

**PBL AS A METHOD TO FOSTER 21ST CENTURY LEARNING SKILLS AT LA
PRESENTACIÓN HIGH SCHOOL**

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PRESENTACIÓN HIGH SCHOOL**

Final Report

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Acceptance note

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PBL as a method to foster 21st century learning skills in La Presentación High School

Introduction

One of the principal aims of the ministry of education (MEN for its acronym in Spanish) is to strengthen the levels of competence of a foreign language since they are a fundamental pillar for any society interested in becoming part of global dynamics of academic, social, cultural, political type and even economically, providing conditions for both the individual and collective development of Colombians.

This reality led to the MEN to recognize the importance of a foreign language (English) and to implement the National Program named “very well” as “a way of improving the quality of the English teaching in Colombia and as a strategy for the promotion of the competitiveness of our citizens”¹. The main purpose of this program is to train citizens capable of communicating in the foreign language, capable of being open up to other cultures in such a way that they could interact with the world and become part of it from its multiple dimensions. The key to get to know other cultures is through the learning of a language, it will allow people from the entire world to enrich their life, to experience new ideas, to exercise the mind, to benefit from the cultural world diversity, to foster the ability to express themselves with others in a comprehensible manner and to increase social relationships. For this, the Colombian students must be able to understand the foreign language. Nevertheless, to insert the country in the processes of universal communication, in the global economy and in the cultural opening, other additional formative process become necessary to the competences of a foreign language.

¹ Presidencia de la república. (2014). Programa Nacional de Inglés 2015 – 2025 ‘Colombia, very well’, pondrá a hablar inglés a los colombianos.

In a world where science, technology and innovation play such a preponderant role, and in view of the potential that Colombia has, to advance in this policy is a task that cannot be deferred. In this sense, the application of teaching methods in the classroom that may help to educate people capable of applying the knowledge and the skills that they are learning to the real world would be a great progress regarding the perception of education that people have in Colombia.

According to an article published by Credencial Magazine “the further we are of the highest levels reached by the centers of research in the world, the further we will be of a developed, right and balanced society”². In that sense, research must be one of the supports on which the Colombian education is based.

Nowadays we talk a lot about integrating skills and contents in the education and its relevancy. That is why PBL (project based learning) comes to be an option, because the idea is to teach based on projects that emerge of problems of real importance for students and adults of a community. That means that the starting point would be why do we need this? Which is its relevancy? This method would not limit ourselves just to strengthen the skills of the language, but also to prepare our students to understand the world and generate changes in it based on their perceptions.

Problem

One of the main problems observed in tenth grade in the educational institution la Presentación is the difficulty that the students have to connect what they are learning with the real world. That is

² “¿Qué tanto promueven la investigación las universidades en Colombia?”.n.d . *Revista credencial*.

to say, all the contents that are covered in the English subject are reduced to the class, they are not perceived by the students as relevant or applicable to their needs and interests.

This phenomenon can appear due to the lack of articulation of the contents with the experiences of the students, with the problems or challenges that have importance for them beyond the classroom.

Another point of this problem can be demonstrated as long as the students do not take part regarding the setting up of the contents established in the area, since it would demand them initiative, responsibility, autonomy, and confidence, the aptitude to solve problems and to think critically. These aspects would be promoted across a research culture, an education projected to edify thinking beings, people who think about the rigor of their learning, their life quality and the obstacles that should face to improve it, principles in which the Colombian education fails.

Justification

The national government with its new policies of promoting research and innovation wants “to move a step forward to take charge of the responsibility it has of constructing the most favorable conditions so the country can be completely developed in the social, the economic, the political and the cultural dimensions”. Nevertheless to start with such a plan, concrete and realistic strategies are necessary to be within the reach of all those who play a preponderant role in the education of Colombians.

In this regard, what one wishes with this low scale project is to provide conditions that make possible the research practice in a public institution of Colombia. The research attitudes and

practices are not natural, but they are learned and incorporated along the process of teaching and learning of the students.

PBL is a teaching method that goes hand in hand with the Colombian educational purposes and that benefits the whole student population, given that it allows to train people capable of interpreting the phenomena and the events that happen around them. On the other hand, it motivates the students towards search and production of knowledge across the development of complex projects based on the real world.

To that extend, this project would be very significant since the students not only would learn a foreign language and would strengthen reading and writing skills, but also 21st century skills such as creativity, innovation, critical thinking, problem solving, communication and collaboration would be promoted.

This project is divided into four components. The pedagogical component that covers the teaching role and the learning process of the students in charge; the research component that takes on the labor of the pre-service teacher as a researcher who seeks to answer or to solve a problem identified in the classroom. The outreach component in which one seeks to give a profitable service taking into account the institution's interests and needs.

Objectives

General objective .

To foster 21st century learning skills through PBL in 10th grades of la Presentación School.

Specific objectives.

- To develop 21st century learning skills in the students based on the enquiry of a real problem or challenge.
- To determine which benefits PBL provide in reading and writing skills
- To provide experiences that engage students in the construction of their own knowledge and authentic work.

Institutional observation

Topographical location of the school.

La Presentación Technical School of Pamplona is located in the neighborhood “El Carmen”. This educative institution has two physical plants. One is the high school section (see appendix 1) and is situated in Third Street and the other one is the primary section (see appendix 2) situated on the Fourth Street closely to the market sector and to another educative institution called “Bethemitas”.

According to some studies developed by the socioeconomic committee, the educative population correspond to one and two social strata, and there are students who belong to Pamplona, Pamplonita, El Diamante and others adjoining towns.

Regarding its technical character, the institution has an agreement with the SENA. Tenth degree students do their managerial practice in the chamber of commerce, Centrales eléctricas, Cariongo hotel, San Juan de Dios hospital, the municipal government and Pamplona's clinic. As regards its commercial approach, this project will somehow provide some bases about tourism and advertising that will contribute to the students' technical training.

Educative Authorities

The institution authorities are established by the principal Leonilde Morante Mantilla, as head of the educative center is the first in line and the person who authorises and organises, logistically and academically, the school; the next authorities are the different associations: the directive council, the academic council, the teachers' council and the association of parents. Inside the school's facilities, the hierarchy of authority does not change, the roles of the principal, and the committees are followed by the coordinator, the teachers and the student's representative, closely followed by the students. The diagram of La Presentación High School allows supervising and coordinating the performance of the students and of all the people who participate in the learning and organization process of it.

Proyecto Educativo Institucional (PEI)

It satisfies the needs and expectations of the students, parents and the educational community, offering an evangelizing education with strong bases of Marie Poussepin pedagogy and employing significant learning through a humanistic and cognitive pedagogical model.

Likewise, this schools implement “significant learning theory” Ausubel (1976), owing to one of its purposes is to incorporate new knowledge with students’ cognitive structures to produce a more durable retention of the information, to facilitate the acquisition of knowledge meaningfully.

Regarding personalized education, this model rests on the consideration of the human being as a person with potentials to explore, to change and to transform the world. From this perspective, learning is an element of personal training through the acceptance of responsibilities, thus, students will be original and creative people, who knows how to control themselves, to establish relations with others, to learn how to make decisions and to develop an autonomous competence. One of the main goals of the institution is to provide a humanistic education, an education that conduct to human being to develop aspects as knowledge, attitudes, skills and values on the intellectual, social and professional level. Having this in mind, this project will contribute towards the achievements of the institution’s goals, because PBL is a method that integrates not only cognitive skills but also social and cultural aspects that will train the students to real life.

Rulebook

It is a document containing all the laws that govern the school and allows the different members of the community and institution dependences to work harmonically. So that, the rulebook is totally based on legal procedures and the institutional autonomy.

The rulebook is a tool used to construct people with excellent ideals, loyal and honest love for each member of the educative family as well as the homeland. Teachers as well as students have duties and rights that are stipulated in the rulebook, among the rights it is appropriate to underline the job of the educator as part of the institution and as a person to be respected and recognized, among the duties the teacher must foster the integral formation of the students, propose positive changes for the educative project, participate in the school's activities, achieve the schedules given by the school, follow the regular conduct, and plan, evaluate and correct the methodological strategies implemented in the classroom.

Regarding the previous aspects, it is necessary to mention the mission and vision of the institution:

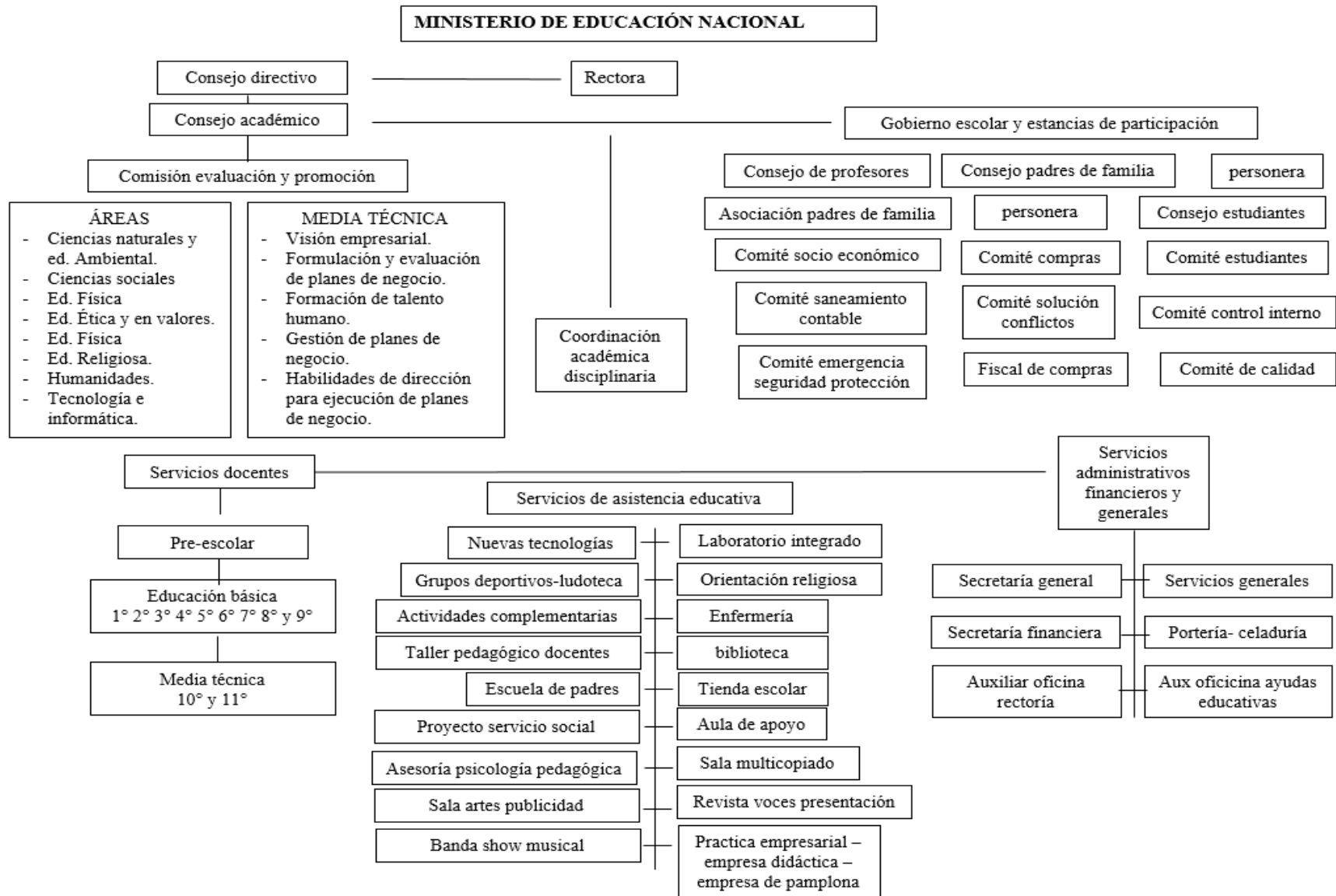
- **Mission:** To provide high quality education levels to young girls and to offer an integral education focused on new technologies training, so that they could face the complexity of a society to perform efficiently in different work context.
- **Vision:** To be a leader training institution from pre-school to high school. A college with human talent and new technologies access that provide a pedagogical humanistic model and an education based on reflexive, creative, and critical thinkers.

Physical distribution

The facilities inside la Presentación School try to respond to the students' needs as well as the teachers and administrative managers, among others. There are two blocks, the first one is constituted by pre-school until fourth grade and the other building is composed by fifth grade until eleventh grade.

The institution has a photocopy room, a cafeteria, classrooms for each course, a chapel, an auditory, a smart classroom, a theatre, a meeting room, a science lab, three computer rooms , bathrooms for girls and teachers and three open areas to practice sports. However, this school does not have green areas and enough spaces to practice sports.

Regarding this situation, the institution is expecting that governmental authorities contribute with the main goal of the institution to train integral students, providing enough resources to adapt and change the infrastructure of the college.



Pedagogical aspects

As a pre-service teacher, it is necessary to apply and to implement in real context all knowledge and abilities that have been learned and acquired during the student's training at the University of Pamplona.

To this extend, the pre-service teacher's role is to demonstrate that she has all the requirements to face the challenge of teaching, the language knowledge to teach English or French, that she knows a variety of theories that will allow her to teach according to the main objectives of the class and the institution and that she's able to identify the teaching flaws of her own process by investigating, reflecting and proposing solutions through projects development.

Pedagogical component

Introduction

Assuming that the world is constantly changing, it becomes necessary to prepare the future generations for the requirements that it demands, to provide people the necessary tools to adapt it and to transform it in such a way that allows them to improve their life quality.

With this principle in mind, plans of improvement have been generated by the MEN that contribute to the integral development of Colombians; among them, we find the English national plan "very well ". Nevertheless, it is necessary to apply additional measures that make possible the scopes of a short-term quality education, as the execution of projects that take as a pillar the

teaching of a foreign language projected to answer to the needs and interests detected inside the same classroom, projects that should promote a research culture.

Justification

One of the main goals of the MEN is to train students capable of using the foreign language (English) creating policies for its execution. This goal is still far from success; in fact, with the Previous Bilingual program, the MEN stipulated that for the 2018 just the 8 percent of the graduates would have an intermediate level B1 in this language.

Such alarming results may also be caused by the actions that are taken to offset the problem have not been completely effective. The fault might involve all the Colombian educational system, including methodologies of work, resources of all kinds, among others.

This is why it becomes essential to develop projects that involve the foreign language from all its spheres and that at the same time they contribute to the improvement of the Colombian educational quality; projects that generate thinking and critical human beings that little by little and from an early age can perceive themselves as drivers of change in the country.

Objectives

General objective.

To guide the students in the execution of a Project that responds to theirs interests and needs using the foreign language learning skills.

Specific objectives.

- To engage students to do high-quality, meaningful work, and to rediscover the purpose of learning a foreign language
- To reinforce reading and writing skills with the creation of a magazine through PBL
- To emphasize in real-world application of knowledge and skills such as critical thinking/problem solving, collaboration and communication.

Theoretical framework

In order to develop this project, it was necessary the mastery of a set of information as an entry point to accomplish the purposes already mentioned.

“Very well” national program.

The national program “very well” is a strategy implemented by the national government that seeks to improve the life quality of Colombians, training competitive people, capable of joining to the globalization across the learning of a foreign language (English).

With this program, it is intended to present English language as a tool that facilitates the communication with the rest of the world, contributing at the same time to enhance employment opportunities.

Considering this, the program presents a structure supported in three principal components in which a major articulation will be reached among the educational, social, business and working

sectors, generating better teaching and learning spaces of the language and major opportunities for the future generations; these components are:

- Educational training strategies and pedagogic material for primary schools and secondary higher schools.
- Higher education quality, accompaniment and financing.
- Productive sector interaction.

21ST century skills.

The Educational Testing Service (ETS) cited by Pacific policy research center (2010) define 21st century learning skills as the ability to “collect and/or retrieve, organize and manage information, evaluate the quality, relevance, and usefulness of information, and generate accurate information through the use of existing resources”. In other terms, it is expected that human beings can develop skills that allow them to be part of the world as thinking and transforming agents. Regarding Partnership for 21st century learning (2010), the 21st century learning skills are creativity, and innovation, critical thinking and problem solving, communication and collaboration.

- Creativity and innovation skills are understood as the ability to think and work creatively with others. This skill is presented through the creation, the analysis and implementation of original ideas, taking into account a set of different perspectives from a community or group of people; and at the same time its effectiveness and relevancy in real world.

- Critical thinking and problem solving skills are related to the ability to identify problems, ask questions and propose solutions; but also it is necessary that people be able to determine, analyze, and evaluate different perspectives and points of view during the process. Thus, they could synthesize and make connections between information and arguments and at the same time to interpret information and draw conclusions based on the best analysis. All these aspects would help them to reflect critically when making judgments and decision.
- Communication and collaboration refer to the ability to use oral, written verbal and non-verbal languages to communicate clearly with others. In this case, people should be able to articulate thoughts, listen carefully in such a way they can decode meaning through previous knowledge, and communicate in diverse context for a range of purposes.

Project based learning

According to the Buck Institute for Education – BIE (2010), project based learning is “a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge”. This transformative method requires engaging students in meaningful learning, so that they could develop 21st century learning skills such as critical thinking, problem solving, collaboration, creativity, innovation and communication.

To design a PBL it is necessary first of all, to focus the project in a real problem or issue that is relevant to people beyond the classroom, then to design it in such a way that allow the students to be deeply engage in their learning and make important choices during its development. Thus, at the end of the process, students would produce authentic work and significant experiences within a real world context.

On the other hand, BIE (2010) makes an important contribution at establishing eight elements that every project needs to provide meaningful enquiry that engage student's mind:

- Significant content: the project should be focused on important content, something that catches student's attention.
- A need to know: referred to curiosity of the students, something that covers student's interests and initiates questioning.
- A driving question: defined as the heart of the project. The driving question must be compelling, so that it would awake a sense of purpose and challenge in the students.
- Students voice and choice: one of the purposes of this method in terms of making the project is to develop the sense of responsibility and autonomy in the students, that is why the more students' voice and choice, the better.
- 21st century skills: As it was mentioned before, one of the purposes of this method is to develop skills such as collaboration, communication, innovation, creativity, problem solving and critical thinking in order to prepare students for their workplace and life.
- Inquiry and innovation due to students will find project work to be more meaningful and significant if they are asked to conduct real inquiry.

- Feedback and revision: this point is quite relevant due to the teacher must prepare and train their students to be able to evaluate their performance and success during the project and reflect about the results.
- Publicity presented product: the idea is to create a final product, so that students can show what they have done and learnt when developing the project. In addition, when students know they have to present their work to a real audience, they care more about its quality.

On the other hand, “To ensure that instructional time spent on projects is worthwhile, teachers need a design framework that enables them to think through the many levels of standards, skills, and other course objectives that their PBL experience will address” (BIE, 2010). In that sense, PBL allow teachers create a project that operate on several levels at the same time, such as classroom activities, contents and standards, habits of mind and self-directed learning. So that, due to its nature, this method emphasize in real-world application of knowledge but also in the joint of a variety of contents and the integration of skills, in this case it would fit perfectly to foster reading and writing language skills.

Reading skill

The national education ministry defines reading skill as “the process of interaction between a subject carrier of knowledge and a text carrier of meaning” (MEN, 1998). To this extend, reading skills involves processes between the reader and the text, processes as result of an effective

comprehension that help the reader to use their knowledge, to build, to create and to construct meaning.

Furthermore, the Michigan reading association (1895) states that reading is “The process of constructing meaning is attained through a dynamic interaction among the following aspects: the reader’s prior knowledge, the information suggested by the text, and the context of the reading situation”. Thus, reading skill cannot be perceived as a set of isolated process since it is necessary to incorporate comprehension and interpretation abilities to construct and create meaning.

Writing skill

Regarding writing skill, Durukan (2010) consider that “Writing is the most concrete and systematic of the language skills. The more developed the writing skill, the more systematic the individual’s overall use of language”. As well as a language skill, it is necessary to mention that writing reflects people thoughts; more than a set of signs, each sentence represents knowledge, ideas, beliefs and perceptions.

Methodology

Taking into account that the purpose of this proposal is to guide the students in the execution of a Project that responds to theirs interests and needs through PBL method, it is necessary to follow the necessary steps proposed by Stix and Hrberk, (2016) to achieve successful results.

Procedure:

- Step 1: The teacher-coach sets the stage for students with real-life samples of the projects they will be doing.
- Step 2: Students take on the role of project designers, possibly establishing a forum for display or competition.
- Step 3: Students discuss and accumulate the background information needed for their designs.
- Step 4: The teacher-coach and students negotiate the criteria for evaluating the projects.
- Step 5: Students accumulate the materials necessary for the project.
- Step 6: Students create their projects.
- Step 7: Students prepare to present their projects.
- Step 8: Students present their projects.
- Step 9: Students reflect on the process and evaluate the projects based on the criteria established in Step 4.

Below there are presented the stages in which reading and writing procedures will be integrated to develop the final product.

According to Cuq (2003) there are three stages in the writing process:

1. Thinking: the reader take a reasonable time to draw a mental summary, to make a mental brainstorming to organize his ideas before putting them in a piece of paper.
2. Drafting: the reader write the ideas obtained from thinking.

3. Revising the reader examine the text in order to find grammar mistakes, syntax and coherence difficulties.

After reading a text, students will be able to think about the topic, reflect on what they have to do, then they develop a draft, the first ideas of what they have thought and finally they check their written production and correct possible mistakes.

Likewise, BIE (2010) propose other aspects that a teacher must consider when developing PBL in class, in order to achieve the project goals.

Project delivery

- Structure: determine who, what and when.
- Content: define topics, concepts and standards.
- Training: skill-building group work.
- Expertise: if it is possible to provide experts training.
- Oversight: schedule to guide students in project delivery.
- Documents: handouts containing information related to the project development.
- Tools: resources required to develop the project.
- Time: planning and distribution of tasks.

Development

In tenth grade, the pre-service teacher worked with the topics agreed by the teacher (see appendix 4). The teacher have to send to the supervisor the lessons every week as well as the workshops or

“guides” so she can check and correct them. As the institution works with guides, the pre-service teacher had to design them including principally grammar exercises about the topic the teacher had to explain in class.

Concerning the proposal, the students set up group work, and chose the country they had to work with. The first production activity was (design an advertising slogan for the country). They had to design it using the information they had to search about the country and the zero and first conditional (depending on the course and the supervisor’s decision).

For the second activity, the pre-service teacher gave them the guidelines. With the third topic (Second conditional), they produced a text answering to this question: “What would you do if you had the opportunity to live your life all over again in the country you chose?” To develop this activity, first, the teacher explained the topic and then the students developed some exercises and worked with a text that they could use as an example to construct the other one, a text to share and analyze in terms of grammatical structure.

The third activity was about designing an article exposing the good and bad side about a specific aspect of the country they chose. To this, first the teacher explained the uses of a set of connectors, and then she covered the structure of a text, explaining every part carefully. After that, the teacher explained them what they had to do with the workshop. In the workshop, the students found the structure of the text they had have to write and a set of connector they could use. When finishing the text, a member of each group talked and shared what they learnt about the country. (see appendix 5)

Regarding the fourth activity, each student had to write a tip or advice about her topic (traditions, culture, transport, weather...) in order to suggest important facts when travelling abroad. The students had to write the tip making use of the connectors previously studied in a piece of paper.

The proposal's activities were slightly modified because the pre-service teacher had to adapt them to the class schedule and to the supervisor's suggestions. The time was a big obstacle due to the students missed a lot of classes because they had to attend to the school activities, so while the teacher could advance with some courses, others were delayed. Consequently, she had to change or modify the time stipulated for each activity or consider its relevance to recede of its development.

Despite the classes were planned, they were not always developed as we agreed. With the first activity, some tenth courses designed the slogan as an exercise in class, with others (and because the supervisor suggested it) as a quiz. In the second activity the supervisor suggested in the middle of the class that first the students translated in couples the text they would use as a guide to construct their own (an activity that take a lot of time of the class) and then in the same groups, work on that text. Others groups on the contrary worked individually. The third and fourth activity were fortunately developed but with time pressure due to the school's programmed activities.

Planning principles

There are several ways to plan a class. However, English classes are going to be planned following the model proposed by the supervisor and the institution. The aspects containing this model are: (see appendix 3)

- Thematic axes: referred to the class contents.
- Competences: it is necessary to specify which competences will cover the class.
- Methodological strategies: contain the description of the sequence of the class.
- Evaluation: the description of the assessment process. (activities, tasks, test)
- Learning environment and resources: the description of all necessary resources to achieve the English class goals.

Planning

TEACHER: Karen Johana Garay Alquichire	GRADE: 10°
DATE: March 28 – April 1 TIME: 2 hours	MATERIALS: The board, A worksheet (guide).
TOPIC: cero and first conditionals.	
ESTÁNDAR: Comprendo textos cortos de cierta dificultad sobre actividades cotidianas de mi interés, sobre otras asignaturas y mi entorno social.	
OBJECTIVES: At the end of the class students will be able to: - Understand the use of the zero and first conditional, - Complete and write sentences using them.	
WARM UP: the students will be asked to quickly organize four or five groups. The teacher will give to each group a piece of paper with a dialogue containing the previous topic (reflexive pronouns). They will have to organize the dialogue and complete it with the missing reflexive pronoun. (Appendix 1)	TIME: 10 m.
DEVELOPMENT – EXPLANATION OF THE TOPIC: - After the warm up, the students will work in an unfinished reflexive pronoun exercise (worksheet). - To introduce the next topic (0 and first conditional), the teacher will write a sentence on the board and will make some questions about the grammar structure. Then, the teacher will write on the board the grammar content and	10m. 30 m.

<p>will explain it.</p> <ul style="list-style-type: none"> - Later on, the teacher will work on the project. In this section, the idea is to define the project structure, the evaluation criteria, and to select the group work and the country. 	
<p>PRODUCTION ACTIVITIES:</p> <ul style="list-style-type: none"> - The students will work in a worksheet (guide) and will develop a set of exercises containing the topic. - There will be a conversation to define the work terms of the project. <ul style="list-style-type: none"> o Country (London, Canada, Australia, EE.UU, New Zealand, Ireland) o Group work o Field (food, traditions (customs), weather, religion, tourism, transport, celebrations) o Project design: name, driving question. 	<p>40 m.</p> <p>30 m.</p>
<p>HOMEWORK:</p> <p>The homework will be an exercise of the worksheet. The students will have to finish the guide because it will be checked it.</p>	

Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 / 7:55		10°A			
7:55 /8:55		10°A	5°B	4°C	
8:55 /9:45			5°B	4°D	10°B
9:45 /10:15	BREAK				
10:15/11:10				4°A	10°B
11:10/12:00				4°B	
2:45 /3:40				10°C	
3:40/4:25				10°C	

Chronogram

Date	Grade	Activity	Contents
March 14-18	10 ° A-B-C	Project design overview (orientations) First part.	Exams.
March 21-25	EASTER		
March 28 – April 1	10 ° A-B-C	Project design second part. Project structure, group work and country selection and evaluation criteria.	Unit: teen power (present simple, in-on-at, would like)
April 4-8	10 ° A-B-C	Research process (discussion and selection of the information)	Unit: How the world works. (comparatives, superlatives)
April 11-15	10 ° A-B-C	Production activity 1: designing an advertising slogan for the country.	Unit: spending time well (design a poster, explaining your choice)
April 18 -22	10 ° A-B-C	Production activity 2: If you had the opportunity to live your live all over again in the country you chose, what would you do?	Unit: Different looks and styles (adjectives, habits, adverbs, traditions, urban tribes, present continuous) zero and first conditional
April 25-26	10 ° A-B-C	Production activity 3: article about the good and bad side about the country.	Unit: Eco-tourism. (places, parts of a text, things to travel, food) second conditionl
May 2- 6	10 ° A-B-C	Production activity 4: Create a tip or advise	Unit: Having fun (Giving advice, description) Connectors
May 9-13	10 ° A-B-C	Feedback and revision	Present perfect
May 16 -20	10 ° A-B-C	Feedback and revision	Conditionals
May 23-27	10 ° A-B-C	Publicity presented product (Magazine)	

Results

Regarding the objectives previously mentioned, the pre-service teacher could recognize the student's interest when developing a project that allowed them to choose the topic to work with and the final product.

During the practicum the teacher's role was to guide the students during the project development.

This was very interesting because, although the teacher made suggestions and advised them when

making the written productions and selecting the information, the students always had the last word.

When the teacher try to follow PBL's work dynamic as it is suggested, it's easier to foster 21st century learning skills. In this project, for instance the students had to work in groups and individually. This contributed to encourage communication and collaboration skills. Moreover, the teacher never inhibited them to produce or express their own ideas and desires, in order not to obstruct their creativity and innovation skills.

Regarding critical thinking and problem solving, the students decided to work with culture and a set of countries owing to their lack of knowledge in this field; they themselves were conscious at choosing something they needed and wanted to know about.

To this extent, the result of this work was a magazine containing all the information they considered as necessary when travelling to London, Ireland or Canada. This product arose from their interest of travelling abroad to know foreign people and another cultures, so they found the utility of learning and applying English in real life.

With this project, the students learnt not only about other countries, but also they fostered their languages skills (specially reading and writing) and 21st century learning skills.

Conclusions

To work with PBL was very significant and rewarding because the students strengthened not only reading and writing skills by articulating the contents proposed by the subject, but also they started to head forward research processes, to think and create new ideas and to work from them

to select information and transform it into something required and useful. The best of this work was to experiment how the teachers can reinforce and somehow to motivate students to learn by taking advantage of their interests and needs.

When a teacher shows interest about their students, they perceived that, and the connection between them becomes stronger. With this project the students learnt about other cultures, reinforced their languages skills and 21st century skills, and the best part is that they can see a reflection of their work and effort in a product (Magazine). PBL is a very complete method because it is flexible and allows the teachers and the students to work as a team, to adapt contents and activities to the targets set, and to develop a critical and reflexive spirit but also it requires a lot of work and commitment.

Research component

Introduction

The pre-service teachers' pedagogical practicum is crucial considering that it allows to measure and to asses the teaching and learning processes to qualify and establish viable improvements to Colombian education.

Therefore, it is considered relevant to design a project that develops a reflexive approach about the practicum as a way to objectify knowledge, behaviors and attitudes, which guide the teaching, work, but also, as an internalization, immersion and exploration exercise done by the teacher through the asking of questions and the information search to recognize and solve problems.

Justification

This project design in the pre-service teacher's practicum context, it is focused on the professional practicum conceived as spearhead to improve institutions' educative processes where the students are going to develop their teaching work.

When granting importance to the role of reflection in the teaching process, the pre-service teachers are giving an initial step to understand possible difficulties they may be facing in a future. So that they will be interested in applying all knowledge learnt about teaching and learning processes, to attend to a problematic situation and to introduce an analytic view about the fact. To this extent, it is necessary to supply students with analytical and self-observation tools that allow them to distinguish between the routine action and the reflexive action.

Statement of the problem

In every educational institution, there are permanent and invariables features that make part of the scholar identity and culture. When these events are managed without any alteration, the teacher could take the risk to act or behave "logically" which does not contribute to a pedagogical evolution. A practicum deprived of reflection does not propitiate the emergency of problematic situations because those realities are ignored and non-perceived.

Viewed this way, the pedagogical practicum is assumed from reproductive codes that settle the teachers in a traditional knowhow, in a cultural reproduction that obstructs necessary thinking and knowledge transformations to deal with social needs.

With respect to the above, it is necessary to encourage a reflexive and critic spirit in the pre-service teachers through the practicum, so that they could improve their teaching performance using reflection as an essential aspect to impact and transform in their endeavor and professional future.

To initiate this study, the following research questions are stipulated:

Research questions

- How does reflection contribute to the transformation of pedagogical processes during the practicum?
- How does reflective practice influence the pre-service teachers' critic spirit and allow the analysis of their pedagogical performance?

Objectives

General objectives

- To implement reflection as a tool to transform internal pedagogical processes of the practicum.
- To promote pre-service teachers' critic spirit development that allow them to analyze their pedagogical performance.

Specific objectives

- To consolidate a pre-service teachers group with a critic spirit, a group able to reflect and present proposals to face any problem in their practicum.
- To socialize criteria, to share ideas and guidelines to assume all pedagogical practicum aspects.
- To identify and analyze the strategies used by the pre-service teachers in his/her practicum.
- To implement reflective workshops and to develop didactic units that guide pre-service teachers' reflection.
- The pre-service teacher will analyze his/her beliefs about teaching performance and student's behavior.

Theoretical framework

Among the points addressed, some concepts and theories are mentioned in this component about teaching profession, reflection, reflexive practice and pedagogical practicum. In order to provide a broader understanding of each one of them, they are going to be covered subsequently.

Teaching profession

One of the fundamental members of any educational institution is the teacher, who has the function to share knowledge placed in a certain science or art, but who also is the responsible to provide a well- rounded education.

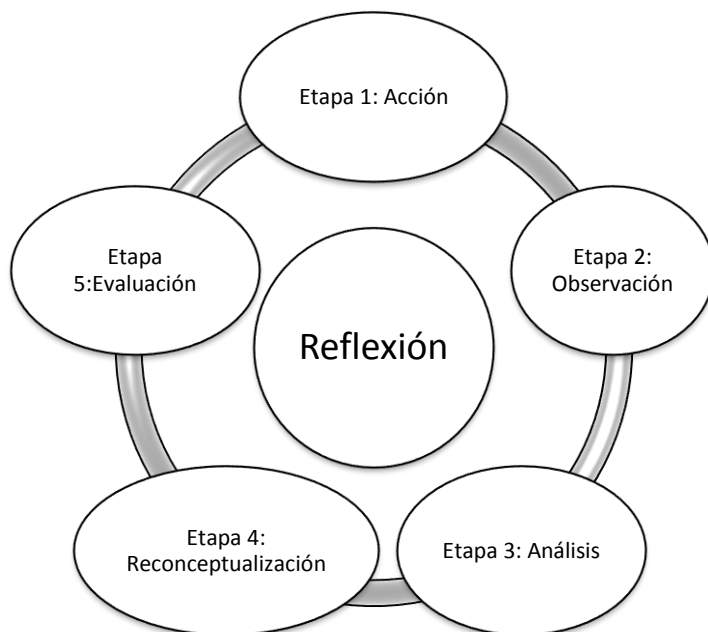
The educational profession demands a set of competences, which constitute nowadays a conceptualization and a way of operating in the planning and management of human resources orientated to facilitate an articulation between management, work and education.

Likewise, each teacher must have some competences referring to contents' organization, that is to say the pedagogical practicum not only demands to arrange its components to be learned by the students, but also to foresee the conditions of the teaching work in the educational context or out of it. The most immediate function that teachers must develop is to design or foresee the teaching practice.

Reflection

Reflection implies to cover different conceptions. For that reason, to deepen into its definition, two aspects are going to be taken into consideration: the reflection as a process, and the reflection as a theme. (Correa et al, 2010)

Reflection as a process implies to follow a set of steps to conduct the press:



Reflection as a theme

Grimmet et al (1999) cited by Correa et al (2010) states that reflection may be focused on a specific theme or subject. This type of reflection is based on three perspectives: *reflection as instrumental mediation of action*, *reflection as deliberating among competing view of teaching*, and *reflection as reconstructing experience*. The first two perspectives take the external authority (aspects) as the source of knowledge, whereas the third one is focused on contextual aspects. Among the mediating elements, which contribute to the process execution, are found *action*, *context*, *partners* and *the same reflective person*.

Reflective practicum

The teaching profession demands that: "Teachers develop their professional knowledge in relation with the changeable circumstances " (Elliot, 1990). In this context, problems referred to the teaching role in a class, which demand a particular treatment orientated to the comprehension and the social interaction.

The need to articulate the changeable social reality to each pedagogic endeavor, it's demonstrated in the existence of numerous attempts for trying to explain the school phenomena and in the search of manners to attend to these phenomena, to make the school work effective.

According to Van Manen, cited by Correa et *al*, (2010) there are different reflexivity levels: In the first one, it is given the effective application of skills and technical knowledge in the classroom. Here the teacher reflects to select and adapt the didactic strategies he is going to use.

In the second level, reflection carries on the implicit budgets in the specific practices of the classroom. There are analyzed then the consequences of the adopted strategies, of the curriculum and practices. After that, it is necessary the application of educational criteria to make pedagogic decisions adapted to the institutional reality and context.

In the third level, Van Manen establishes an exercise of critical reflection. In this level, it is done the most elaborated reflection, including ethical and normative criteria, directly or indirectly related to the classroom.

Pedagogical practice

According to Zechner (1996) there are different types of practice that can be classified as follows:

- Academic practice: It is orientated to prepare teachers capable of reflecting about what, how and to whom they are going to teach, so that they can transform their classes into understandable structures for the students.
- Efficiency social practice: It is about obtaining an effective education by applying various technologies that are deduced of general principles of pedagogic investigation. In this case, reflection consists of a strategic decision: "to select between a range of available technologies the one that is considered to be more effective".

Methodology

Among the methodological strategies proposed, it is to develop an unceasing reflection process that contemplates meetings to strengthen the pre-service teachers' group as an initial space to cover the educational and professional teaching work. The organization principles are autonomy, planning and self-observation.

This study undertakes a qualitative approach, from the perspective of reflection as the central approach that will contribute to the description, identification and analysis of the pedagogic practice itself. The data collection instruments proposed are:

Instruments

Reflective workshops

The reflective workshops' purpose is to guide the pre-service teachers' reflection, but at the same time to socialize and share experiences of each teaching process to enrich their training and to insert new tools that allow them to transform their pedagogical practices. (see appendix 6)

Self-observation sheet

Its purpose is to guide the pre-service teacher towards an own view about his/her performance as teacher and his/her role in the classroom, and in his/her the educational community environment. (see appendix 7)

Narrative

The exercise of reflection will allow pre-service teachers to express themselves about their experiences as a way to provide sense to each everyday event of teachers' life. (see appendix 8)

Classes' registers

To have evidence about pre-service teachers' actions in the classroom will contribute to the analysis and reflection of a variety of aspects concerning teaching and learning process. These registers will also provide an external and constructive view of their pedagogic practices.

Participants and population

The total population of the present study is constituted by thirteen students of tenth semester, pre-service teachers of the foreign Languages program of the University of Pamplona. Nevertheless, the evidence presented bellow corresponds only to the experiences of the person in charge of carrying out the actual project.

Direct beneficiary population

Pre-service teachers

Supervisors

The student community of each institution

Indirect beneficiary population

It is represented by the educational community of the Foreign Languages program. These results will provide a feedback about the Program agents' vision regarding the Integral teaching Practice.

Institutional dependences articulated to the project

Foreign languages program

Languages and communication department

Faculty of education

External institutions associated to the project

Colegio José Antonio Galán

Colegio Brighton

Colegio La presentación

Normal Superior de Pamplona

Colegio José Rafael Faría

Chronogram

		FEBRUARY				MARCH				APRIL			
	STEPS AND ACTIVITIES	MONTH 1 WEEK				MONTH 2 WEEK				MONTH 3 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Project design												
2	Socialization												
3	Application												
	Instruments												
		MAY				JUNE				JULY			
	ACTIVITY	MONTH 4 WEEK				MONTH 5 WEEK				MONTH 6 WEEK			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Implementation												
2	Instruments												
3	Data analysis												
4	Findings												

Results

Regarding the aims previously mentioned, it is notorious how reflection transformed the pre-service teachers' pedagogical processes, especially after making some mistakes. Through the instruments application, the pre-service teacher could think about every action and activity developed in class. The narrative for instance, helps the practitioner to think critically about the

effectiveness or failure of her performance during every week and thus to project another one completely different.

Among the aspects that guided the reflection process during the practicum, we find how the students reacted and responded to the activities planned, what kind of work they should do individually or in groups, how flexible should be the teacher concerning work delivery date. Moreover, what kind of work was more significant and productive in terms of comprehension and production, and how to behave regarding the students' attitudes and actions among others.

Based on the above, we can deduce that reflection foster some decisive aspects when working as a teacher, one of them is decision making. When you are in the classroom, you have to think quickly and react appropriately, you have to learn to manage time and adapt work to it, to prepare a plan B to every event that may arise and to evaluate the efficacy of every decision you make.

Another aspect is to learn of your mistakes and avoid making the same ones twice. During the practicum, the pre-service teacher experienced some cases that made her to be prevented when evaluating the students, because the students tended to express disagreement with some grades, so the teacher had to keep everything as evidence to avoid having problems with them and their parents. This is only an example of many situations presented in the classroom.

Concerning the pedagogical aspects, reflection was a very beneficial exercise because somehow it helped the pre-service teacher to improve her performance. After applying the same activity or plan to every course, the teacher could perceive them not as a group of people, but as individuals who share but also differ in processes, learning styles, preferences and results. We tend to try to standardize and educate them as equals, but they are not. When the teacher takes the time to

know their students, it is easier to cover all their interests and needs, to help them to overcome every difficulty or problem they have and to redirect their learning process.

Conclusions

To reflect during the practicum process is meaningful because it allows the pre-service teachers to analyze and evaluate their actions, to identify problems not only in their roles as teachers but also in their students, in order to propose and execute solutions or plans of actions to improve each role performances.

From now on, the reflection exercise will contribute to strengthen pre-service teachers' work. Every experience and every mistake is fundamental when students really want to improve, change and refine their teaching work. After reflecting at the end of every week, it can be said that the process changed little by little in order to avoid the continuity and reiteration of the same mistakes.

Outreach Component

Introduction

La presentation High School is an institution in charge of preparing the students in all the competences that are needed to complete an integral training process. Thus, to be able to reach its purpose, this school requires prepared teachers to work in the different fields of knowledge;

nevertheless, the lack of teachers qualified to teach a foreign language has affected the scope of the institution goals.

Therefore, the purpose of this work is to offer the necessary assistance to supply the institution's interests through the setting up of knowledge and experiences when teaching a foreign language, and at the same time to contribute to foster Colombian public education fissures.

Justification

The execution of this project is essential since its purpose is to contribute to the integral training of La Presentación students, besides it cannot be ignored the fact that nowadays to learn a foreign language (English) has turned into a need owing to all the benefits and opportunities that it provides. In such manner, it is imperative to invest in the learning process of a foreign language from the primary school, thus students would possess solid bases to face the future life.

Objectives

General objective.

- To offer a qualified English teaching service regarding the institution needs.

Specific objectives.

- To support third grade students with English knowledge basis.
- To involve pre-service teachers into English teaching processes of a public institution.

Methodology

The pre-service teacher was in charge of third grade English class every week. English was worked one hour per week with each third grade during 10 weeks. Taking into account that the pre-service teacher worked with them 3 hours per week because there were just three third grades in the institution, the hour missing was developed in the afternoon to provide assistance to the students of tenth grade that had doubts or problems when understanding homework or contents of the subject.

During the development of the classes, different foreign languages teaching methods were used, but the methodological approach was focused on PBL as a method that allowed the teacher to strengthen the students' languages skills and 21st century skills.

Chronogram

Date	Grade	Contents
March 14-18	3° A-B-C	The family
March 21-25	EASTER	
March 28 – April 1	3° A-B-C	Animals
April 4-8	3° A-B-C	My classroom: colors /school
April 11-15	3° A-B-C	The body /adjectives
April 18 - 22	3° A-B-C	Professions
April 25-26	3° A-B-C	Professions
May 2- 6	3° A-B-C	Habits and routine
May 9-13	3° A-B-C	Habits and routine
May 16 - 20	3° A-B-C	Means of transport
May 23-27	3° A-B-C	Means of transport

Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday}
7:00 / 7:55				3° B	
7:55 / 8:55					
8:55 / 9:45					
9:45 / 10:15	BREAK				
10:15/11:10		3°A	3°C		
11:10/12:00					
2:45 / 3:40			Reinforcement		

Conclusions

The community work was mostly developed with third grade. The pre-service teacher designed the classes and proceed each week with the topics the teacher provided her. Regarding the tutorials, at the beginning was somewhat difficult to reach an agreement on the schedule, due to the students' practices in the SENA, but then the teacher and students met at the school almost every Thursday at 3:00 pm.

On the other hand, to work with third grade was fascinating considering the students and teachers' disposition, their desire of learning. With this course, the pre-service teacher work in the portfolio and was very grateful to see all the effort the students put to decorate and design it in order to show it to their partners. (See appendix 9)

It was evident that children love learning through games and practical work, especially with handcrafts. The last week the teacher did a “food fair” with each course. This activity was very significant because the students learnt and practice the vocabulary with real food, and it was notorious that they really enjoyed the activity. (See appendix 10)

The advantage of working with children is that the teacher can use everything to motivate and stimulate the students to learn. There are many possibilities to enrich their learning, and the best of all is that they always want to participate and learn. (See appendix 11)

Administrative Component

Introduction

The educational institutions have duties with the fieldwork personnel; likewise all the members of the educational community should meet established requirements and responsibilities.

Thus, the pre-service teacher as an active member of the institution should be involved in all the administrative services such as events, meetings, and others.

Justification

As member of the educational institution, the pre-service teacher should participate in all the activities and requirements that all the members of the school has with the institution. This type of commitments enrich the experience of pre-service teachers and prepare them to face possible situations that could appear when pursuing teacher profession.

Therefore, to adopt the responsibilities that has every teacher would provide a direct contact with the educational context, enriching significantly the pre-service teacher.

Objectives

General objective

To understand the administrative responsibilities within the institution.

Specific Objectives

- To participate actively in the meetings organized by the institution.
- To cooperate in the preparation and development of events within the institution.

Methodology

The pre-service teacher was available and prepared to follow the program stipulated by the institution during all practice period.

The main managerial duties are:

- Exams preparation.
- Meetings.
- Mentorships.
- Pedagogical events such as flags' raising, language's day, mother's day, teacher's day, among others. (See appendix 12)

The idea is to work with the institution, so that the pre-service teacher can gain experiences and be prepared to face a set of situations developed in a real context.

Conclusions

To be part of the activities programmed by the institution is necessary because they provide to the pre-service teachers the most accurate experience of the teachers' work. These activities contribute to settle teachers' new perspectives of the role of the students, the managers and the teachers inside a school and their great amount of responsibilities, it is the proof of the duties of the teacher beyond the classroom and they are the result of the teachers' influence outside their regular place. (see appendix 13)

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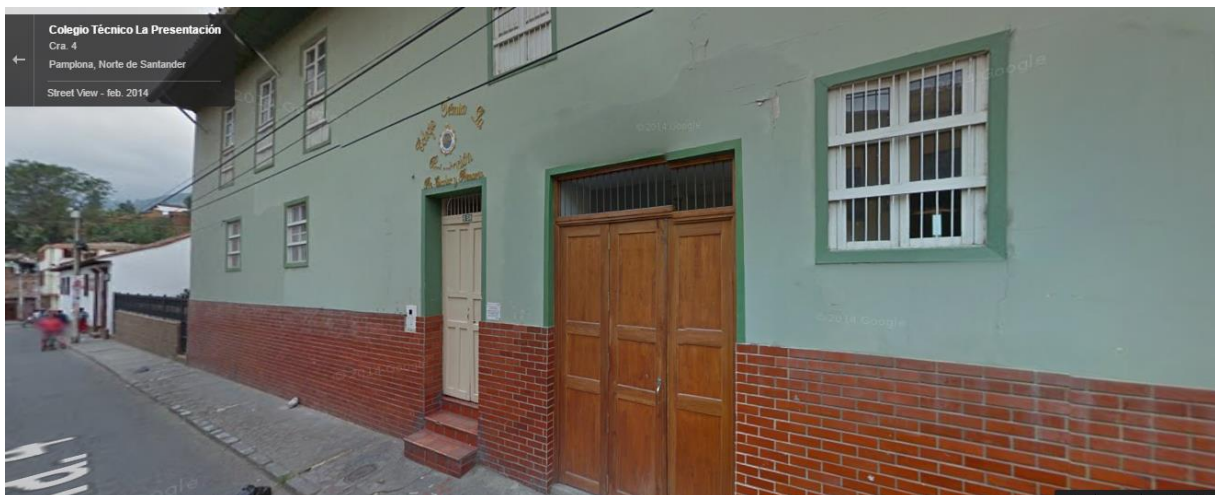
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APPENDICES

1. High school plant.



2. Primary school plant.



3. Planning model

		I.E COLEGIO TECNICO LA PRESENTACIÓN PAMPLONA N de S. 2016		<i>Fecha de aprobación</i> <i>Aprobado por Resolución</i> <i>N° 04334</i>		
		PLAN DE AULA		FGAPAV01 SGC		
ÁREA:		ASIGNATURA:		DOCENTE:		GRADO:
INTENSIDAD HORARIA:		TIEMPO DESARROLLADO:		PERIODO:		
ESTÁNDAR:						
FECHA	EJES TEMÁTICOS	COMPETENCIAS	INDICADORES DE DESEMPEÑO	ESTRATÉGIAS METODOLÓGICAS	EVALUACIÓN	RECURSOS Y AMBIENTES DE APRENDIZAJE

4. Contents

Date	Grade	Contents
March 14-18	10 ° A-B-C	Exams.
March 28 – April 1	10 ° A-B-C	Unit: teen power (present simple, in-on-at, would like)
April 4-8	10 ° A-B-C	Unit: How the world works. (comparatives, superlatives)
April 11-15	10 ° A-B-C	Unit: spending time well (design a poster, explaining your choice)
April 18 - 22	10 ° A-B-C	Unit: Different looks and styles (adjectives, habits, adverbs, traditions, urban tribes, present continuous) zero and first conditional
April 25-26	10 ° A-B-C	Unit: Eco-tourism. (places, parts of a text, things to travel, food) second conditionl
May 2- 6	10 ° A-B-C	Unit: Having fun (Giving advice, description) Connectors
May 9-13	10 ° A-B-C	Present perfect
May 16 - 20	10 ° A-B-C	Conditionals
May 23-27	10 ° A-B-C	Passive voice

5. Third production activity example

TEACHER: Karen Johana Garay Alquichire	GRADE: 10°
DATE: April 25-29 TIME: 2 hours	MATERIALS: The board, A worksheet (guide).
TOPIC: Connectors	
ESTÁNDAR: Comprendo textos cortos de cierta dificultad sobre actividades cotidianas de mi interés, sobre otras asignaturas y mi entorno social.	
OBJECTIVES: At the end of the class students will be able to: <ul style="list-style-type: none"> - Identify the uses of connectors in a text and - Produce a written text using them 	
WARM UP: Prepare a bag with verb cards. Form a circle. The teacher begins by picking a verb card from the bag and forming a sentence with the verb. The bag will be passed to the next student in the circle who will pick a card, and form another sentence that contains the verb on his/her card to continue the story.	TIME: 10 m.
DEVELOPMENT – EXPLANATION OF THE TOPIC: <ul style="list-style-type: none"> - After the warm up, They will have a quiz about verbs. - Then, the teacher is going to explain the uses of a set of connectors. - Later on, the teacher will cover the structure of a text, explaining every part carefully. - After that, the teacher is going to tell them what they are going to do with the workshop. In the workshop, the students also will find the structure of the text they will have to write and a set of connector they could use. 	10m. 30 m.
PRODUCTION ACTIVITIES: <ul style="list-style-type: none"> - In groups, the students will work in a worksheet (guide) and will read and article and complete it with some connectors. - Later on, they will have to produce a text giving their opinion about the good and bad side of the country they choose. 	40 m. 30 m.
HOMEWORK: They will have to study another ten verbs that are going to be evaluated next class.	

NAME: _____ DATE: _____ GRADE: 10° _____

a Read the article and complete it with these words.

above all although another but general however secondly which who



The weekend

The good side

For me the first good thing about the weekend is that I don't have to go to work. I like my job, ¹ but I have to spend all day inside, in an office, and I'm a person ² _____ loves being outside. ³ _____ good thing is that I don't have to get up early. During the week I have to get up at half past six every day. It's not too bad in the summer but I hate it in the winter when it's dark in the morning. But ⁴ _____, I like the weekend because I have time to do all the things I really enjoy doing, like listening to music, reading, or going out with friends.

The bad side

⁵ _____, there are some things I don't like about the weekend. Firstly, I have to go shopping on Saturday morning, and the supermarket is always crowded. ⁶ _____, on Sundays we always have lunch with my husband's family. ⁷ _____ my mother-in-law is a good cook and her food is delicious, I don't usually have a good time. The family always argue and we end up watching TV, ⁸ _____ I think is boring. But in ⁹ _____ I love the weekend – I often get a bit depressed on Sunday afternoon when I know that the weekend is nearly over.

b Read the article again. Now cover it and, from memory, mark the sentences T (true) or F (false)

- 1 She works outside.
- 2 She has to get up early during the week.
- 3 She enjoys shopping on Saturdays.
- 4 Her husband always makes lunch on Sundays.
- 5 She doesn't like watching TV.

CONNECTORS YOU MAY USE

- First of all: Primero que todo
- And: y
- So: entonces
- Because: porque
- Besides: además
- Moreover: además
- On the other hand: por otra parte
- In conclusion: En conclusion
- Finally: finalmente

What do you think of the weekend? **WRITE** two paragraphs.

Paragraph 1 **The good side**

For me the best thing about the weekend is...

Paragraph 2 **The bad side**

However, there are some things I don't like. For example,...


Final paragraph Do you love it or hate it?

But in general,...

CHECK your article for mistakes (grammar , punctuation , and spelling)

Mano Juliana Rivera V
Mano Alejandro Bugallo
Fran Martinez
Angie Gironada, -1024


LONDON



N

TURISM

THE GOOD SIDE




London is the metropolis of England. It's a big turistic place. It has magic places. We like: Big Ben London Eye, Palace of Buckingham and other amazing places.

London has something that attracts everybody.

London is amazing. It's culture, color, fun, tourism, is life. It's a city very elegant but relaxing too. If you come to London you will fall in love.

A.S.

THE BAD SIDE



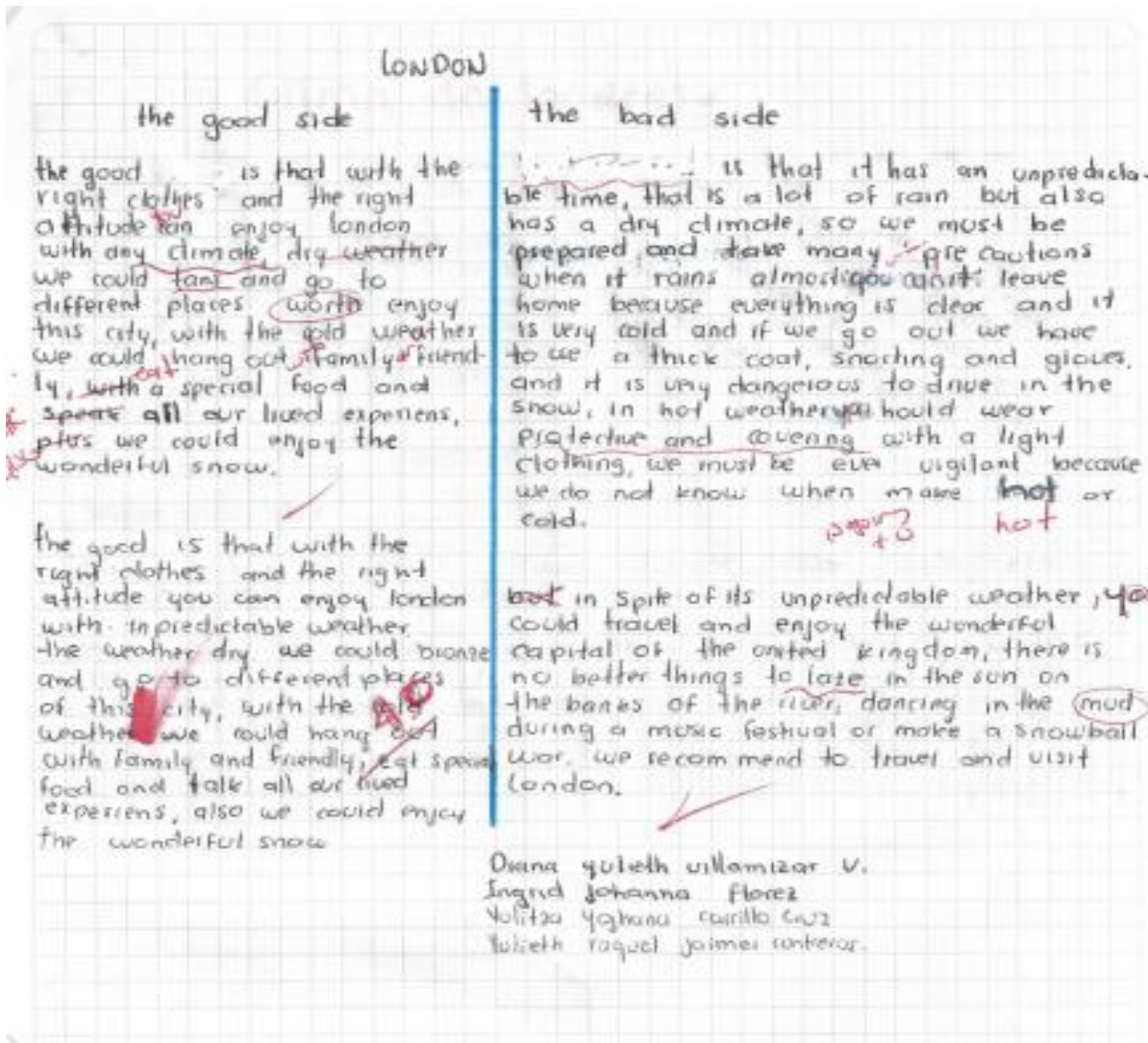
We think that in London there are little things that make the city a bit bad.

First, it's very expensive to live and travel in London because if you change the money of Colombia in London the money is less.

But in general London is a lovely city.

We would like to go to London to know about turistic places, food and traditions.

However, we would like to live in London this wonderful city.



6. Reflective workshops

TALLERES DE REFLEXIÓN

TALLER No 1

ELEMENTOS PARA REFLEXIONAR

No creemos en la lectura o en la escucha pasiva, sino en la reflexión y construcción realizada al hilo de la propia tarea, en el propio proceso, poniendo en diálogo la teoría de la que partimos con la práctica que llevamos a cabo. Por ello, antes de comenzar a leer la primera parte, conviene contestar a las siguientes preguntas.

I. Reflexión individual

1. ¿Puede señalar algunos cambios que estamos viviendo en nuestra sociedad y que tienen consecuencias educativas? Cuáles y qué consecuencias.

Necesidades e intereses de los jóvenes:

Dejando de lado el hecho de que los jóvenes hoy en día se inclinan por cualquier variedad de “actividades” ajenas a lo que compete al enriquecimiento cognitivo, la poca población que aún es consciente de la pertinencia y relevancia de prepararse para la vida en términos de estabilidad laboral y calidad de vida se ve de alguna forma desmotivada por la forma en cómo se aborda la educación en Colombia. El problema viene desde los entes más altos de organización educativa (MEN) hasta los más mínimos que es en este caso el colectivo docente. Por una parte al ministerio le interesa “proporcionar una educación de calidad” adoptando modelos educativos de otros países que son ajenos a las problemáticas y demandas del contexto colombiano, por tanto se pretenden obtener resultados a escala mundial relativamente favorables pero que son un fracaso ya que no se prepara a los estudiantes para lo que se pretende evaluar. Por otra parte, tomando una perspectiva más local, a los estudiantes se les están enseñando una serie de contenidos que para ellos son de alguna u otra forma irrelevantes porque no ven su pertinencia o necesidad de aprenderlos como un requisito de supervivencia, y no me refiero a que lo sean, sino a que la forma en como los docentes los presentamos es indiferente para ellos. Lo que quiero decir, y lo digo desde lo vivenciado en mi práctica pedagógica, es que debemos mostrar la importancia de lo que se está enseñando, su aplicabilidad en contextos reales, de tal modo que los estudiantes se interesen por aprender y aplicar ese conocimiento a su diario vivir.

Cambios pedagógicos de poca exigencia en el desarrollo del conocimiento y aprendizaje.

El nivel de exigencia de la educación colombiana es deficiente. Hoy en día sólo un porcentaje limitado de estudiantes pueden perder el año (así no tengan los conocimientos necesarios para ser promovidos al siguiente nivel) ya que el sistema educativo nacional no está interesado en preparar personas con las competencias profesionales que exigen las dinámicas laborales actuales en el rango profesional, con el fin de seguir monopolizando el escaso grupo de oportunidades que ofrece el mercado laboral.

La mayoría de población estudiantil colombiana se encuentra en un nivel económico inferior, no tienen la posibilidad de acceder a las universidades privadas (aquellas con mejores recursos, niveles académicos y de preparación, becas, oportunidades, entre otros). Es así como el mismo sistema educativo se encarga de segregar la población estudiantil limitando a una gran cantidad de personas a acceder a la educación superior de calidad.

La falta de inversión en investigación.

Colombia es uno de los países que más le invierte a la guerra y muy poco a los procesos investigativos. Para que podamos aspirar a ser uno de los países a nivel de las más grandes potencias mundiales, debemos empezar a establecer prioridades y a pensar con un enfoque evolutivo y progresista, así la visión del país cambiará como también la de sus habitantes.

La necesidad de preparar a los estudiantes para la demanda del inglés como segunda lengua sin los recursos físicos y humanos adecuados.

El ministerio de educación nacional pretende que los estudiantes terminen el bachillerato con un nivel b1 en donde hay profesores de matemáticas, educación física o de cualquier otra disciplina enseñando inglés sin poseer los conocimientos mínimos para poder hacerlo. No se capacitan docentes y mucho menos se les contrata con las garantías necesarias. Por otra parte no se cuenta con los recursos físicos necesarios para hacerlo como libros, laboratorios de inglés, etc. Hoy en día el docente que desee dar una clase que se salga de los esquemas rutinarios debe hacerlo por su propia cuenta. Esto no solo afecta al profesorado sino a toda la población estudiantil en términos de procesos pedagógicos.

2. Formular algunos de los cambios que se están dando en el mundo de la educación y en qué medida ayudan o perjudican.

En la actualidad, en los escenarios académicos globales, se habla del éxito del sistema educativo en Finlandia, puesto que se basa en enfocar y potencializar los talentos y capacidades identificados en los estudiantes, es decir se tiene como objetivo el desarrollo del conocimiento por medio de procesos pedagógicos interesados en la investigación, y que responde a la particularidad del ser humano.

En la experiencia nacional, y en comparación al anterior caso, Colombia posee un sistema educativo subordinado por los intereses particulares de algunos grupos políticos y sociales, que no pretende abrir el abanico de oportunidades laborales óptimas a ese gran grupo social de bajos recursos que conforman nuestro país; y por ende no tienen el interés de generar la oportunidad de mejorar las condiciones económicas de dicho grupo.

Lo anterior es la razón por la cual los colegios aplican la pedagogía nacional educativa, caracterizada como mediocre, permisiva y poco exigente en los niveles de investigación y desarrollo del conocimiento, es decir un sistema educativo que se asegura del no desarrollo de las competencias necesarias que se requieren para participar en los niveles de competitividad laborales actuales de Colombia, sin omitir el papel que juega los intereses particulares y el tráfico de influencia.

3. Explicitar al menos cuatro de las finalidades que como educador(a) tiene cuando enseña.

- Enseñar para la vida: considero que cada contenido que se explica o cada experiencia que se va a sembrar en el estudiante debe estar enfocada como útil y pertinente, es decir que cada contenido sea aplicable para la vida, que los estudiantes puedan sacar provecho a cada vivencia y con estas mejore su calidad de vida.

- Aprender sinónimo de diversión: A lo que me refiero y verdaderamente amo es que mis estudiantes cuando me vean llegar sientan verdadera alegría, no porque las clases sean únicamente lúdica, sino porque verdaderamente disfrutan aprender, porque ven la clase como un espacio para expresarse, para jugar y aplicar todo el conocimiento de una forma significativa, más allá de un tablero o un cuaderno.

- Avivar el interés por estudiar: sembrar una conciencia de preparación en los estudiantes. Siempre en mis clases, cada vez que tengo la oportunidad hablo con mis estudiantes y les explico la relevancia de estudiar y aprender a conciencia; les incito de alguna forma a proyectarse en el futuro y a pensar y a actuar de acuerdo a las mismas. Les hablo sobre hechos reales para motivarlos a investigar e indagar, siempre visionando un cambio.

- Enseñar valores: Enseñar a mis estudiantes a hacer responsables, honestos, a respetar a sus compañeros y mayores.

4. ¿Qué estudiantes cree que merecen su atención y todo el esfuerzo que pone?

Considero que todos los estudiantes merecen mi atención y mi esfuerzo. Generalmente los profesores tendemos a focalizar todo lo que hacemos en pro de los buenos estudiantes, o por lo menos en aquellos que se muestran interesados y dispuestos por aprender y apartamos los que no responden como quisiéramos; sin embargo creo que de nuestra actitud depende que la percepción de esos estudiantes cambie, que se interesen y deseen aprender. Si deseamos enseñar ¿por qué no hacerlos con todos por igual? En ocasiones somos los responsables de motivar o desmotivar a nuestros estudiantes.

5. ¿Qué cosas le preocupan además de que sus estudiantes acaben sabiendo contenidos académicos y cómo lo trabaja?

Que aprendan a pensar críticamente, a aplicar el conocimiento a la realidad, a construir y mediar su propio conocimiento y sobre todo que sean agentes de cambio.

TALLER DE REFLEXIÓN NO 2

PARA REFLEXIONAR

La Programación es la organización y sistematización del proceso de enseñanza y aprendizaje, que realiza el profesor a partir del currículo oficial y que concreta en Unidades Didácticas.

Objetivo: Identificar contenidos, valores, actitudes que ya están o debieran estar en la programación por su valor formativo y confrontarlo con el equipo de trabajo.

Tarea: Reflexionar y tomar decisiones de forma individual y en equipo.

I. Trabajo individual

1. ¿Qué prioridades establecidas en su institución escolar identifica como facilitadores del crecimiento y desarrollo de sus estudiantes?

Es evidente que el nivel de propiedades es muy escaso, sin embargo podemos identificar las siguientes:

El control disciplinario: La institución educativa mantiene y ejecuta el manual de convivencia en su mayor grado, tratando de formar niñas integrales en términos actitudinales.

Generan espacios para el desarrollo cultural a través de la radio institucional.

La institución está organizada de tal manera que cada comité tiene voz y voto en las decisiones que competen a todo el cuerpo educativo.

2. ¿Qué experiencias educativas de las que tiene programadas cree que les enseñan a vivir?

Una de las ventajas de trabajar con una lengua extranjera es que permite enriquecer a los estudiantes en todos los aspectos que envuelven un país. En este sentido trato de desarrollar mis clases dándoles un enfoque no sólo conceptual sino también sociocultural. Por tanto trato que cada actividad que se realice se proyecte como útil ya sea desde las costumbres y vivencias culturales a nivel mundial como a nivel local. Por tanto, propuse desarrollar un proyecto de alguna forma intercultural que envuelva las necesidades e intereses de mis estudiantes.

3. ¿Qué contenidos y experiencias considera deberían formar parte de la programación de su asignatura/área y no están incluidos?

En lo que pude percibir en mi práctica, considero que es necesario procurar trabajar cada una de las competencias (listening, speaking, Reading, writing). Podría dársele más prioridad a una que a otras pero no excluirlas del proceso de enseñanza de una

lengua. Por otro lado, se deberían programar más eventos o actividades que involucren la aplicabilidad de la lengua extranjera en todos los ámbitos.

7. Self-observation worksheet

AUTOEVALUACIÓN DE LA PRÁCTICA PEDAGOGICA

I. PLANIFICACIÓN		1	2	3	4
1	Realizo la programación de mi actividad educativa teniendo como referencia el Proyecto pedagógico del programa y la programación de área.				x
2	Planteo los objetivos didácticos de forma que expresan claramente las competencias que mis estudiantes deben desarrollar.				x
3	Selecciono y secuencio los contenidos con una distribución y una progresión adecuada a las características de cada grupo.			x	
4	Adopto estrategias y programo actividades en función de los objetivos, de los distintos tipos de contenidos y de las características de l@s estudiantes.				x
5	Planifico las clases de modo flexible, preparando actividades y recursos ajustado lo más posible a las necesidades e intereses de l@s estudiantes.				x
6	Establezco, de modo explícito, los criterios, procedimientos e instrumentos de evaluación y autoevaluación.				x
7	Planifico mi actividad educativa de forma coordinada con el resto del profesorado.				x

Observaciones y propuestas de mejora

Es necesario tener en cuenta las necesidades e intereses de cada grupo para así desarrollar actividades que correspondan a las características de los mismos. Para esto se deben estipular escalas y sistemas de valoración que permitan ponderar los resultados de cada uno acorde a los trabajos asignados.

II. REALIZACIÓN

Motivación inicial de l@s estudiantes		1	2	3	4
1	Presento y propongo un plan de trabajo, explicando su finalidad, antes de cada unidad.				X
2	Planteo situaciones introductorias previas al tema que se va a tratar.				X

Motivación a lo largo de todo el proceso

3	Mantengo el interés del estudiantado a partir de sus experiencias, con un lenguaje claro y adaptado.			X	
4	Comunico la finalidad de los aprendizajes, su importancia, funcionalidad y aplicación real.				X
5	Doy información de los progresos conseguidos así como de las dificultades encontradas.				X

Presentación de los contenidos

6	Relaciono los contenidos y actividades con los conocimientos previos de mis estudiantes.				X
7	Estructuro y organizo los contenidos dando una visión general de cada tema (índices, mapas conceptuales, esquemas, etc.)			X	
8	Facilito la adquisición de nuevos contenidos intercalando preguntas aclaratorias, sintetizando, ejemplificando, etc.				X

Actividades en el aula

9	Planteo actividades variadas, que aseguran el logro de los objetivos didácticos previstos y las habilidades y técnicas instrumentales básicas.				X
10	En las actividades que propongo existe equilibrio entre las actividades y los trabajos en grupo.				X

Recursos y organización del aula

11	Distribuyo el tiempo adecuadamente: (breve tiempo de exposición y el resto del mismo para las actividades que l@s estudiantes realizan en la clase).			x	
12	Adopto distintos agrupamientos en función de la tarea a realizar, controlando siempre que el clima de trabajo sea el adecuado			x	
13	Utilizo recursos didácticos variados (audiovisuales, informáticos, etc.), tanto para la presentación de los contenidos como para la práctica.				x

Instrucciones, aclaraciones y orientaciones a las tareas de los alumnos

14	Compruebo que l@s estudiantes han comprendido la tarea que tienen que realizar: hago preguntas, hago que verbalicen el proceso, etc.				x
15	Facilito estrategias de aprendizaje: cómo buscar fuentes de información, pasos para resolver cuestiones, problemas y me aseguro de la participación de tod@s			x	

Clima del aula

		1	2	3	4
16	Las relaciones que establezco con mis estudiantes dentro del aula son fluidas y desde perspectivas no discriminatorias.				x
17	Favorezco la elaboración de normas de convivencia con la aportación de tod@s y reacciono de forma ecuánime ante situaciones conflictivas.			x	
18	Fomento el respeto y la colaboración entre los estudiantes y acepto sus sugerencias y aportes.				x

Seguimiento/ control del proceso de enseñanza-aprendizaje

19	Reviso y corrijo frecuentemente los contenidos y actividades propuestas dentro y				x
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	fuera del aula.				
20	Proporciono información a l@s estudiantes sobre la ejecución de las tareas y cómo pueden mejorarlas.				x
21	En caso de objetivos insuficientemente alcanzados propongo nuevas actividades que faciliten su adquisición.				x
22	En caso de objetivos suficientemente alcanzados, en corto espacio de tiempo, propongo nuevas actividades que faciliten un mayor grado de adquisición.				x

Atención a la diversidad

23	Tengo en cuenta el nivel de habilidades de l@s estudiantes y en función de ell@s, adapto los distintos momentos del proceso de enseñanza- aprendizaje				x
24	Coordino apoyo, para modificar contenidos, actividades, metodología, recursos, etc. y adaptarlos a l@s estudiantes con dificultades.			x	

Observaciones y propuestas de mejora

Se debe tener en cuenta el nivel de los estudiantes en la lengua para así adaptarlo. En ocasiones hablaba muy rápido o no utilizaba elementos paraverbales para hacerme entender. Por otra parte, se debe tener más cuidado con la distribución del tiempo para trabajar con cada actividad, de ese modo se podrá desarrollar lo previamente planeado y se favorecerá la participación e intervención de todo el grupo.

III. EVALUACIÓN

		1	2	3	4
1	Tengo en cuenta el procedimiento general para la evaluación de los aprendizajes de acuerdo con la programación de área.				x
2	Aplico criterios de evaluación y criterios de calificación en cada uno de los temas de acuerdo con la programación de área.				x
3	Realizo una evaluación inicial a principio de curso.			x	
4	Utilizo suficientes criterios de evaluación que atiendan de manera equilibrada la			x	

	evaluación de los diferentes contenidos.				
5	Utilizo sistemáticamente procedimientos e instrumentos variados de recogida de información sobre l@s estudiantes.				X
6	Habitualmente, corrijo y explico los trabajos y actividades y, doy pautas s l@ estudiantes para la mejora de sus aprendizajes.				X
7	Utilizo diferentes técnicas de evaluación en función de la diversidad de estudiantes, de las diferentes áreas, de los temas, de los contenidos...			X	
8	Utilizo diferentes medios para informar a padres, profesores y estudiantes (sesiones de evaluación, boletín de información, entrevistas individuales) de los resultados de la evaluación.			X	

Observaciones y propuestas de mejora

Teniendo en cuenta la diversidad de procesos y ritmos de aprendizaje se hace necesario el diseño de diferentes instrumentos de evaluación que correspondan a cada una de las características identificadas; pero es difícil debido a que la docente en formación debe sujetarse a los procesos que sigue la institución y la supervisora. Sin embargo estas reflexiones son muy significativas ya que se tendrán en cuenta cuando la docente en formación se encuentre laborando y tenga más libertad para modificar y ajustar su plan de clase y todo lo que lo compone.

8. Narrative (example)

REFLEXIÓN 9

KAREN JOHANA GARAY ALQUICHIRE

Esta semana hemos estado con la profesora revisando listas y notas para mirar que estudiantes no han entregado trabajos, cuales faltan por notas y quienes de ellas tienen excusas valederas para su presentación. En el poco tiempo que llevo haciéndolo con ella, he podido reflexionar en varias cosas:

Primero, trabajar en un colegio es de mucho cuidado ya que a diferencia de la universidad, en la institución toda la responsabilidad recae sobre el maestro; él es el que debe estar pendiente de las notas de los estudiantes (o por lo menos eso es lo que he podido percibir en la presentación). La profesora debe tomarse el trabajo de BUSCAR a las estudiantes, acercarse a ellas y preguntarles por qué no han entregado los trabajos para llegar a un acuerdo. Lo que siento es que la profesora más que por las niñas, lo hace para evitarse problemas con la institución y hasta con el mismo ministerio, ya que la “nueva política” le exige a la docente evitar que la cantidad de niñas que pierdan el año sea grande debido a que el número es limitado, es decir, sólo las que tengan los rendimientos académicos más bajos son las que pueden perder,

de resto debe hacer recuperación tras recuperación hasta lograr arrastrar a las niñas a un 3.5 y así evitarse más trabajo y complicaciones futuras en su labor. Esto tristemente deja mucho que decir del sistema educativo colombiano.

Por otra parte, la profesora desde un principio me recalcó que tuviera cuidado con las notas, que había que ser prevenidas con las niñas. A mí al principio me parecía que exageraba un poco, que siempre estaba predispuesta con ellas, especialmente con la entrega de trabajos; sin embargo yo seguí su consejo y decidí guardar y documentar todo, incluso cuando habían irregularidades en algún trabajo lo escribía para tenerlo presente.

Esta semana, para mi sorpresa descubrí la prevención de la docente. Ella, mientras yo trabajaba con las niñas me pidió las listas e iba llamando una a una mostrándole las ausencias, los trabajos que debían y las notas que llevaban hasta ahora. Lo que fue para mí sorprendente (debe ser por la falta de costumbre, o que doy por hecho que las personas son honestas) es que algunas aseguraban haber entregado los trabajos cuando no fue así. La profesora que ya las conocía, con registro de asistencia en mano y los planes de clase les corroboraba que estaban en un error; por otro lado yo llevaba todos los trabajos que habían hecho, entonces los iban entregando y así cualquier duda o inconformidad se iba manifestando. Otros de los casos que se iban presentando por ejemplo, fue el de una niña que no había ido a clase y mágicamente apareció inscrita en un trabajo. La profesora las llamó y las confrontó. Otras por el contrario, “presentaban los trabajos” y luego cuando la profesora les mostraba las notas se extrañaban de la nota. Por tanto yo buscaba el trabajo y les mostraba que del 100% solo habían hecho el 50% o menos y mal.

Podría seguir describiendo más y más situaciones que me llevan al mismo punto. Ahora comprendo por qué la profesora tomaba esas precauciones; la valiosa experiencia que ha adquirido hasta ahora me ha permitido aprender y tenerlo en cuenta de ahora en adelante. Me parece increíble lo delicado que es el trabajo en un colegio; son niñas que a diferencia de la universidad (donde cada cual es responsable de sus actos) la docente debe estar como la gallina detrás de los pollitos sólo para cuidar de su trabajo y evitarse problemas con los padres de familia; no es que en la universidad no sea el mismo nivel de precaución, pero por lo menos se forma a los estudiantes para que tengan más conciencia de sí mismos y de sus acciones. En este colegio particularmente, he percibido que el docente no tiene mucho apoyo, las niñas e incluso los padres de familia no respetan muchas veces a los docentes porque las directivas no se manifiestan y dejan pasar situación tras situación que hacen más complicando el trabajo de los formadores.

De todo esto he aprendido que debo ser precavida, tratar de hacer mi trabajo con pulcritud para así evitarme problemas; igual debo entender que llegaré a trabajar a instituciones con diferentes administraciones y ambientes de trabajo, a los cuales debo aprender a adaptarme y mantener una postura objetiva.

9. Portfolio



10. The food fair



PBL AS A METHOD TO FOSTER 21ST CENTURY LEARNING SKILLS AT LA PRESENTACIÓN HIGH SCHOOL



11. Handcrafts



12. School activities





13. School chronogram

ENERO 2016

ENERO 2016	
Lunes 11	FESTIVO
Martes 12	Inicio de labores docentes – Bienvenida – DESARROLLO INSTITUCIONAL
Miércoles 13	Desarrollo Institucional Nivelaciones para estudiantes que quedaron pendientes en un área y/o asignatura
Jueves 14	Desarrollo Institucional
Viernes 15	Desarrollo Institucional Arreglo de salones y carteleras
Lunes 18	Regreso e inducción a estudiantes nuevas de Primaria y secundaria
Martes 19	Regreso y bienvenida a todas las estudiantes de Primaria y secundaria
Miércoles 20	Distribución de estudiantes por grados Trabajo por grados: Expectativas para el año 2016
Jueves 21	Día Congregacional : La Misericordia Organización de aulas- Acuerdos de convivencia Inducción a estudiantes de 11° sobre cursos pre-saber a cargo del grupo educativo HELMER PARDO Trabajo por gestiones estudiantes y docentes: CÓMO VEO Y SUEÑO MI COLEGIO
Viernes 22	TEMA: LA MISERICORDIA: SIGNO DE LA SOLIDARIDAD Encuentro con los Titulares: Reflexión de las obras de Misericordia- Compromisos hacia la sana Convivencia.
Sábado 23	Inducción curso de Inglés ofrecido por la academia INGLES PARA TODOS – Primaria 8:30 Secundaria 10:30
Lunes 25	ACOMPañAMIENTO: DARIO ACEVEDO-FANNY PEÑALOZA-H. SOCORRO TORRES-PABLO SUAREZ Capacitación a docentes por parte de la FUNDACIÓN MÉDICO PREVENTIVA Reunión Profesores Miniauditorio
Martes 26	Instrucción General – Patio Central – Hna. LEONILDE MORANTES MANTILLA Rectora Comité de Calidad 2:45 p.m. Consejo Directivo 5:00 p.m.
Miércoles 27	Jornada Pedagógica – 2:45 – 4:45 p.m.
Jueves 28	Consejo Académico 2:30 p.m.
Viernes 29	Encuentro con el Evangelio 7:00 – 7:30 a.m.

FEBRERO 2016

Lunes 1	ACOMPAÑAMIENTO: JUDITH DURAN-NANCY CARRILLO-GLORIA LAGAUDO-LILIANA PARADA Instrucción general – patio central 7:00 a.m. Consejo Académico 2:45 p.m.
Martes 2	Comité de Calidad 2:45 p.m.
Miércoles 3	Jornada Pedagógica – acuerdos convivencia y compromisos 2:45
Jueves 4-12	Sensibilización motivación Consejo Estudiantil
Jueves 4	Reunión Padres de Familia 10° - 11° ---- 4:00 p.m.
Viernes 5	Encuentro con el Evangelio 7:00 – 7:30 a.m. Reunión Padres de Familia 8° - 9° ---- 4:00 p.m.
Lunes 8	ACOMPAÑAMIENTO: GIOVANNY ROZO-ALVARO CONTRERAS-MARTHA DELGADO-GUSTAVO CACUA Taller de Liderazgo en cada salón
Martes 9	Comité de Calidad 2:45 p.m. Reunión Padres de Familia 6° - 7° ---- 4:00 p.m.
Miércoles 10	MIÉRCOLES DE CENIZA EUCARISTÍA 8:30 PARROQUIA DE LAS NIEVES Jornada Pedagógica – informe organización proceso democrático
Jueves 11	Reunión Padres de Familia Preescolar – 1° ---- 4:00 p.m.
Viernes 12	Encuentro con el Evangelio 7:00 – 7:30 a.m.
Sábado 13	DESARROLLO INSTITUCIONAL – Recuperación Martes Santo
Lunes 15	ACOMPAÑAMIENTO: SOFIA MORENO-LUCY ARENIZ-ENNA DUARTE – GLADYS JAIMES Estudio del Decr. 1075 y perfil de aspirante a Personera y Representante de Curso – Organización Ternas 7:00- 8:00 a.m.
Martes 16	Izada de Bandera 10° - Decreto Cátedra de la Paz Comité de Calidad 2:45 p.m. Reunión Padres de Familia 2° - 3° ---- 4:00 p.m.
Miércoles 17	Jornada Pedagógica – 2:45 p.m. Consejo de Padres 5:00 p.m.
Jueves 18	Entrega de Terna al Comité Democrático Reunión Padres de Familia 4° - 5° ---- 4:00 p.m.
Viernes 19	Encuentro con el Evangelio 7:00 – 7:30 a.m. Convivencia 6° A-B Entrega de Terna al Comité Veedor
Lunes 22	ACOMPAÑAMIENTO: JORGE SUAREZ-ELIZABETH FLOREZ- ROSALBA MOLANO-JAIME SUAREZ Entrega Terna aprobada por el comité Veedor
Martes 23	Izada de Bandera 5° A-B Comité de Calidad 2:45 p.m.
Miércoles 24	Formación en el patio central – Encuentro con el Evangelio – Presentación de Candidatas a Personera y Contralora - Apertura de Campaña Personera y Contralora Jornada Pedagógica 2:45 p.m.
Jueves 25	Inicio Campaña Personera Comité de Convivencia 7:00- 8:50 a.m. Consejo Directivo 5:00 p.m.
Viernes 26	Convivencia 9° A

MARZO 2016

Sábado 27	DESARROLLO INSTITUCIONAL – Recuperación Miércoles Santo
Martes 1	ACOMPANAMIENTO: FANNY CARRILLO – MARIA HELENA ORTIZ – ISABEL GELVEZ – DORIS CARREÑO – TITULARES 3° Exploración Vocacional 11° Comité de Calidad 2:45 p.m.
1 – 6	CAMPAÑA DIRIGIDA POR AULA
Miércoles 2	Jornada Pedagógica – 2:45 Junta Asociación Padres de Familia 5:00 p.m.
Jueves 3	Reunión Profesores Área Ciencias Naturales 7:00 a.m. Rectoría
Viernes 4	Evangelio – encuentro formativo 7:00 a.m.
Lunes 7	ACOMPANAMIENTO: NANCY SUAREZ – HERNÁN CAICEDO – GLORIA ARENAS – VERÓNICA RICO - TITULARES 4° Titulatura – Test estudiantes por curso Campaña candidatas a Personera – Básica Primaria Consejo Académico – 2:45 p.m.
Martes 8	DIA DE LA MUJER – Chica CQC cuida tu salud Comité de Calidad 2:45 p.m.
Miércoles 9	FORO – DEBATE candidatas a Personera Estudiantil 8° - 9° - 10:15 a.m. Comité de Convivencia 11:10 a.m. Jornada Pedagógica – 2:45 p.m.
Jueves 10	FORO – DEBATE candidatas a Personera Estudiantil 6° - 7° - 10:15 a.m. Reunión Docentes 11° Sala de Juntas 7:00 a.m. Temas Interesantes para Chicas Inteligentes 7:00 a.m.
Viernes 11	Evangelio – encuentro formativo 7:00 a.m. EVALUACIÓN BIMESTRAL FORO – DEBATE candidatas a Personera Estudiantil 10° - 11° 10:15 a.m. Convivencia 6° C – D
Lunes 14	ACOMPANAMIENTO: DARIO ACEVEDO – FANNY PEÑALOZA – HNA. SOCORRO TORRES – PABLO SUAREZ TITULARES 1° EVALUACIÓN BIMESTRAL Reunión Docentes 10° Sala de Juntas 11:00 a.m. Encuentro Retiros Docentes – Colegio Sagrado Corazón Bethlemitas – 2:30 p.m.
Martes 15	Izada de Bandera 9° A-B EVALUACIÓN BIMESTRAL FORO – DEBATE candidatas a Personera Estudiantil 3° - 5° - 10:15 a.m. Comité de Calidad 2:45 p.m. Consejo Padres de Familia 5:00 p.m.
Miércoles 16	EVALUACIÓN BIMESTRAL Reunión Docentes 9° Sala de Juntas 11:00 a.m. Jornada Pedagógica – 2:45 p.m.
Jueves 17	Consejo Directivo 5:00 p.m.
Viernes 18	JORNADA DEMOCRÁTICA
Lunes 21-25	SEMANA SANTA
Lunes 28	ACOMPANAMIENTO: SOFIA MORENO-LUCY ARENIZ-ENNA DUARTE – GLADYS JAIMES Formación Patio Central