



Languages and Education Consulting

Executive education, preparation for life.

Welcome

INTRODUCTION TO THE NEW MEXICAN SCHOOL



TABLE OF CONTENTS

TOPIC	SLIDE
<u>THE NEW MEXICAN SCHOOL DEFINITION AND OBJECTIVE</u>	5
<u>STRATEGIC PROGRAMS FOR THE EDUCATIONAL TRANSFORMATION</u>	8
<u>PARTICIPANTS IN THE CURRICULUM</u>	9
<u>PRINCIPLES OF THE NEW MEXICAN SCHOOL</u>	10
<u>FEATURES OF THE CURRICULUM PROPOSAL</u>	11
<u>GRADUATE PROFILE</u>	12
<u>ARTICULATING AXES AND FORMATIVE FIELDS</u>	14
<u>CURRICULAR ORGANIZATION BY PHASES</u>	15
<u>SYNTHETIC PROGRAMS. OVERVIEW OF PHASE CONTENTS</u>	16
<u>PHASE 6 OVERVIEW</u>	17



ÍNDICE

TEMA	DIAPOSITIVA
<u>KNOWLEDGE AND SCIENTIFIC THOUGHT</u>	18
<u>CO-DESIGN</u>	19
<u>SYNTHETIC AND ANALYTICAL PROGRAM</u>	21
<u>ANALYTICAL PROGRAM</u>	22
<u>BIBLIOGRAPHIC REFERENCES</u>	25
<u>FAREWELL</u>	26

THE NEW MEXICAN SCHOOL DEFINITION AND OBJECTIVE

The New Mexican School (NEM) is an educational model implemented in Mexico in 2019, aiming to transform the country's education system. Its focus is the comprehensive education of children, adolescents, and young adults.

Its objective is to promote excellent, inclusive, multicultural, collaborative, and equitable learning throughout the educational journey, adapted to all regions of the country.



THE NEW MEXICAN SCHOOL

•It is necessary to move forward in the educational transformation demanded by the National Education System, which is embodied, among other elements, in the 2022 Curriculum for Preschool, Primary, and Secondary Education, which proposes a paradigm shift that must permeate all schools in the country.



•The school is seen as a space for building a collective understanding of the world, the country, the family, and the community.



THE NEW MEXICAN SCHOOL

- This paradigm shift cannot remain merely rhetorical; it must be carried out in educational practices.

- * It is a process of transforming the national basic education curriculum, in line with one of the main objectives of the current educational system , namely: changing educational content with a humanistic focus that promotes the well-being of the population.

- * This is reflected in profound changes in the curricula and syllabi for preschool, primary, and secondary education, as well as in the new family of free textbooks.



STRATEGIC PROGRAMS FOR THE EDUCATIONAL TRANSFORMATION

**The School is
ours**

**The New
Mexican School**

**Revaluation of
teachers**

**National
Scholarship
Program**



PARTICIPANTS IN THE CURRICULUM

The 32 heads of the educational authorities of the federal entities (for Mexico City, the Federal Educational Authority in Mexico City).

15,324 Indigenous and Afro-Mexican people from 32 states, promoting the participation of Indigenous peoples and communities in the development of educational models to recognize the nation's multicultural makeup.

The national teaching profession expressed its support in assemblies across 32 states, reflected in 128 documents from various working groups and more than 90,000 contributions to the Google Form, in accordance with Article 23 of the LGE.

Girls, boys, adolescents, and their families from different states in the country, in accordance with the provisions of Article 23 of the General Education Law.



PRINCIPLES OF THE NEW MEXICAN SCHOOL

Promotion of Identity with Mexico

Citizen Responsibility

Honesty

Participation in the Transformation of Society

Respect for Human Dignity

Promotion of Interculturality

Promotion of a Culture of Peace

Respect for Nature and Environmental Care



FEATURES OF THE CURRICULUM PROPOSAL

I. The community as the integrating core of the teaching and learning processes

To carry out actions to conceive the school as a community learning center where knowledge is constructed and converged, values, norms, cultures, and ways of living together in the community and the nation are exchanged.

II. The human right to education

Students as subjects of education, as well as the priority of the National Education System, integration into collective life with well-being and happiness

It has 4 elements that articulate the curriculum proposal from beginning to end.

III. Professional autonomy of teachers

To contextualize the contents of the syllabi in accordance with the social, territorial, cultural, and educational realities of students.

IV. Curricular Integration

Expressed in the formative fields—coordinating axes—which establish fundamental study content. It articulates interdisciplinary work in the problematization of reality and the development of projects to tackle fragmentation.



GRADUATE PROFILE

I. Right to: a dignified life, decision-making over one's body, personal and collective identity, well-being, and good treatment, with freedom and responsibility

II. Acknowledgement and appreciation of the diversity that characterizes the Mexican nation.

III. Women and men with equal rights and autonomy for a dignified life, free from violence and discrimination.

IV. Assessment of potential to improve personal and community capabilities at different stages of life.

V. Own thinking to analyze and argue about reality, as well as to oppose injustice, discrimination, racism and classism.



VI. Conceive of oneself as part of nature and recognize the importance of the environment from a sustainable perspective.

VII. Interpretation of natural and social phenomena based on reason, science and community knowledge, to pose and solve problems.

VIII. Dialogue with respect and appreciation for diversity, to acquire new skills and undertake personal and collective projects.

IX. Exchange of ideas and perspectives through different languages to establish agreements by leveraging digital resources ethically.

X. Development of critical thinking to value the sciences and humanities and critically examine one's own ideas and those of others with solidarity.



ARTICULATING AXES AND FORMATIVE FIELDS

Early Preschool Primary Secondary



1. Girls, boys and adolescents

2. Ethics, nature and societies

3. About the human and the community

4. Languages

5. Knowledge and scientific thought

6. Gender equality

7. Appropriation of cultures
through reading and writing

8. Inclusion

9. Critical thinking

10. Arts and aesthetic experiences

11. Healthy life

12. critical interculturality



CURRICULAR ORGANIZATION BY PHASES

Phase 1	Early Education
Phase 2	Preschool Education 1° 2° 3°
Phase 3	Primary Education 1° 2°
Phase 4	Primary Education 3° 4°
Phase 5	Primary Education 5° 6°
Phase 6	Secondary Education 1° 2° 3°



SYNTHETIC PROGRAMS. OVERVIEW OF PHASE CONTENTS

Formative Field	•Purposes of the Formative Field for Basic Education. •Specifics of the Formative Field for the Phase. •Contents and Learning Development Processes of the Formative Field/Disciplines
Didactic approach: Contextualization processes and meaningful learning	•Integration of content and construction of comprehensive projects or methods •Co-design processes for curricular content



PHASE 6 OVERVIEW

Languages	Knowledge and scientific thought	Ethics, nature and societies	About the human and the community
Spanish	Mathematics	Geography	Technology
Mexico's ethnic, cultural, and linguistic diversity in favor of an intercultural society.	Expressing fractions as decimals and decimals as fractions.	The categories of spatial analysis and representations of geographic space.	Materials, technical processes and community



KNOWLEDGE AND SCIENTIFIC THOUGHT

Learning development processes			
Content	1st grade	2nd grade	3rd grade
MATHEMATICS			
Introduction to algebra.	The student interprets and presents various situations from common language to algebraic language and vice versa. The student represents the perimeters of figures algebraically.	The student represents algebraically the areas that generate a quadratic expression. The student identifies and uses the properties of exponents when solving different algebraic operations.	The student algebraically represents areas and volumes of geometric bodies and calculates the value of one variable as a function of the others.

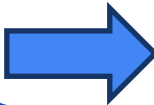


CO-DESIGN

It does not evade
mandatory observance
of syllabi

It involves a
contextualized, flexible,
and realistic approach to
teacher decision-making
regarding how teaching
is done in school.

The national aspect must
reposition itself as a
space for the common,
based on the diversity that
characterizes us as a
country.



CO-DESIGN

It incorporates local and regional community issues, themes, and topics as necessary content to enrich the curriculum proposal.

It acknowledges the curricular decision-making processes that teachers carry out.

It considers that the teaching staff of each school should deliberate on the content that will be integrated into the analytical programs.



SYNTHETIC AND ANALYTICAL PROGRAM

SYNTHETIC	ANALYTICAL
The purpose of this program is to provide the core elements for teaching, specifying: • The content to be covered. • The learning development processes. • The teacher's task is to start from their context to choose and determine which activities are possible, feasible, and valuable.	The purpose of this program is to present a strategy for contextualizing the synthetic programs that teachers, as a school collective, implement based on the conditions of their community, school, and particularly their school group. It is a working document that is developed, analyzed, and evaluated during the school year in CTE sessions. • Analysis of the school's socio-educational context. • Contextualization: Processing of synthetic programs to implement them in the different grades and phases. • Co-design: Possible incorporation of content not included in the synthetic programs.



ANALYTICAL PROGRAM

Contextualization and sequencing of content built from the Synthetic Program based on your teaching experience, your group's diagnosis, and the community's knowledge.

Incorporation of relevant local and regional community issues, themes and topics.

Consideration of one or more articulating axes in the contents of the analytical program.



ANALYTICAL PROGRAM

Distribution of content throughout the school year (temporality).

General teaching guidelines (without developing teaching planning).

Suggestions for formative assessment based on knowledge and teaching experience.



THE ANALYTICAL PROGRAM INTEGRATES

National contents of the Synthetic Program

Contextualized national content

Local and regional content



BIBLIOGRAPHIC REFERENCES

SEP (2024) *La Nueva Escuela Mexicana y su impacto en la sociedad* , available at
<https://educacionbasica.sep.gob.mx/wp-content/uploads/2024/05/La-NEM-y-su-impacto-en-la-sociedad.pdf>

SEP (2023) *La Nueva Escuela Mexicana (NEM): orientaciones para padres y comunidad en general*, available at
<https://desarrolloprofesionaldocente.sems.gob.mx/convocatorias%202025/docs/La%20NEM/NEM%20Orientaciones%20padres%20y%20comunidad.pdf>

SEP (2019) *La Nueva Escuela Mexicana principios y orientaciones pedagógicas*, available at
<https://dfa.edomex.gob.mx/sites/dfa.edomex.gob.mx/files/files/NEM%20principios%20y%20orientaciones%20pedagogicas.pdf>





THANKS A LOT

"Education is not preparation for life; education is life itself". John Dewey

