



# *Influence of emotional intelligence on academic performance in Secondary Education*

## *Influencia de la inteligencia emocional en el rendimiento académico en Educación Secundaria*

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### Abstract

Understanding the configurations through which pre-service teacher training has evolved requires problematizing it through situated, articulated, and relational perspectives that allow accounting for its complexities and opacities. This article analyzes the formative implications of the last three curricula for pre-service teacher training in Mexico: 2012, 2018, and 2022. Among the results, the authoress identifies distinct rationales underlying the content and development of these curricula. In 2012 and 2018, pre-service teacher training focused on the mobilization of competencies, ICTs, and English proficiency, driven by the directive of educational quality. The 2022 curriculum shifted its foundations and content toward a more communitarian, critical, and reflective perspective. However, achieving the objectives promoted by each curriculum and/or educational policy requires focusing on at least three key factors: the union issue, the guidelines and organization of the Ministry of Public Education, and the training of both instructors and teacher training teachers, since they are the ones who implement the educational objectives of the curriculum in the classroom.

**Keywords:** National education system; Teacher training colleges; Teacher training; Educational reforms; Curricula; Teachers

### Resumen

Comprender las configuraciones por las que ha transitado la formación inicial del docente normalista demanda problematizarla a través de miradas situadas, articuladas y relacionales que nos permitan dar cuenta de sus complejidades y opacidades. En este artículo se analizan las implicaciones formativas que han integrado los tres últimos planes de estudios dirigidos a la formación inicial del docente normalista mexicano: 2012, 2018 y 2022. Como parte de los resultados derivados, se identifican distintas racionalidades que subyacen en los contenidos y desarrollo de dichos planes de estudios; en el 2012 y 2018, la formación del docente normalista se focalizó en la movilización de las competencias, TIC's, el dominio de la lengua del inglés, dinamizadas por la directriz de la calidad educativa. En el plan de estudios 2022, se dio un giro en sus fundamentos y contenidos orientados hacia una perspectiva más comunitaria, crítica y reflexiva. Sin embargo, para el logro de los alcances que promueva cada plan de estudios y/o política educativa, se requiere de colocar la atención, al menos, de tres factores primordiales: la cuestión sindical, las directrices y organización de la Secretaría de Educación Pública; así como la formación tanto de los formadores como de los docentes normalista puesto que son ellos los que concretan los alcances formativos de los planes de estudios en los salones de clases.

**Palabras clave:** Sistema educativo nacional; Escuelas normales; Formación docente normalista; Reformas educativas; Planes de estudios; Docentes

## INTRODUCTION

The normal education system in Mexico has gone through different stages and processes based on its historical and social development, shaped by the state projects established during each six-year term. Therefore, understanding the configurations through which initial normal teacher training has evolved demands problematizing it from situated, articulated, and relational perspectives that allow us to understand its complexities and opacities.

The social, political, and economic dynamics experienced by the country in the 1990s, stemming from the neoliberal economic model it was moving toward, led to the establishment of specific public policies in the area of education, such as the signing of the National Agreement for the Modernization of Basic Education (ANMEB) in 1992; the federalization of education, which emerged that same year, leading to the transfer of all teacher training colleges to state governments. Furthermore, in 1996, the Program for the Transformation and Academic Strengthening of Teacher Training Colleges (PTFAEN) was created, establishing five lines of action: Transformation of curricula and programs; Training and updating of teaching staff; Improvement of institutional management; Regulation of the academic work of teacher training colleges; and Physical improvement and equipment of teacher training colleges (Institute of Educational and Trade Union Studies of America [IEESA], 2012).

The 1990s saw a boom in initiatives aimed at strengthening teacher training colleges, recognizing their importance in achieving teacher training that would allow for economic development goals, as part of external pressure (Barrón and Pontón, 2013). With the time and as part of global trends, competency-based education predominated throughout Latin America in the first decades of the 21st century, with higher education being a key factor (Casanova, Canquiz, Paredes, and Inciarte, 2019); major training challenges were established, primarily involving teacher training for the implementation of this educational model (Arévalo and Giraud, 2022; Campos, 2023).

For this reason, considering that teachers are positioned as key actors in achieving the training objectives that comprise each educational model of

a country (Navarrete, 2023), in Mexico, as in Latin America, in recent years, educational policies have placed special importance on initial teacher training (Ávalos, 2017). As a result, a series of educational reforms have been established in our country aimed at this end. In this context, this article analyzes the training implications that have been integrated into the last three curricula through which normal schools in Mexico have passed, namely: 2012, 2018 and 2022 aimed at the initial training of Mexican normal school teachers, in order to account for the rationales underlying these processes, providing form and content to the subjects that are trained in Mexican classrooms.

### Development

#### **Curriculum transition: 2012, 2018 and 2022 in teacher training for normal school teachers**

Initial teacher training for normal school teachers has undergone various educational reforms. In 2012, a new curriculum reform for basic education teacher training took place in our country. The 2012 curriculum is organized based on a competency-based approach, combining two components: a learning-centered approach and curricular, academic, and administrative flexibility. Its teacher training approach strongly reflects international proposals (Bruns and Luque, 2014; Regional Office for Education in Latin America and the Caribbean [UNESCO-OREALC], 2016), based on a competency-based approach, incorporating ICTs in teaching and English language learning into the training processes (Official Journal of the Federation, 2012).

In line with the ongoing changes in the Mexican education system, the country underwent another educational reform in 2013, promoted by then-President Enrique Peña Nieto. However, according to Arnaut (2013) and other researchers, this reform had a greater impact on labor and administration than on education. The 2013 educational reform aimed to improve educational processes and services in order to achieve educational quality, focusing on four areas: the qualifications of teachers and administrators, school infrastructure, school organization, and educational materials and methods (Faustino, 2018).

As a result of the implementation of this reform, various changes occurred in legislative,

administrative, labor, and, consequently, academic matters. Articles 3 and 73 of the Constitution were amended in December 2012, which paved the way for future changes in evaluation, primarily in teacher assessment (Tapia, 2017). Similarly, the General Education Law was amended on September 11, 2013 (DOF, 2013a), and the General Law of Professional Teaching Service was issued on the same date. Its purpose was to:

- I. Regulate the Professional Teaching Service in Basic and Upper Secondary Education;
- II. Establish the profiles, parameters and indicators of the Professional Teaching Service;
- III. Regulate the rights and obligations derived from the Professional Teaching Service and
- IV. Ensure transparency and accountability in the Professional Teaching Service (DOF, 2013b)

From that date on, the entry, promotion, permanence, and recognition of the teaching profession were proposed to be regulated by merit, not by political influence or seniority. Likewise, the "Schools at 100" programs were created to address the problem of the existing educational infrastructure throughout the country; another action was to develop the "School at the Center" plan, through which the school calendar was made more flexible, the School Technical Councils were strengthened, and the creation of full-time schools was promoted. Finally, the *New Educational Model* was designed, outlining actions to strengthen basic and upper secondary education in the country (Faustino, 2018).

As the guiding document for educational processes, the New Educational Model aimed to develop quality education with equity, placing the learning and development of girls, boys, and young people at the center of all educational efforts (SEP, 2018). This Model was organized into five pillars: *the curricular approach, the School at the Center of the Education System, teacher training and professional development, inclusion and equity, and the governance of the educational system.*

Within the third axis, *Teacher Training and Professional Development*, the *Teacher Training and Transformation Program* was developed. Its main objective was to train teachers with the profile required by the national educational system, preparing children and young people for highly

dynamic and diverse contexts; individuals capable of participating decisively in knowledge communities that transcend geographical boundaries.

The teachers training profile had to respond to these demands, conceiving them as "education professionals with the vocation and capacity necessary to guide and promote the comprehensive education of their students" (SEP, 2018). The initial teacher training model in teacher training colleges, which supported the New Educational Model derived from the 2013 educational reform, was structured around three components:

- a) *Curricular innovation.* It emphasized the importance of training collaborative, positive, and proactive teachers who, from a humanistic perspective, have a broad understanding of their profession and are ethically and responsibly committed to it, utilizing diverse methodological, scientific, and technological resources that enable their students to acquire relevant, high-quality learning, empowering teachers to independently decide what and how to teach.
- b) *Teaching staff Professional development.* Its focus was on the teaching staff of teacher training colleges, also known as teacher trainers, establishing a professional profile in line with the functions performed by teacher training colleges, selecting suitable profiles, and defining professional development strategies.
- c) *Institutional management and organization.* It focused on the academic and administrative activities carried out by teacher training colleges, proposing the construction of a new institutional culture that would allow for the development of the substantive functions of Higher Education Institutions (HEIs) and guarantee the comprehensive training of future teachers for compulsory education. (SEP, 2018)

Derived from the Educational Model for initial training, 'updates' of study plans arose that addressed and were in accordance with the scope of the 2013 educational reform and the 2017 Educational Model guidelines. Thus, on August 3, 2018, the Official Gazette of the Federation published the updates of the new study plans in charge of teacher training for basic education (DOF,

2018), which were subject to resistance from the different actors in the normal schools: unions, directors, trainers, in-service teachers and students.

On May 15, 2019, during the administration of President Andrés Manuel López Obrador, the Chamber of Deputies and Senators approved the Decree by which some provisions of articles 3, 31 and 73 of the Political Constitution of the United Mexican States, in educational matters that had been implemented in the previous presidential administration, were reformed, added and repealed (DOF, 2019).

Within this historical framework, Agreement No. 16/08/22 was published on August 19, 2022, establishing the Study Plans and Programs for the Bachelor's Degrees for the Training of Primary Education Teachers. This curriculum is based on the approaches of the "New Mexican School" (DOF, 2022). Table 1 compares the 2012, 2018, and 2022 curricula for the Bachelor's Degree in Primary Education, with the aim of identifying continuities and disruptions in Mexican teachers professional development for the 21st century.

**Table 1.** Comparison between the 2012, 2018 and 2022 curricula for the Bachelor's Degree in Primary Education

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
<b>Rationale</b>	The foundation of the curriculum revolves around the approaches of the New Mexican School:		
<ul style="list-style-type: none"> <li>● Social dimension</li> </ul>	Both have the same approaches		<ul style="list-style-type: none"> <li>● Recognition of community knowledge.</li> <li>● Importance of developing situated learning.</li> <li>● Promoting critical, scientific, and creative thinking to innovate pedagogical intervention.</li> <li>● Communicative approach and social language practices.</li> <li>● The importance of developing capacities to serve multi-grade groups in rural, rural-indigenous, urban, and other contexts is emphasized.</li> <li>● Curricular flexibility.</li> </ul>
<ul style="list-style-type: none"> <li>● Philosophical dimension</li> </ul>		A section is attached that describes the key concepts of the 2013 educational reform and the 2017 Educational Model, such as "quality in education" and placing the learning of children and young people at the center of education.	
<ul style="list-style-type: none"> <li>● Epistemological dimension</li> </ul>	It is epistemologically based on the curricular reform	It is epistemologically based on a curricular update	
<ul style="list-style-type: none"> <li>● Psychopedagogical dimension</li> </ul>	It speaks of "current didactic-pedagogical approaches that must be closely linked to <i>the approaches and content of the disciplines</i> so that	The wording has been changed to clarify the comprehensive scope of teaching competencies: "current didactic-	

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	future teachers can master: teaching methods, teaching strategies, assessment methods, information and communication technologies..."	<p>pedagogical approaches that are <i>closely linked to the content and development of the areas of knowledge</i> so that future teachers can master: teaching methods, didactic strategies, assessment methods, information and communication technologies..."</p> <p>Note that the term "disciplines" is no longer used, but rather "areas of knowledge." The term "approaches and content" has also been changed to "content and development." A new paragraph has also been added emphasizing the ideal</p>	



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		psychopedagogical profile of the future teacher.	
<ul style="list-style-type: none"> <li>Professional dimension</li> </ul>	It consists of two paragraphs that describe the teacher profile and the importance of their professionalization for the development of the profession.	<p>It consists of three paragraphs. The first is completely new, and the second has nuances from the first paragraph of the previous plan. The third is considered almost the same, except for the change of the term "reform" to "update."</p> <p>The first paragraph outlines the key concepts of the 2013 educational reform and the 2017 Educational Model: "training citizens for the 21st century" and "teachers as key players in achieving this." The model integrates three key strategies for initial</p>	

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		teacher training: "attracting the best candidates" (entry), "updating curricula" (training), and "selection processes" (graduation). These strategies are proposed by the OECD (2010) and UNESCO-OREALC (2016).	
<ul style="list-style-type: none"> <li>● Institutional dimension</li> </ul>	The wording remains unchanged, except for the change to the term "updating." Emphasis is placed on the role that teacher training colleges will play in teacher training, viewed as a higher education institution.		
Curriculum update process	The process of developing the curriculum is discussed	The process of updating the 2012 curriculum is mentioned, resulting in the 2018 curriculum.	
Curricular guidelines	Three curricular orientations are established: <i>a learning-centered approach, a competency-based approach, and curricular, academic, and administrative flexibility.</i> However, some changes were required:		<p>The competency-based approach is eliminated. A learning-centered approach is revived, integrating interdependence with the community.</p> <p>The 2022 curriculum is based on a gender and human rights approach, critical interculturality and attention to diversity, socio-emotional development, inclusion, physical education, arts, health, and sustainability.</p>



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<ul style="list-style-type: none"> <li>Learning-centered approach</li> </ul>		Two paragraphs were added at the beginning, aimed at establishing the importance of teaching focused on student learning, recognizing students' prior experiences and knowledge, and relating teaching to real-life situations to achieve effective learning.	<p>The community is established as the core of educational processes, emphasizing the importance of promoting learning for social life.</p> <p>Curricular flexibility is recognized as a key aspect for the contextualization of knowledge and teaching interventions.</p>
<ul style="list-style-type: none"> <li>Competency-based approach</li> </ul>	<p>The concept of competencies is situated as:</p> <p>“...performance resulting from the mobilization of knowledge, skills, attitudes, and values, as well as their capabilities and experiences, that an individual carries out in a specific context, to resolve a problem</p>	<p>The concept of competencies was changed:</p> <p>“Competence is defined as the ability to integrate and mobilize different types of knowledge to appropriately resolve the demands and problems posed by personal, professional, and work life. It is built</p>	

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	or situation that arises in the different areas of their life.”	through a combination of knowledge, cognitive and practical skills, motivations, values, and attitudes.”  With this restructuring of the concept of competence, it can be identified that it refers to "types of knowledge" instead of "knowledge, skills, attitudes, and values," although later lines incorporate this by adding the specifics of "cognitive and practical skills" and the idea of motivations. Emphasis is placed on resolving demands and problems	

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		<p>"appropriately." The concept of competencies in the previous Plan highlighted the issue of problem-solving in "different areas of one's life." This Plan establishes the areas: personal, professional, and work.</p> <p>The application of communication skills in diverse contexts, digital skills, and the use of ICT are included. Similarly, four competency characteristics are integrated: mobilization of <i>knowledge, attitudes, and skills; performance observation; comprehensive</i></p>	

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		<p><i>application of cognitive, procedural, and affective capabilities; and creation of a learning environment in a specific context and situation. This allows us to understand the systematic and precise approach provided to the scope of this curriculum for the professional profile of future teachers.</i></p>	
Curricular, academic and administrative flexibility	<p>Curricular flexibility is organized into seven features.</p> <ul style="list-style-type: none"> <li>It includes pedagogical approaches that place the work of the student</li> </ul>	<p>The flexibility features are restructured based on the guidelines of the 2013 educational reform.</p> <ul style="list-style-type: none"> <li>It organizes training courses with</li> </ul>	<p>The term curricular flexibility is supported only by directing it toward the formation of a global subject, who recovers the contextual specificity at both the regional, national, and international levels.</p> <p>Cultural flexibility is made up of four distinctive features:</p> <ul style="list-style-type: none"> <li>a) Flexibility in inclusive teaching and learning, establishing academic freedom so that teachers can adapt to the needs of the social and educational context.</li> </ul>

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	<p>teacher training program at the center of the educational process, fostering the development of the teaching and research skills required for their professional practice, with a greater degree of responsibility and autonomy.</p> <ul style="list-style-type: none"> <li>● Incorporate relevant, pertinent, and contextualized activities into each course, aimed</li> </ul>	<p>defined purposes in the curricular structure that constitute the backbone of students' professional training.</p> <ul style="list-style-type: none"> <li>● It includes pedagogical approaches that place the work of the student teacher training program at the center of the educational process, fostering the development of the teaching and research skills required for</li> </ul>	<p>b) Flexibility in curriculum development with the support of digital devices and educational platforms, emphasizing the importance of hybrid teaching and learning, without losing our core values.</p> <p>c) Flexibility for academic mobility, promoting the national and international mobilization of students as part of meaningful educational experiences.</p> <p>d) Flexibility in degree options, consistent with students' knowledge domains, capabilities, and professional performance.</p> <p>A similarity is established in the features of curricular flexibility across the three curricula, but the ordering and integration differ. This last curriculum emphasizes the flexibility of situated teaching.</p>

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	<p>at promoting meaningful learning.</p> <ul style="list-style-type: none"> <li>It incorporates a set of elective courses into the curriculum that diversify the training options for normal school students, according to their interests and needs, as well as institutional projects and possibilities.</li> <li>It promotes the participation of teachers from Teacher Training</li> </ul>	<p>their professional practice, with a greater degree of responsibility and autonomy.</p> <ul style="list-style-type: none"> <li>Incorporate relevant, pertinent, and contextualized activities into each course, aimed at promoting meaningful learning.</li> <li>It incorporates a set of elective courses into the curriculum that diversify the training</li> </ul>	

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	<p>Colleges with local education authorities to propose regional content to be included in student training.</p> <ul style="list-style-type: none"> <li>● It formalizes tutoring and advising systems as academic support and support in decision-making, and, eventually, for solving students' personal problems.</li> <li>● It organizes training courses with defined objectives in</li> </ul>	<p>options for normal school students, according to their interests and needs, as well as institutional projects and possibilities.</p> <ul style="list-style-type: none"> <li>● It promotes the participation of teachers from Teacher Training Colleges with local education authorities to propose regional content to be included in student training.</li> <li>● It formalizes tutoring and</li> </ul>	



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	<p>the curricular structure that constitute the backbone of the professional training of future teachers.</p> <ul style="list-style-type: none"> <li>● It includes national and inter-institutional mobility strategies to diversify both professional and personal training experiences.</li> </ul>	<p>advising systems as academic support and support in decision-making, and, eventually, for solving students' personal problems.</p> <ul style="list-style-type: none"> <li>● It includes national and international mobility strategies to diversify both professional and personal training experiences.</li> <li>● Diversifies degree options to demonstrate students' achievement</li> </ul>	

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		of professional skills.	
Admission profile	<p>It is made up of seven competencies:</p> <ul style="list-style-type: none"> <li>• Ability to search, synthesize and transmit information from different sources.</li> <li>• Ability to solve problems using established methods.</li> <li>• Ability to learn through initiative and self-interest throughout life.</li> <li>• Ability to work</li> </ul>	<p>A basic competency is incorporated for the candidate, who "must demonstrate interest in teaching, satisfaction with working with children, and concern for the social and educational problems of their state, Mexico, and the world."</p> <p>Two competencies are added, making a total of nine competencies, compared to the previous Plan which had seven:</p> <ul style="list-style-type: none"> <li>• <i>Ability to communicate and interact</i></li> </ul>	<p>There is no talk of competencies, but of nine capabilities:</p> <ul style="list-style-type: none"> <li>• Learning to learn through initiative and self-interest throughout life</li> <li>• Search, synthesize and transmit information from different sources, using different types of language appropriately</li> <li>• Solve problems using established methods</li> <li>• Working collaboratively to achieve goals and projects, which implies recognition and respect for cultural diversity, beliefs, values, ideas and social practices</li> <li>• Communicate and express your ideas both orally and in writing</li> <li>• Listen, interpret and deliver relevant messages in different contexts through the use of appropriate media, codes and tools</li> <li>• Participate with an ethical and civic conscience in the life of their community, region, federal entity, Mexico and the world</li> <li>• Interact with different actors in different contexts according to their sociocultural and linguistic characteristics</li> <li>• Carry out situated teaching activities</li> </ul> <p>A similarity can be perceived in the entry profile, except that the emphasis on sociocultural characteristics is evident in the 2022 plan, whereas the 2018 plan refers to cultural characteristics. The last competency, "<i>Interest in carrying out teaching activities,</i>" has been replaced by the ability to "Carry out situated teaching activities."</p>

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	<p>collaborative ly to achieve goals and projects, which implies recognition and respect for cultural diversity, beliefs, values, ideas, and social practices.</p> <ul style="list-style-type: none"> <li>• Ability to communicate and clearly express ideas both orally and in writing.</li> <li>• Ability to listen, interpret, and deliver relevant messages in different contexts,</li> </ul>	<p><i>with different actors in diverse contexts according to their cultural and linguistic characteristics.</i></p> <ul style="list-style-type: none"> <li>• <i>Interest in carrying out teaching activities.</i></li> </ul> <p>Given that order implies priority, it is necessary to specify that the competence: "Ability to learn to learn through initiative and own interest throughout life", changes order, moving from position number three (Plan 2012) to position number one (Plan 2018).</p> <p>The emphasis placed</p>	

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	<p>using appropriate media, codes, and tools.</p> <ul style="list-style-type: none"> <li>Interest in participating with civic and ethical awareness in the life of your community, region, entity, Mexico and the world</li> </ul>	<p>on the entry profile is noticeable, since one of the objectives of the reform and the model for initial teacher training (2017) is to take care of the selection of candidates.</p>	
<b>Graduation profile</b>	<p>Generic competencies and professional competencies are established. Among the former, six competencies are defined:</p> <ul style="list-style-type: none"> <li>Use critical and creative</li> </ul>	<p>The "dimensions" section is added, integrating the five dimensions stated in the PPI (Profile, Parameters and Indicators) document of the LGSPD:</p>	<p>We talk about a general and professional profile, understanding the general profile as all the skills that students in teacher training colleges must acquire and develop, regardless of the state or degree they hold.</p> <p>The general graduate profile is established in 12 domains of knowledge, integrating the skills of being and being, knowing, and doing. These domains provide a comprehensive perspective of the knowledge required for a teaching profession, ranging from knowledge of the National Educational System to mastery of teaching tools such as planning, teaching strategies, and evaluation. Emphasis is placed on the critical, reflective, creative, and systemic thinking of future teachers, as well as the values and principles for the development of inclusive education. A sensitive approach to working in multi-grade schools and rural and indigenous areas is</p>

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	<p>thinking to solve problems and make decisions.</p> <ul style="list-style-type: none"> <li>• Learn permanently.</li> <li>• Collaborate with others to generate innovative and socially impactful projects.</li> <li>• Act with an ethical sense.</li> <li>• Applies communication skills in various contexts.</li> <li>• Uses information and communication technologies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A teacher who knows his students knows how they learn and what they should learn.</i></li> <li>• <i>A teacher who organizes and evaluates educational work, and carries out a relevant didactic intervention.</i></li> <li>• <i>A teacher who recognizes himself as a professional who continually improves to support students in</i></li> </ul>	<p>developed. Digital cultures and the use of technology are integrated to promote learning.</p> <p>In this curriculum, the general graduate profile sets a unique standard by establishing knowledge not previously explicitly mentioned in previous curricula, such as the future teacher's critical, reflective, creative, and systemic thinking; connections with the educational community; and the relationship between the school and the community. Teachers are provided with an active, purposeful, cooperative, and social development for teacher training colleges.</p>

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		<p><i>their learning.</i></p> <ul style="list-style-type: none"> <li>• <i>A teacher who assumes the legal and ethical responsibilities inherent to his or her profession for the students' well-being.</i></li> <li>• <i>A teacher who participates in the effective operation of the school and fosters ties with the community to ensure that all students successfully complete their education.</i></li> </ul>	

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		<p>The generic competencies are:</p> <ul style="list-style-type: none"> <li>• Solve problems and make decisions using critical and creative thinking.</li> <li>• Learn independently and show initiative to self-regulate and strengthen personal development.</li> <li>• Collaborates with various stakeholders to generate innovative projects with social and educational impact.</li> </ul>	



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		<ul style="list-style-type: none"> <li>● Use information and communication technologies critically.</li> <li>● Apply your language and communication skills in various contexts</li> </ul> <p>Note that the wording of the five generic competencies has been modified, without units or elements. The “Act with an ethical sense” competency that was part of the 2012 Plan has been eliminated.</p>	
	Professional competencies, for this plan, are skills	For the 2018 curriculum, professional	The professional profile is comprised of 12 guidelines that support the importance of ethical behavior, a human and children's rights approach, the recognition of diversity based on sociocultural contexts and cognitive development, and collaboration with the community.

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	<p>that future teacher training college teachers must possess; therefore, they have a specific nature. Nine professional competencies are established:</p> <ul style="list-style-type: none"> <li>• Designs teaching plans, applying pedagogical and disciplinary knowledge to respond to the needs of the context within the framework of the basic educational curriculum and programs.</li> </ul>	<p>competencies encompass the knowledge, skills, attitudes, and values necessary for teaching. Seven competencies are established:</p> <ul style="list-style-type: none"> <li>• Detects students' learning processes to promote their cognitive and socio-emotional development.</li> <li>• Apply the curriculum and programs to achieve educational goals and contribute to the full development of students' abilities.</li> </ul>	<p>Emphasis is placed on sensitivity to cultural and artistic expressions, sports and physical health, the development of critical thinking to analyze curriculum and programs, the design of didactic plans with an emphasis on a critical intercultural approach, and the recognition of the ability to design and develop proposals for children in multi-grade groups. This approach promotes meaningful learning in different settings and contexts, based on a digital culture. Finally, educational evaluation and research are integrated as key elements for understanding teaching practices and the conditions that influence them.</p> <p>In this curriculum, unlike the 2018 curriculum, the professional profile of the teacher in primary education, in this case, is organized around the emphasis placed on ethics, critical thinking, critical intercultural approaches, and didactic interventions in multi-grade settings.</p>

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
	<ul style="list-style-type: none"> <li>● It creates educational environments to foster autonomy and promote the development of skills in elementary school students.</li> <li>● Critically apply the basic educational curriculum and programs to achieve educational goals and contribute to the full development of students' abilities at the school level.</li> </ul>	<ul style="list-style-type: none"> <li>● Design plans by applying their curricular, psychopedagogical, disciplinary, didactic, and technological knowledge to promote inclusive learning spaces that respond to all student needs within the framework of the curriculum and programs.</li> <li>● Uses assessment to intervene in different areas and moments of the educational task to improve students' learning.</li> </ul>	

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
	<ul style="list-style-type: none"> <li>● Use ICT as a teaching and learning tool.</li> <li>● Uses assessment to intervene in different areas and moments of the educational task.</li> <li>● It fosters and regulates inclusive learning spaces for all students, in order to promote coexistence, respect, and acceptance.</li> <li>● Act ethically in the diversity of situations that arise in</li> </ul>	<ul style="list-style-type: none"> <li>● Integrates resources from educational research to enrich his professional practice, expressing his interest in knowledge, science and the improvement of education</li> <li>● Act ethically in the diversity of situations that arise in professional practice.</li> <li>● Collaborates with the school community, parents, authorities, and teachers</li> </ul>	

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
	<p>professional practice.</p> <ul style="list-style-type: none"> <li>• Uses resources from educational research to enrich teaching practice, expressing interest in science and research itself.</li> <li>• It collaborates with the school community, parents, authorities, and teachers in decision-making and the development of alternative solutions to</li> </ul>	<p>in decision-making and developing alternative solutions to socio-educational problems.</p> <p>It is observed that the wording of the competencies has been redesigned and the order of some of them has been modified.</p> <p>The professional competencies in the 2018 Plan's graduate profile, for their part, have been replaced with terms more in line with the new guidelines. We find approaches or terms such as "cognitive and socioemotional development,</p>	

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
	socio- educational problems.	detection, learning spaces, student needs, improving learning, pedagogical and disciplinary knowledge, learning achievements, learning barriers, etc."	
		Similarly, in the 2012 Plan, words can be identified that denote a contextual, social, and critical meaning; while the 2018 Plan establishes performances more focused on professionalization and teacher training, without considering the social aspects and autonomy that teaching performance represents.	

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
Organization of the curriculum	<p>It is organized into five training paths:</p> <ul style="list-style-type: none"> <li>● Psychopedagogical</li> <li>● Teaching training and learning</li> <li>● Additional language and information and communication technologies</li> <li>● Professional practice</li> <li>● Elective courses.</li> </ul>	<p>It is organized into four training paths:</p> <ul style="list-style-type: none"> <li>● Theoretical-methodological training for teaching</li> <li>● Teaching training and learning</li> <li>● Professional practice</li> <li>● Electives</li> </ul> <p>Note that the term "psychopedagogical path" is changed to "theoretical and methodological training for teaching." This opens the door to not only including knowledge and skills in the two disciplines of psychology and pedagogy, but also</p>	<p>They are organized into five training paths driven by professional practice and pedagogical knowledge:</p> <ul style="list-style-type: none"> <li>● Fundamentals of education</li> <li>● Theoretical and methodological bases of the practice</li> <li>● Professional practice and pedagogical knowledge</li> <li>● Pedagogical, didactic and interdisciplinary training</li> <li>● Languages, languages and digital technologies</li> </ul> <p>The changes in approach are notable. A "Fundamentals of Education" track has been added, and more comprehensive scope is being defined for the " <i>Pedagogical, Didactic, and Interdisciplinary Training</i> " tracks, previously known as "Preparation for Teaching and Learning (2012 Plan); Training for Teaching and Learning (2018 Plan)" and the "Languages, Languages, and Digital Technologies" track. The <i>professional practice track</i> is now supported by <i>pedagogical knowledge</i> and is established as the articulating and dynamic track of this plan. The elective courses track has been eliminated, and "curricular flexibility" courses have been introduced.</p>



Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
		broadening the scope of training from a theoretical and methodological perspective.	
		<ul style="list-style-type: none"> <li>● Likewise, the "additional language and information and communicati on technologies track" is eliminated, with the additional language (English) being integrated into the electives, and the use of ICT and TAC being proposed as a cross-</li> </ul>	

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)		2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22		
			curricular component throughout the entire training program.			
Course distribution	Journey	No. Courses	Journey	Number of Courses	Journey	No. Courses
	Psychopedagogical	16			Fundamentals of education	3
	Preparation for teaching and learning	20	Theoretical-methodological basis for teaching	10	Theoretical and methodological bases of the practice,	6
	Additional language and ICT	7	Training for teaching and learning	20	Professional practice and pedagogical knowledge,	6
	Elective courses	4 curricular spaces	Professional practice	8	Pedagogical, didactic and interdisciplinary training	12
	Professional practice	8	Electives	4		
			English	6		
			Total	48	Languages, languages and digital technologies	5

Category	2012 Curriculum (DOF 08/20/2012) AGREEMENT number 649)	2018 Curriculum (DOF, 3/08/18)	2022 Curriculum Annex 5 of Agreement 08/16/22
	<b>Total</b> <b>51</b> <b>4 curricular spaces</b>	<p>There has been a noticeable decrease in the number of courses in the theoretical and methodological area, which provides the knowledge and foundations of educational, pedagogical, and didactic processes; while the elective course is now integrated with course value.</p>	<b>Total</b> <b>32</b> <b>21 curricular spaces</b> <p>The 21 curricular spaces are proposed as <i>curricular flexibility</i>, with the objective that each federal entity develop or propose regional and contextually appropriate content. Of the three curricula, this is the one with the fewest courses distributed across five training pathways, but the number of “curricular flexibility” courses (21) has increased to integrate regional or contextual content. The two pathways with the fewest courses are “Fundamentals of Education” and “Languages, Language and Digital Technologies.”</p> <p>As it can be seen, new courses have been added: "Philosophical, Legal, and Organizational Foundations of the Mexican Educational System"; "Approaches to Educational and Community Practices"; "Philosophy and Sociology of Education"; "Literature and Reading Mediation"; and "Virtual Learning Environments for Hybrid Education: Their Pedagogy and Didactics"; "Globalizing Situated Pedagogies"; "Mexican Sign Language," among other courses and changes.</p>
<b>Credits</b>	They use the Academic Credit Assignment and Transfer System (SATCA) with their respective hour variations.		

**Source:** Prepared by the authors based on data from the 2012 Curriculum. Bachelor's Degree in Primary Education (DOF 08/20/2012), *AGREEMENT number 07/14/18 establishing the study plans and programs for the bachelor's degrees for the training of basic education teachers indicated*, (DOF 08/03/2018) and Annex 6 of Agreement 08/16/22 establishing the Study Plans and Programs for the Bachelor's Degrees for the Training of Basic Education Teachers indicated.

As a result of the comparative analysis between the curricula, it is evident that both the 2012 and 2018 curricula were designed based on the perspectives derived from professional competencies as an encouragement for educational quality, with greater emphasis on the design of the 2017 educational model, in the documents derived from it for teacher training colleges and, consequently, in the update of the 2018 curricula, integrating the guidelines set forth in the reports and recommendations issued by international organizations.

For its part, the context and ideological foundation from which the perspective of the "New Mexican School" was born demands that the curricula aimed at teacher training colleges have distinct guidelines and approaches aimed at emphasizing the recognition of community knowledge, situated learning, critical, scientific, and creative thinking to innovate pedagogical intervention, as well as the importance of the contextual condition of each teacher training college, opening up to greater curricular flexibility. Some of the continuities between the 2018 and 2022 curricula include placing the teacher at the center of attention as one of the crucial actors in implementing the scope of these reforms, as well as the integration of socio-emotional education.

As it can be seen, the 2022 curriculum proposes substantial changes to the organization and content of the curriculum map, which implies, or at least is expected, to be reflected in the construction of a new professional profile for a teacher training college and, consequently, in the training of different subjects in accordance with the proposed formative impacts.

## CONCLUSIONS

Based on what it has been discussed so far, we observe important changes that, historically, the initial training of Mexican teacher training staff has undergone. Initial teacher training, as a social reality, naturally does not remain static but rather changes in accordance with the social, economic, cultural, and educational conditions prevailing in our country and the world at large. This is part of the same recursive dynamism that it possesses as a social producer and product. One of the perspectives that allows us to understand the changes that initial

teacher training has undergone is the curriculum designed for this purpose.

In this historical and analytical review of the 2012, 2018, and 2022 curricula, distinct rationales underlying their content and developments are identified, implying different profiles of the individuals educated in Mexican classrooms. In the 2012 and 2018 curricula, teacher training for normal school teachers opened up to an educational reality shaped by external changes and pressures, such as the integration of competencies, ICTs, and English language proficiency, driven by the directive of educational quality. It is observed that the 2018 plan was already beginning to recognize the importance of integrating socioemotional education into the training of normal school teachers. Meanwhile, the 2022 curriculum, derived from the policy led by López Obrador's administration, saw a shift in its foundations and content, oriented toward a more communitarian, critical, and reflective perspective.

However, it is important to consider that the proposed changes in curricula do not operate in isolation, but rather require the conjunction of several factors that help mobilize the educational changes suggested in each policy, reform, program, and curricula. At least three of the essential factors to consider are the union issue and the guidelines and organization of the Spanish Ministry of Education. If the latter continues to operate in the same manner, it will be somewhat complicated to bring about the structural changes required to give a new horizon to the country's formal education (Gil, 2019). It is essential to pay attention to the initial training of normal school teachers (Navarrete, 2023), since they are the ones who implement the educational scope of the curricula in the classroom, enabling the development of individuals in accordance with both the educational and social demands that comprise the complexity of each country, such as Mexico.

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