processes are carried out. How I know experience in the initial teacher training institution?

The initial teacher training (IDT) has been questioned about its effectiveness and subject to reforms both in the national and international context that demand curricular and pedagogical aspects and the need for reference frameworks that allow the development of an interdisciplinary vision, the integration of disciplinary knowledge and didactic knowledge, as well as the articulation between theory and practice, emphasizing reflection on practice and research that allows training professionals who demonstrate adequate teaching performance. The new DCBN is the guiding framework of a proposal that aspires to respond to these demands, but requires ensuring an implementation that maintains the coherence of the modules and subjects that are part of the institutional training proposal and of this with the curricular policy [35].

The IFID referring to this study has experience in processes of continuous improvement and in the planning of institutional policies, managing to consolidate a culture of planning and evaluation that has been decisive for the alignment process of the training proposal to the DCBN, whose approval and start of Implementation coincided with the first year of implementation of the 2018 curriculum, so to date they have three current study plans, as explained by a teacher: " ... *we have the 2014 - 2017 study plan that corresponds to the promotion of the tenth cycle who is graduating; the other 2018 - 2019 curriculum aligned to Law 20512, in its components and areas, corresponds to third and fourth year students; and the DCBN for 2020 and 2021 entrants* ."

Curricular alignment is a dynamic and complex process [37;] even more so when it comes to the implementation of a new curriculum in a pandemic context. This process implies a series of processes, interpretations and curricular decisions. In addition, the reference IFID must respond to the curricular objectives of the other two curricula in force, which requires a high degree of organization. In line with the above, clarity is observed from the educational actors regarding the meaning of the institutional policy, and the main axes of the institutional proposal: pre-professional practice, research and tutoring. In this sense, there are coincidences that the new DCBN of the primary education study program is a proposal very close to the curricular proposals generated by the IFID in previous years, recognizing as strengths, the one that "... *allows to enhance what they had been working"; "... it enriches what we have been developing", "... it ensures certain processes", and "... the graduate profile is aligned with the Good Teaching Performance Framework* ". Supported and exemplified expressions denoting an adequate management and in some cases outstanding of the curricular document.

In the analysis of the articulation and coherence of the PCI to the guidelines of the DCBN, transversal approaches, fundamentals, components of the curricular model and graduation profile, a pertinent incorporation and acceptable formal coherence was identified; however, a high percentage of literal text is observed, which is why, from the curricular perspective, a greater contextualization is necessary, which requires a deeper analysis to *"understand the intentionality of these elements and work on their contextualization",* as indicated by a director of the IFID. However, it is relevant that, in integrating projects, transversal approaches are promoted through experiences and authentic learning situations.

The complexity that we initially pointed out increased in the pandemic scenario and due to the lack of timely technical assistance, which was addressed with the institutional mechanisms that IFID has, and a culture with "... *a high level of demand to do things well* ". Thus, the construction of the institutional training proposal in correspondence to the DCBN of the FID in the Framework of the Educational Service Model (MSE) of the EESP demanded efforts from the educational community and resources, as explained by a director: "it *has not been complicated only for the curricular work, but for the entire organization, (...) the curricular has been only one aspect and it has been quite complex to be able to align it..."*

The PEI 2020 - 2024 supports the development of a competency-based curriculum management model that responds to the needs of basic education and higher education students; and according to the interviewees, these curricular management processes are strengthened in a permanent process of dialogue and exchange, in spaces established within working hours, and due to being insufficient, also outside of working hours. In this regard, questions are presented about the methodology of the external technical assistance workshops and in some cases the contradictory messages with the pedagogical approach, given its importance in ensuring curricular alignment, thus they point out: *"... almost always the dynamic has been the itself, it gives you documents, which through Google Meet meet in groups and then present a product or result (...) it is not practical, thoughtful, or dynamic, it has lacked, understanding the documents, and analyzing them to be able to work on them adequately and appropriately ".*

On the other hand, the IFID study plan considers it essential to accompany the student through tutoring, whose coherent development implies a real bond considering its characteristics and context. In the pandemic scenario, it was a key aspect to continue, as the educational actors narrate: " *after falling silent due to the scenario we were experiencing, it was time to look at how to continue attending through the screen, and how to welcome the person, not lose them of sight (...) so how to support that emotional part, the psychologists gave us suggestions, they did workshops, and activities in which we participated voluntarily (...) because if we did not see the person, how to support him and how to support ourselves, we were not going to walk in the academic part.* However, they feel that mentoring is not considered sufficiently in the IDF DCBN.

The IFID has assumed the planning of the microcurricular level with a high level of collective reflection in a very demanding scenario of accompaniment as mentioned in the previous paragraph, in which timely feedback on learning and recognition of students is essential. However, the institutional experience of formative feedback was not enough, as they point out: *"... in the return of evidence with descriptions we conflicted"; "... for us it is not something new, because we have always done feedback, but in this new model there are elements that differ and that we are just learning to handle."*

Do teachers find sense in the changes proposed by the new DCBN? Do they build an interdisciplinary and participatory proposal?

The courses and modules of the study plan are organized according to the curricular components with a program approach that promotes horizontal and vertical alignment, as indicated by the teachers when they recognize that *"... all the modules have to point according to the curricular map, to the graduation profile"* ... *"the standards guide the achievement of competencies through the training proposal, allowing them to be evaluated gradually".*

However, they express questions regarding the control that is carried out through the compulsory courses.
All the educational actors interviewed expressed clear arguments about the link between the proposal and the competencies of the graduate profile, highlighting the importance of integrating projects as axes of vertical

articulation and establishing their link with the mission and institutional values. However, they underlie Doubts about the contributions of the course or module in charge of the integrative project expressed in " *how it is effectively seen that my course is contributing*" ... " *sometimes there is no way to contribute specifically to the integrative project*", and regarding the training demands of the primary study program in relation to the previous study plans, "*... I feel that in the case of primary there is little deepening in the specialty courses*".

In the analysis of the coherence of the summaries of the syllables, it is appreciated that the related competences and the purpose are appropriately described considering the characteristics and needs of their students, the demands and expectations of the context. However, the educational actors recognize that the elaboration of the syllabus presented them with difficulties that were overcome through collegial work and the pedagogical leadership of their teachers and directors, as they warn: "*when you start the design of the syllabus, there is when you really have the first complications (...) everything is declared in the document (...) but it has not given me all the clarity (...) I have had to try to interpret ...*". The educational actors are convinced that in order to reach an adequate alignment it is necessary to understand and interpret the elements that are part of the structure, and to clarify the contradictions that they identified in the external technical assistance such as: "*... they tell us to place knowledge, we consider that You must place learning activities, because if you are not emphasizing the development of content (...) instead learning activities, it leads us to think about evidence related to the skills and abilities to be developed by our students (...) we have not placed knowledge if not learning activities.*

What has generated the greatest controversy is the evaluation process of learning by competences assumed with the formative evaluation approach due to the lack of clarity regarding the nature of the capacities, and because it is carried out through a system that they qualify as cumbersome, which it requires further analysis from the corresponding instances in coordination with the IFIDs. In this regard there are many voices that indicate that: "*the conceptualization of the evaluation system has been very complex, we no longer have to look at the criteria of the instruments, but rather we have to look at the capabilities of the competition and those capabilities of the competition are become the criteria of the module, that has created an internal conflict for us*"; "*... we conceived it from the bottom up but not from the top down*"; "*... there is not much clarity about it (...) they have indicated to us that capacity becomes a performance criterion*"; "*...in technical assistance they don't tell us simply why we shouldn't work on all the capabilities of the competition but rather choose one*"; "*... there is a great weakness in the understanding of the competence, that some capacities are linked to the nature of the course (...) and to the level of the standard to be developed and evaluated.*"

Articulation of research and pre-professional practice and its alignment in the syllables of the subjects and modules of the curriculum

The educational actors consider that there are similarities between the new DCBN and the study plans that they had been implementing regarding the approach to practice and research as transversal axes and the demand for pedagogical practice from the first cycles, even from non-research courses. , denoting a good level of articulation with the research axis; however, they recognize that through the practice and research modules proposed by the DCBN, a more coherent development of the curriculum can be achieved, since it incorporates immersion experiences and early assistance, planning and development of learning situations, work with the community and participation in institutional management within the framework of critical reflexive, critical partner and formative research approaches, encouraging students to be trained for an ethical and committed pedagogical intervention, constituting a challenge for teaching innovation; Thus, they point out that "*the practice and research module has a plus that is seeing the practice scenario as a field of study (...) the key in this module is qualitative research, as a new way of investigating*"; "*... teaching practice does not occur without research..*"; "*It is an opportunity for teachers to work interdisciplinary.*"

The training institution from its institutional mission promotes innovation and centrality in the training of students, which is being promoted from innovative projects. In this sense, a conception of innovation is identified as a relevant factor for the transformation and improvement of pedagogical practices, for which they guide the development of capacities in future teachers under 4 principles: autonomy, research, the practice of innovation and the centrality in the training of students. Regarding "the principle of centrality in the person", this is associated with the distinctive feature of the institution that is tutoring, with a tutoring program aligned with the institutional strategic objective 1.2. Of the PEI 2020 – 2024.

The interviewees also highlighted the increase in curricular innovations and the development of investigative skills in students through integrative projects, pointing out that "*... the curricular innovations that have been promoted in the study program are linked to the integrative project, from the experience of immersion and assistantship in the educational institution that provide multiple opportunities for reflection on the development of significant learning in various educational contexts*"; "*The students of the first cycle had a scientific disclosure of their baseline and their systematization report of the integrative project (...) it seemed that they were already supporting a thesis, because they had a good command of terms*"; "*... the integrative project seeks for students to develop meaningful learning, taking into account the levels of learning development, special educational needs and the management of*

virtual resources for remote learning; based on reflective processes and the application of research techniques and instruments"; "... I think it is a way to be able to link to the graduate profile (...), it is an opportunity for children to have an experience, from the first year, in the systematization of information, developing investigative skills."

There is interest from educational actors in reconfiguring the approach of the syllables with an interdisciplinary approach to problematic situations linked to the development of competencies of the graduation profile. The vertical analysis of the syllables of the practice and research module I, II and III, considering the integrative project as the axis, reveals clarity in the purpose and in the approach of contextualized learning experiences, in the description of the learning opportunities considering the contributions of the course to the integrative project and in turn to the competencies of the graduation profile.

Likewise, in the analysis of the learning planning, an adequate alignment is identified that gives coherence to its components and organizes the learning units around an authentic situation, proposing evidence aligned with the learning purposes and the evaluation instruments. In a didactic sequence that is developed with cognitive-constructivist, PBL, self-learning and B- learning strategies.

What opportunities exist in the institutional context?
The institutional training proposal (PCI) is aligned with the PEI and the DCBN, having as support the institutional experience and the collegiate work culture, requiring greater conceptual clarity of the elements that underlie the DCBN. IFID has responded effectively to the pandemic context, developing virtual education strategies and strengthening the capacities of the educational community. However, it requires further strengthening the contextualization of the intentions of the FID to guide the assurance of the achievement of the competencies of the graduate profile, requiring that conceptual and methodological aspects of external technical assistance be improved.

Regarding the articulation of the program approach, an organized training trajectory is identified that gradually ensures the link between the curricular levels, there is coherence in the analysis of the development of competencies of the graduate profile and the courses of the training curriculum. Primary education teacher, compulsory and elective, which requires deepening understanding and clarity for its realization in the syllables and in the planning of class sessions. Regarding the integrative projects, two aspects that concern teachers were identified, one referred to the clarity of the contributions of the course or module in charge of the annual integrative project as indicated by the teacher and regarding the approach to the training demands of the training program. Primary studies mainly referred to specialization.

A congruence is observed that goes from the construction of the PCI, in the balance between the courses and modules of the study plan and its organization around the integrative projects, its foundation in the syllables, to the proposed learning and evaluation activities, duly sustained. By the curricular component "Training in practice and research", providing opportunities for the student to immerse and interact in the context of pedagogical practice that must be contrasted with bibliographic information, within the framework of critical reflective, critical partner and formative research approaches, for the development of capacities and the consolidation of a reflexive pedagogical action.

The training activities gradually increase in complexity in various areas and forms of primary education care in accordance with the PCI, to materialize in an applied research project. This aspect corresponds to the institutional strategic objectives 2.1 and 2.2. of the strategic line Research, innovation and educational practice of the PEI.

Although the alignment of the new DCBN requires greater depth for an effective implementation that ensures compliance with the training purposes, the mobilization and reflection of the educational community regarding the commitment to provide coherence to the institutional training proposal is noteworthy.

At the microcurricular level, is there a clear materialization of the graduate profile of initial teacher training?
The microcurricular planning responds to the needs diagnosed in the PEI and is in accordance with the formative evaluation strategies considering the competence, the standard, the capacities and the evaluation criteria of the DCBN, the specific performances and the evidence in correspondence with an authentic situation, institutional challenges that have been achieved denoting pedagogical leadership at the teaching and management level.

At the microcurricular level, the contextualization of the intentions of the DCBN is made visible in a pertinent way and its attention to the needs identified in the diagnosis of the PEI 2020 - 2024, and therefore of the PCI, with the approach of significant situations for learning specifying in a precise way The authentic situation of approaching real problems is clear, and the description of its connection with the integrating project and with the progressive achievement of the competencies of the graduate profile. It also entails aligning the evaluation with the learning purposes, that is, achieving its correspondence with the formative evaluation approach, the competencies to be achieved, and the decisions made by teachers. This alignment allows students and teachers to generate the same perspective on evaluation.

The spaces for the development of microcurricular planning are demanding and require a real teaching commitment, a high level of reflection, collegiate work and institutional efforts to generate and channel knowledge and understanding of the new DCBN of the FID in order to generate conditions for its proper implementation. This experience has meant a series of lessons learned and challenges for the entire educational community.

CONCLUSIONS
The IFIDs have the challenge of aligning to improve
Curricular alignment is a requirement and a need that requires analyzing the congruence between the base curriculum, the PCI, the study plan, the syllabus, the teaching-learning processes, and evaluation, identifying the gaps to incorporate improvements. In this dynamic and complex process, educational actors make efforts to interpret the curriculum, build a coherent proposal and implement it effectively.

In this sense, the process of aligning the institutional training proposal to the DCBN starts from the deep understanding and interpretation of the approaches, intentions and curricular components, and of the needs and interests of the context, which allow giving meaning and concretizing a coherent proposal. ; which will be aligned to the extent that it reflects congruence between the competency standards of the graduate profile, the teaching, learning and evaluation strategies. The entire process must take place in a collegial manner through participatory processes.

The primary education curriculum represents a training trajectory organized in courses and modules in a balanced way, which has involved making curricular decisions based on training needs. This aspect has been fundamental so that, based on the flexibility of the curriculum, courses are incorporated that strengthen didactic and tutoring skills that constitute the hallmark of IFID and impact the comprehensive and pedagogical training of future teachers.

Integrative projects enhance the articulation of the study plan. For the design of the practice and research modules around integrative projects that address a complex problematic situation, it is necessary to organize the work in a collaborative and interdisciplinary manner, ensure that all teachers have clear expectations regarding the contribution of their courses to the integrative project and encourage innovation in the curriculum.

Value the importance of the early immersion of students in reflection on practice and the application of research techniques and instruments for the development of investigative skills and a reflective, critical, committed pedagogical practice capable of solving the challenges that it will pose. His teaching intervention.

Advancing in the relevance of the syllabus towards a greater articulation of learning situations with the problems of society and the workplace, requires permanent reflection and the committed and collaborative work of teachers in an effort to generate synergies for the development of practices innovative.

In order for the training proposal to materialize in a coherent way in the teaching practice in the classroom, it is proposed to design strategies and activities articulated to the training purposes, in environments that provide each student with learning opportunities and that allow to demonstrate the level of expected achievement of the competencies, projecting a greater assurance in the achievement of the competencies of the graduate profile. The permanent and collective teaching reflection on this articulation will allow establishing improvements for the strengthening of the curriculum.

A propitious scenario for curricular changes is constituted by educational institutions that have consolidated a culture of evaluation, a common vision on the centrality of the curriculum and human capital prepared to lead processes of collaborative and permanent construction. To ensure curricular alignment from planning it is necessary strengthening the capacities of the teams and developing spaces for collective reflection, as well as identifying good practices that can be reproduced and have a positive impact on the institutional culture.

The process of curricular alignment in the reference IFID has been favored by the characteristics of the institutional dynamics, such as a culture of evaluation and continuous improvement, collaborative work, competent human capital in the management of the competency-based approach and in the reflective and critical approach of the teaching practice.

For this reason, it is considered that the conception of curricular alignment is strongly linked to the processes of continuous improvement of teaching, and of the quality of learning and evaluation, constituting a challenge to achieve the coherence of the entire system, fundamentally to the initial teacher training policies, to improve the quality of the pedagogical practice of future teachers.

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