ΣΟΦΙΑ–SOPHIA

Institutional Pedagogical Approach and Rationalities from its Implementation

Abordagem pedagógica institucional e racionalidades desde a sua implementação

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Abstract

The educational challenges contemplated in the conceptual and methodological frameworks of schools are configured in provisions that imply social responsibility. Around this idea, the present article aims to analyze under what rationalities the pedagogical approach of the Rufino José Cuervo Educational Institution Center of the city of Armenia - Quindío, of the official sector, is being implemented, from the perception that teachers have . The research methodologies of content analysis and grounded theory are used, through the techniques of collecting information from the reading of written texts and semi-structured interviews, in order to know the experiences of the subjects - teachers - concerning the interactions and practices in their professional contexts. As a result, four categories of meaning emerged: educational purposes, design-content of the curriculum, pedagogical reflection and relationship between teacher, students and knowledge, in which the predominance of technical curricular rationality is revealed, which allows to conclude the existence of tensions between what arises theoretically in current curricular models, from practical rationality and what is implemented in classrooms.

Keywords: Teacher, Pedagogical approach, Implementation, Curricular rationalities, Perception.

Resumo

Os desafios educacionais contemplados nos marcos conceituais e metodológicos das escolas configuram-se em dispositivos que implicam responsabilidade social. O objetivo deste artigo é analisar sob quais racionalidades a abordagem pedagógica do Centro Educacional Rufino José Cuervo da cidade da Armênia - Quindío, do setor oficial, a partir da percepção dos professores. . Utilizam-se as metodologias de pesquisa de análise de conteúdo e teoria fundamentada nos dados, por meio das técnicas de coleta de informações a partir da leitura de textos escritos e entrevistas semiestruturadas, a fim de conhecer as vivências dos sujeitos - professores - acerca das interações e práticas em seus contextos profissionais. Como resultado, emergiram quatro categorias de sentido: fins educacionais, concepção-conteúdo do currículo, reflexão pedagógica e a relação entre professor, alunos e saberes, em que se revela o predomínio da racionalidade curricular técnica, o que permite concluir a existência de tensões entre o que se propõe teoricamente nos modelos curriculares atuais, a partir da racionali- dade prática e o que se implementa na sala de aula.

Palavras-chave: professor, abordagem pedagógica, implementação, racionalidades curriculares, per- cepção.

Introduction

In the decades of the '80s and' 90s according to Mejía (2004), there was the rise of educational reforms, it is said that 117 new education Laws emerged worldwide. This is due to the fact that, at the beginning of the 80s, when the document called "a nation at risk" appeared - prepared by experts from the United States of America- at a global level, the idea of adapting educational systems to new conditions was accepted. knowledge and technology, and there was also talk of double poverty - being born in a difficult economic and social situation and going to a poor quality school. Around the same time - the beginning of the 1980s - the slogan "Education for all" appears in the Jomtien conference, where education was the formula for achieving a globalization centered on equity.

From the field of public policies, institutional educational projects - henceforth PEI - have their origin in the context of educational planning in 1982 with the French experience "Renovation of Schools". With the intention of assimilating this successful experience in Europe, in several Latin American countries PEIs arose within the educational reforms, in Chile and Venezuela in 1993 with the names of Educational Project and Campus Project respectively, in Colombia -Institutional Educational Project- Cuba and Costa Rica in 1994, among others.

In the PEI, both in its foundational and pedagogical components, the educational model to be followed and the pedagogical approach that the institution will apply in the teaching and learning processes, from planning and classroom practice, must be defined. In this way, the implementation of pedagogical approaches and / or models becomes part of the training processes because it seeks to transmit quality knowledge that allows the structuring of a participation system among the members of the educational community to be put into action. This, in order to promote the growing and indefinite search by students for new conceptions and skills, where they can set their particular horizon of meaning of life. In this aspect, pedagogical models usually find their strength in the subject, with the strategies that activate them, understanding the dimensions through which they have traveled in their history of cultural and social validity.

Thus, Flórez (2006) who performs an analysis of the different pedagogical models that have spread over time, states that they have been normalizing and structural agents in the functioning of educational processes. In accordance with these premises, De Zubiría (1994) points out that the essential problem of all education is to solve the question that revolves around the type of man and society that one wants to contribute to forming.

In this way, in the curricular construction at the time of formulating and implementing both educational projects and institutional pedagogical approaches and / or models, there are underlying rationalities that give different meanings to the training processes, depending on the paradigm in which the various educational actors are well founded. Situation that gains importance, since analyzing under what rationalities the curricula are designed and implemented, allows not only to identify problematic nodes, but also to propose strategies for the improvement of teacher professionalization and consequently of pedagogical environments.

On the topic of curricular construction paradigms, these have been classified by Grundy (1991) -as cited in Valdés and Turra, 2017, p.24- in three types of rationality, namely: technical, practical and critical. In each of these curricular rationalities, both the educational purposes, the design of the curriculum, and the role of the teacher and the student are conceived differently.

In the present study carried out between October 2018 and October 2019, it is proposed to know first-hand, the perceptions of six teachers of the elementary school level who work in the Rufino José Cuervo Centro Institution of the official sector, of Armenia -Quindío, Colombia- , from the design of an instrumental case study (since what matters is the problematic node contained in the case and not the case itself), regarding the implementation of the pedagogical approach and in this way analyze the rationalities that underlie the planning and practices of these teachers. These two conditions -the first: teachers' perceptions and the second: that they work at levels other than higher education- are configured in appreciable contributions to deepen the knowledge of events and realities in school environments.

Regarding the first condition, listening to the teacher's voice is configured as a direct source and a valuable element for analyzing educational contexts, since they are the immediate actors and carriers of pedagogical knowledge from theory and practice. As a second circumstance, there is the fact of investigating in educational establishments of levels different from higher education, since most educational and pedagogical research in Colombia comes from university settings, a situation manifested by authors such as Mosquera (2019) and Ossa (2015).

Theoretical Perspective

The concept of PEI according to Barrios (2011) -as cited in Mosquera and Rodríguez, 2018, p.257- has its origin on the international scene around 1982 in France, from the context of educational planning. Colombian legislation, specifically in the General Education Law in its article 73 and in the regulatory decree 1860 of 1994, establishes the PEI as a route or chart of navigation for educational institutions. This document becomes important because it grants autonomy to plan education in each school organization and in this way create culture and institutional identity, in order to respond to the needs of educational communities.

In turn, in the last three decades there has been a consensus on pedagogical matters with regard to educational projects, according to Valdés and Turra (2017) "in the curricular debate there is a consensus that the curriculum is a cultural construction that organizes a set of human educational interests and practices "(p.24). In this sense, the pedagogical models established by the institutions in their curricular projects, support specific educational interests and intentions with respect to the type of person to be trained, who directs and in whom the teaching-learning process is focused, as well as which methodological and evaluative strategies are going to be used.

There are several investigations related to the types of paradigm of curricular production and rationalities that underlie educational environments, among them are those carried out by Nocetti and Medina (2019), Valdés and Turra (2017), Mansilla and Beltrán (2016) and Portela (2004), who agree in their results on the predominant technical rationality in the educational field and argue that educational challenges and school improvement are being understood only in terms of organizational effectiveness and efficiency, since meeting objectives and goals of coverage and promotion, as well as with good results in standardized assessments at the national and international level, are privileged over topics that should be considered in institutional educational projects.

On the other hand, Muñoz (2019), Figueroa, Soto and Yáñez (2019), Rodríguez, Betancourt and Barrientos (2019), Díez (2015), Laval and Dardot (2013), Mejía (2015) and Ramírez (2015) in their Studies conclude that the neoliberal development model, which, together with instrumental or scientific technical rationality, has neglected educational relevance in terms of equity and social development, following the hegemony of a market logic in which advances in science and technology technology, competitiveness, the productivity of goods and services, and individualism, has become the "new world-reason" or new subjectivity, where:

> "The importance of education as a generator of thought capacity that allows us to distinguish man from animal is unknown, making man human. This thought that could be dedicated to the production of art or science aimed at enlarging man more, is dedicated to the production of goods that have value for the market, thus denying the essence of man, by making thought important only in the measure that can be focused on the production of things accepted by the market. " (Ramírez, 2015, p.329)

In accordance with the interest and educational sense that is given to the construction of the curriculum, contemporary theory recognizes three types of paradigms or rationalities, the classification of which was proposed by Shirley Grundy in 1991, who in turn was based on the theory of Habermas (1986) cognitive interests. In this way, the author distinguishes technical, practical and critical curricular rationalities.

The authors Valdés and Turra (2017, p.24-25) mention that this classification proposed by Grundy, has given "theoretical support to most of the works referring to the theory of the curriculum, as well as to its rationalities, paradigms and approaches", in various countries and cite"Ferrada 2004; Pascual 2008; Magendzo 2008; Malagón 2008".

Technical Rationality

This type of curricular rationality, theoretically supported in the empirical-analytical sciences -such as physics, chemistry, biology-, according to Pascual (1998, p.20) is based on the model by objectives proposed by the American Tyler in 1949, where the teacher is a kind of technician who teaches or lectures with a curriculum that is not designed by him, but by other "experts".

According to Valdés and Turra (2017):

"From the logic of the technical rationalities of the curriculum, the training processes are seen as a series of mechanisms... Said in terms of the curriculum, the training of professionals becomes an imposition of content that does not consider the contexts or cultural and territorial environments of the students "(p.25)

On the other hand, in this curricular paradigm the social, economic and cultural contexts of the students are not considered, the student is a passive actor in the educational process. Thus, the theory proposed in the curriculum is conceived as a technological device that with a correct application by the teachers, the determined educational objectives are achieved, in this way, the curriculum is developed based on a product model. With which, the technique is subordinate to science and in turn the practice is subject to what is dictated by the theory.

Practical or Praxeological Rationality

From practical rationality, whose theoretical support is located in the social or historical-hermeneutical sciences -like history, psychology, sociology-, preponderance is given to "understanding, interaction and consensus or negotiation of meanings, and also the concept of deliberation or practical judgment" (Pascual, 1998, p.29). According to what was stated by Grundy (1991, p.100), Stenhouse in 1970 with his humanities project in England, in which he evidenced the difficulties that teachers had to carry out what was prescribed in the explicit or manifest curriculum, at the time of carry out their pedagogical practices. In this way, Stenhouse laid the foundations of the practical curricular paradigm, critiquing the model by objectives and proposing a process model. The role of the teacher in this curricular rationale is totally participatory, both in the construction and in the development and application of the curriculum and likewise, the student is considered an active actor in the teaching-learning process:

"... The curriculum belongs to the realm of the practical is, on one level, affirming that it belongs to the realm of human interaction and that it is related to the interaction between teacher and students. To the extent that this elementary aspect is recognized, certain political implications become apparent. If we accept that the curriculum is a practical matter, all participants in the curricular event will have to be considered subjects and not objects (Grundy, 1991, p.100).

Critical Rationality or Social Reconceptualist

The critical curricular rationality, according to Valdés and Turra (2017, p.25), has arisen from the interest of an emancipatory nature and is framed in the pedagogical-formative practices that lead towards the emancipation of the subjects, freeing them from false conceptions and perspectives deformed from reality. The critical or emancipatory interest characteristic of this curricular rationality is based on the critical theories which Pascual (1998) points out "reflect on society and people to offer explanations about how restrictions and deformation act to inhibit freedom." (p.45) and also in authentic intuition, in which for Grundy "it is not enough that we are convinced that this is true, but that this is also true for us" (p.46). A founding concept of this rationality is that of pedagogical praxis understood as a continuous cycle of action and reflection. In this order of ideas, both teacher and student are active actors in the training process, where creativity, criticism and reflection are promoted. The most marked difference between practical rationality and critical rationality consists in the emancipating cognitive interest that bases the latter, in this regard Pascual (1998) states: "While the curriculum built according to a critical rationality inevitably comes into conflict and breaks with the cultural, social and political context, the one built according to a practical rationality, on the other hand, does not seek a break with the context." (p.48-49).

Methodological Aspects

The study has a qualitative approach, from the methodological complementarity of content analysis and grounded theory, in accordance with qualitative research, since symbolic interactionism is taken into account, as a construction of the meanings that emerge from human relationships, from there the knowledge of the world and its peers, in other words "is an analysis methodology linked to data collection, which uses a set of methods, systematically applied, to generate an inductive theory on a substantive area" (Glaser, 1992 , p. 30), for this reason the most important thing here is the analysis of the information, so that the theory emerges.

It should be noted that the grounded theory method of analysis is useful when trying to analyze

the meanings and senses given by the research subjects themselves, in this case six teachers from the Rufino José Cuervo Center educational institution in the city of Armenia, whose selection criteria were: At least five years of working in the institution, performing at the elementary school level, with an academic assignment in the areas of Spanish language and / or mathematics, in addition to being willing to participate in the study.

The categories of meaning appear as determining figures, views such as the sociocultural domain - multifaceted images of the agents to be observed that are the same subjects, thus allowing the emerging theory to connote, name and conceptualize new premises that configure the pre-theoretical thoughts or basic principles of that founded theory. Here begins the ~~tough~~ process ~~of~~ comparing, without saying that, from the beginning of the symbolic coding, this comparative work is not started. These comparisons made make a network of Sense of the subject to be configured, in which the reality of the pedagogical approach that is managed in the institution under study is imminent, in such a way that the perspectives and meanings of the teachers are known.

The information gathering instruments were reading of written texts and semi-structured interviews. With regard to written documents, texts such as the PEI, elementary school level curriculum, area plans for Spanish language and mathematics of the same educational level of the educational institution were studied, as well as the curricular guidelines of the Ministry of National Education MEN of the two areas mentioned, for a qualitative content analysis. Also, the technique of semi-structured interviews was chosen because "they offer an acceptable degree of flexibility, while maintaining sufficient uniformity to achieve interpretations consistent with the purposes of the study." (Díaz, Torruco, Martínez and Varela, 2013, p.163).

Results

In the analysis carried out on the written documents, two categories of meaning emerged, which were called "educational purposes" and "design-content of the curriculum", in which findings that underlie the predominance of technical curricular rationality were found.

In the first instance, it is pertinent to mention that the Rufino José Cuervo Centro educational institution, in its PEI adopted the pedagogical approach of "Teaching for understanding" - hereinafter EPC (Enseñanza para la comprensión)-, which has been implemented for ten years. The theoretical guidelines of the EPC pedagogical approach are consistent with practical curricular rationality:

> "For the Teaching for understanding approach, deep reflection about what is done is important, which allows the individual to go beyond mental images or pure action, to build understandings that allow them to solve real problems of flexible way. " (PEI, p.51-52)

"For there to be a real understanding, students must acquire the ability to solve problems, work on assumptions, apply what they have learned to different and new situations, achieve a variety of actions, in such a way that, at the same time, they deepen an inquiry, advance in knowledge." (PEI, p.52)

In this way, the EPC approach of the institution is oriented towards the understanding and construction of meanings that are validated not only by the teacher but also by the student, through the diagnosis, monitoring and continuous reformulation that the teacher must carry out throughout of the teaching-learning process. Thus, it is sought that the selection of the curricular content is oriented, as said previously, towards the construction of meanings, from processes of interpretation, integration and orientation. In the following paragraphs of the PEI of the Rufino J. Cuervo Centro institution, the above is confirmed:

"In teaching for understanding, the student must develop and learn new ways of thinking, which constitutes an urgent need, which must be fostered, at every step, by the accompanying teacher.

The evaluation model derived from the previous considerations should encourage creativity as a superior production capacity of the student, as well as the freedom to learn, share and apply knowledge.

The evaluation must be taken as a process of adaptation of responses, appropriate to the solution of a problem in a given context, with the dynamics of continuous diagnosis and the step-by-step improvement of the product-response, prepared by the student.

The evaluation, in this case, performs a new function: "to diagnose performance levels, setting actions and responsibilities against understanding and times to reach them." In addition, it allows adaptations to be made to the needs, personal agendas and diverse interests of the students. It must promote in the student, the search and appropriation of the information, as well as its use in different contexts. " (PEI, p.53, translation)

In relation to the categories of meaning, both for educational purposes and for the design-content of the curriculum, it was found that 66.67% of the curriculum for the elementary school level is made up of areas related to logical-mathematical reasoning, comprehension reading, learning English and management of information and communication technologies, which demonstrates an emphasis on technical rationality, since those skills and abilities that are expected to be achieved in these areas will be the ones that will serve the students to be inserted in the future in the labor field of the production of goods and services.

In contrast, to 33.33% of the curriculum constituted by the areas of social, artistic, ethics and values, religious education and physical education, which

tend to promote knowledge related to culture, values, the arts and human behaviors, which are more in line with the practical and critical curricular rationalities.

Yet, in the analysis of the Spanish Language area plan for the year 2019, at the elementary school level, and although its design is carried out by the same teachers who implement it in the classrooms, a curricular construction was found predominant technical rationality. It could be found from the formal aspect, that the area plan complies with the elements contemplated in the EPC approach -generative topics, common threads, goals and continuous comprehension and assessment performances- however, knowledge is atomized and is quite dense, in each grade and in the four academic periods of the school year, by the amount of guidelines and contents that are intended to be covered.

In turn, in the analysis of the articulation of the curricular references of the Ministry of National Education MEN, with the other elements of the EPC approach, deficiencies were found in their structure and cohesion, because there were inconsistencies between them. Nor were comprehension goals visualized by grades or groups of grades, they were fragmented in the academic periods of each grade. An example of the above is described below:

Spanish language area plan 2019, first grade, 1st Term:

"Standards that it develops:

- Process: I produce oral texts that respond to different communicative purposes.

- I clearly express my ideas and feelings as the communicative situation warrants.

- Process: I produce written texts that respond to various communicative needs.

- I choose the type of text that my communicative purpose requires.

Generative topic: reading and writing the world of words I am getting to know. " (p.19)

In the previous section, in one of the standards it says "I produce written texts" and in the generative topic the word "writing" is observed. Therefore, they account for a writing process, which is difficult to achieve in the first academic term, because it is necessary to attend to both the development of phonological awareness and the alphabetical principle, so that students begin to produce written texts.

In the same way, results were found in the mathematics area plan for the year 2019, for the level of elementary school, similar to those found in the plan of Spanish language. Example:

Mathematics 2019 area plan, first grade, 3rd term:

"Standards that it develops:

Number thinking and number system:

- I recognize meanings of numbers in different contexts (measurement, counting, comparison, coding, location, among others).

Spatial thinking and geometric system:

- I differentiate attributes and properties of three-dimensional objects

- I represent the surrounding space to establish spatial relationships.

Metric thinking and measurement system:

- I recognize properties and attributes that can be measured (length, area, volume, capacity, weight and mass) in objects and, the duration of events.

Random thinking and data systems:

- I represent data related to my environment using concrete objects, pictograms, and bar charts.

Variational Thinking:

- I recognize and describe regularities and patterns in different contexts (numerical, geometric, musical, among others. " (p.26)

"Comprehension performance:

Exploring:

● Through practical and reinforcement activities or exercises in the classroom, students will work correctly on the process of reading and writing 3-digit numbers.

● Explain how 3-digit numbers and subtractions greater than, less than, and equal to are formed.

● Explain the processes for adding and subtracting with 3-digit numbers.

● Involve addition and subtraction in solving problems. Guided

Research:

● Through practical and reinforcement activities or exercises in the classroom, students will work correctly on the process of reading and writing 3-digit numbers.

● Explain how 3-digit numbers and subtractions greater than, less than, and equal to are formed.

● Explain the processes for adding and subtracting with 3-digit numbers.

● Involve addition and subtraction in solving problems.

Final synthesis project:

● They write and read 3-digit numbers.

● They establish order relationships up to 999

● They perform addition and subtraction with 3-digit numbers

● They solve simple problems. " (p.26-27)

As can be seen in this section of the mathematics area plan of the first grade in the third academic term, they include the numerical, spatial, metric, random and variational thoughts in the standards to be developed. However, when the performances of understanding and the final synthesis project, the area plan only attends to the development of numerical thinking and therefore, other thoughts were not taken into account. Therefore, what is proposed in the standards to be developed is disarticulated with what is designed in the other aspects of planning, and also the fragmentation of knowledge is confirmed, a characteristic that is attributed to technical curricular rationality, thus demonstrating a contrast with the integral and holistic vision of the curricular guidelines of the area of mathematics.

> "It is therefore proposed a mathematics education that fosters learning of greater scope and more lasting than the traditional ones, which not only emphasizes the learning of concepts and procedures but also widely applicable and useful thought processes to learn how to learn." (Ministry of education, Mathematics curricular guidelines, 1998, p.19)

Regarding the results obtained in the interviews carried out with the six teachers, two categories of meaning also emerged: The first was called the conception of the relationship between teacher, students and knowledge; and the second, the meaning of pedagogical reflection.

Regarding the category of meaning of relationship between teacher, students and knowledge, the underlying curricular rationale is practice. Regarding the category of pedagogical reflection, the results obtained tended towards technical curricular rationality.

Regarding the category relationship between teacher, students and knowledge in the interviewed teachers, there was consensus regarding the meaning that they gave and explicitly manifested, praxeological or practical rationality prevailed.

In the following expressions:

> "Students are active subjects from their conditions, experiences and ways, they provide feedback on the teacher's work" (Teacher 1).

> "First of all, respect for the student, the treatment is vital to strengthen confidence, the tone of

voice that is appropriate and warm, equality as human beings, empathy and understanding" (Teacher 2).

"For me, the role of student as a subject of learning is fundamental because it is one of the most important tools in my work as a teacher. My wish is that their learning is meaningful and that they are motivated to know different knowledge, that they do not stay in what one teaches them. Also take into account how important they are as people (values)" (Teacher 3).

"Active, participatory students with knowledge of the different processes to follow to achieve successful learning" (Teacher 4).

"The role of the student must be active, builder of knowledge, motivated to learn, work on goals and be responsible for their learning" (Teacher 5).

It is worth highlighting the active role in the educational process that students represent for these teachers. Likewise, for the teachers interviewed, the student-teacher interaction provides meaning and significance to the pedagogical task, in this sense, when faced with the question

How would you describe your role as a teacher in the classroom?

The following responses were obtained:

"Active, innovative, comprehensive teacher, knowledge guide. I believe that my work as a teacher plays a very important role in the life of each student and in the educational community" (Teacher 2).

"I want what I explain to be learned. Recover the values that have been lost in students. Creative, establish a good coexistence and apply different guidelines of the pedagogical model that help me find a good relationship with my students" (Teacher 4).

"As a teacher I must adapt to the group, be flexible and take as a basis the student's state of motivation or interest at a given moment" (Teacher 6).

Similarly, several teachers described that a classroom environment that favors the teaching-learning process is characterized by being and having:

"A good coexistence between students and teacher. Considerig that each child has their own learning. Value him and make him feel important" (Teacher 4).

"Participatory, democratic, inclusive, dynamic, dialogical, safe, organized, pleasant" (Teacher 5).

"Good condition of elements, classroom materials, good relations between students-teachers, motivating academic activities, compliance with disciplinary agreements, flexible planning" (Teacher 6).

In relation to the category of meaning of pedagogical reflection, in the findings found in the perceptions and opinions expressed by the study participants, mostly technical rationality prevailed. In accordance with the above,

it is pertinent to clarify that the meaning of pedagogical reflection as a process of self-evaluation, under which

a technical rationality underlies, is identified because the teacher performs an analysis of his own action. For Nocetti and Medina (2019) this means that the teaching action is instrumentalized and the results are valued more, to the detriment of the examination of the process that occurs in the classroom (p.15). The authors also add that around this significance of the analysis of strengths and weaknesses that leads to think about alternative teaching actions there is a marked evaluative approach and an instrumental character (p.9).

In contrast to the pedagogical reflection in which practical curricular rationality underlies, which is characterized by being a process of questioning and problematization (Nocetti and Medina, 2019, p.10-12), the assessment focuses on the students and their context, which bring changes in the way of carrying out the teaching practice, during the development of the classes.

Next, by way of illustration, technical rationality is exemplified, under which the concept of pedagogical reflection underlies:

"It is the evaluation that we carry out of our pedagogical practices with a critical, reflective and constructive look that allows us to analyze our strengths and weaknesses to develop strategies that lead to more effectiveness of the teacher in their classroom work for the benefit of their students" (Teacher 5).

"To think carefully, study it, analyze it and look at my results, my limitations in my educational practice, understand it well and decide whether to improve, adjust or change my process." (Teacher 6).

For teachers 5 and 6, the meaning of pedagogical reflection is centered on a concept of self-evaluation, where "strengths and weaknesses" or "results and limitations" are analyzed, thus moving away from a conception seen from practical rationality in the which the centrality in the analysis is not in the teacher, but in the students and their context.

However, as part of the findings in the category of meaning pedagogical reflection, subcategories emerged in the coding analysis that evidenced some of the features or conditions that determine a meaning of a practical nature.

"Establish a flexible teaching where the student has the opportunity to express himself taking into account the abilities and development of the child" (Teacher 4).

In the previous expression, teacher 4 emphasizes what happened pedagogically with the student, this being one of the conditions to consider a practical reflection.

Regarding teacher 3, in the meaning of pedagogical reflection, some conditions of technical rationality and others of practical rationality underlie.

"It is using different strategies and saying if it works for me or not, if I make myself understood, if my students understand what is explained. If this does not happen, then it is necessary to make use of other tools, resources, or carry out other pedagogical activities and it makes the knowledge reach our students successfully" (Teacher 3).

In the first sentence "It is to use different strategies and say if it works for me or not, if I make myself understood", he focuses on his own action, characteristic of technical rationality, although in the expression "if my students understand what has been explained" an interest of a practical nature is denoted. With these exceptions made, in the results of the coding analysis of the category meaning of pedagogical reflection, technical curricular rationality presents an emphasis since the tendency of teachers' perceptions was towards the concept of self-evaluation process as opposed to the concepts of the process of questioning and problematization. That is, the answers were directed to the assessment of their own work, in contrast to the process focused on the students and their context, characteristic of the reflection in which a practical curricular rationality underlies.

Neither did they emerge in the information collected as a result of the interviews, phrases or quotes alluding to the conditions of practical rationality, in which reflection and consequent changes take place during the course of the classes. For the teachers participating in the study, the meaning of pedagogical reflection implies a process of analysis after carrying out the work in the classroom.

Discussion

Although the practical curricular rationality underlies in the conceptual guidelines of the EPC pedagogical approach of the institution under study, and its focus of attention is located on the process and not on the product as in the traditional pedagogical model, the results reveal the existence of tensions between the theoretical discourse proposed in the PEI and what is implemented in classroom practices, in which conceptions and meanings of teachers persist, based on the technical curricular paradigm.

In the case of the category of meaning educational purposes, in the analysis carried out to the curriculum of the elementary school level, an educational model is observed with emphasis on the development of competencies and abilities in the students that will serve them in the future to face to the labor market. According to authors such as Portela (2004) and Ramírez (2015), this implies an instrumentalization of the training sense and, consequently, the prevalence of a technical rationality in which productivity, profit and individualism are privileged, over the pedagogical, social, cultural and political dimensions that education should promote.

In this sense, Portela (2004) argues:

"In this intention, it is about inserting the child into the world of work, being someone in life from the instructionist logic of competences, professional capacities, and reduction of all human encounters based on established knowledge. That is why the educational institution becomes the place where it is manufactured, instructed, little thought is given, on the value and
the place of the other." (p.5)

In line with the above, Ramírez (2015: 315) in his research on human capital as economic growth, in which he "makes an analysis of the instrumentalization of education, training, work capacity", states:

"Public policies aimed at achieving improvements in the health and education systems are not thought in terms of improving society and increasing the freedom of human beings, but in terms of improving the labor market and in a higher productivity of companies; therefore, the human being becomes a means to an end, related to economic activity." (p.329)

Regarding the design-content category of the curriculum, the findings show a curricular production consistent with technical cognitive interest, in which knowledge is fragmented
-overvaluing theory over practice- and oriented towards obtaining results or products, to the detriment of the global vision, centered on the qualitative comprehension and interaction processes of the practical paradigm. This is in line with the results of the research carried out by Valdés and Turra (2017) and Nocetti and Medina (2019).

In contrast to the previous categories -educational purposes and design-content of the curriculum- the teacher-student relationship and knowledge, revealed an important change in the perceptions and meanings that the study subject teachers give to this aspect of classroom practice, situation concordant with the practical curricular rationality. Thus, the fact that teachers consider it important to have good relations with their students, in addition to being aware of the active role that students must fulfill in the educational act, is configured in a favorable circumstance to achieve transformations in the rationality that underlies in the implementation of the institutional pedagogical approach, a situation that is also pointed out by Nocetti and Medina (2019):

"This experience coincides with the approach of Korthagen (2010), who affirms that, the greater the opportunity to improve interpersonal relationships with the students at school, the more teacher reflection increases with a view to improving practice." (p.11)

Regarding the meaning of pedagogical reflection, it is pertinent to indicate that beyond being understood as a process of self-evaluation, it is necessary to go beyond this conception based on a technical rationality, to begin to understand it from processes of questioning and problematization, typical of the practical and critical curricular rationalities, in order to enable the improvement of the teaching profession. In addition, it is important to add that, in none of the categories of meaning, did meanings related to the paradigm or critical curricular rationality emerge, a situation that may be due to the distancing in the problematization of social and political issues on the part of the teachers, whose explanation could also have its foundation in the hegemony established by the instrumental-technical rationality that permeates not only the educational field, but the other spheres of daily life.

Conclusions

It is pertinent to point out that the sample selected for the study, although it is representative for the population of teachers who work at the elementary school level of the institution under analysis, does not contain research subjects from the other educational levels, due to limitations regarding to human and logistical resources.

It is also important to highlight the relevance of the study in that the results found may be conditions that are also present in other educational institutions not only in the city of Armenia, but also in other cities and countries. The contemporary educational crisis, indicated both in the daily life of social discourses as in academic and scientific fields, has as a recurring explanatory hypothesis, the predominance of technical rationality in training fields.

To conclude, the foundation in the practical curricular paradigm is supported by the EPC pedagogical approach and several of the contemporary pedagogical models established in educational institutions. The results reveal the persistence of tensions between what is theoretically proposed in current curricular models, from practical rationality and what is implemented in classrooms. That is to say, the traditional technical paradigm still predominates in teaching practices.

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