

# Diseño Curricular Primaria Buenos Aires

**Michael Byram,Lynne Parmenter**

**Enseñar matemática**,2006 Aquí se presentan propuestas variadas para la enseñanza de la matemática en la educación infantil, con sugerencias de juegos, recursos y secuencias de trabajo. Se desarrollan, desde la acción, aquellos contenidos de la disciplina que en los marcos teóricos vigentes son considerados como los más apropiados para abordar en este nivel educativo. La antigua discusión acerca de la pertinencia -o no- del uso del material concreto, la geometría desde edades tempranas y las secuencias didácticas para abordar contenidos, son algunos de los temas desarrollados. La obra profundiza sobre el día a día de la clase de matemática: conocimientos matemáticos previos, la conformación de los grupos de trabajo, las relaciones entre el abordaje de la matemática y las unidades didácticas. Se analiza la articulación entre el nivel y el primer ciclo de la educación primaria, proponiendo criterios para la continuidad. No están ausentes la fuerza de lo lúdico y la vivencia emocional que caracteriza a los primeros aprendizajes. Se reflexiona acerca de la evaluación de los aprendizajes significativos en el nivel inicial y se proponen ideas para llevarla adelante.

[Democratic Education as a Curricular Problem](#) Daniel Friedrich,2014-01-03 By repositioning democratic education not as something that can be achieved by following a certain, proven process, but as an inherently paradoxical enterprise in its dealings with the tension between schooling as the intentional production of citizens and the uncertainties of democracy, an alternative way of reading the curriculum emerges. This book aims not at arriving at the right combination of theory, policy and praxis that will provide the democratic utopia, but at historicizing the discourses that have shaped the ways in which we think and act in the field of education.

[International Handbook of Curriculum Research](#) William F. Pinar,2013-10-15 Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters

on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world.

Nuevos tiempos para la educación primaria UNICEF Argentina,Cecilia Veleda,CIPPEC,2013-09-02 Los resultados de este trabajo, que UNICEF se enorgullece en auspiciar junto con el Ministerio de Educación de la Nación, son valiosos tanto para el diseño de las políticas como para la planificación pedagógica dentro de las escuelas. Toda nueva provincia o escuela que esté ingresando a este fascinante proceso de ampliar su carga horaria cuenta de ahora en adelante con este conjunto de herramientas fundamentales para aprender del pasado y de las experiencias en marcha.

*Arquitectura y pedagogía* Verónica Toranzo,2022-03-23 El espacio aún no es considerado como parte del currículum en la escuela siendo, sin embargo, parte de un currículum oculto, silencioso e invisible. La arquitectura escolar contiene aquello que la pedagogía pretende enseñar, pero ambas... ¿dialogan para un encuentro? En este punto, este libro, intentará detenerse y reflexionar a través de la historia y las políticas de las construcciones escolares, analizando a su vez la situación actual de los espacios escolares, explorando un terreno poco transitado por quienes somos educadores y utilizamos a diario los espacios de la escuela.

### **Educación Física Escolar Temario de Oposiciones ,1990**

The Common European Framework of Reference Michael Byram,Lynne Parmenter,2012-06-06 A comparative study of the impact of the Common European Framework of Reference for Languages produced by the Council of Europe in 2001, this book asks writers in European countries and countries in the Americas and Asia to explain the influence of the CEFR. For each country there is a policy-maker and an academic perspective.

*Educational Qualitative Research in Latin America* Gary L. Anderson,Martha Montero,2013-10-15 Juan Carlos Tedesco, a prominent Argentinean sociologist argues that qualitative studies of education in Latin America represent a major challenge to current research. Latin American qualitative researchers are producing interpretive studies that focus on the realities of current developmental and educational reforms. Indigenous communities, women, students, and teachers are given voice in these studies, which represent the state of Latin American ethnographic, qualitative, and participatory research. This is the first book in English to offer a state-of-the-art collection of educational qualitative research studies in Latin America. The first three chapters present an overview of qualitative research, while the remaining seven chapters provide studies that explore various aspects of education from public schools to informal educational programs.

### *Escuela a la que concurro, La ,*

**Digesto municipal de la ciudad de Buenos Aires** Buenos Aires (Argentina),1993

**Las actividades coreográficas en la escuela** Milagros Arteaga,Virginia Viciana Garofano,Milagros Arteaga

Checa,2004 Actualmente, el contenido de Expresión Corporal, dentro del Área de Educación Física, está teniendo un gran auge, debido a la reconsideración de los que se dedican al campo de lo corporal, y también a la importancia que la L.O.G.S.E da a esta materia, viendo en ella una fuente importante de recursos para fomentar el desarrollo integral del alumno. Ante las dificultades que el docente encuentra a la hora de aplicar los contenidos basados en las distintas modalidades coreográficas, este libro pretende sentar las bases para que dicho docente las aplique correctamente. En esta obra se incluyen las modalidades coreográficas que los autores piensan más aplicables al ámbito educativo, proporcionando las adaptaciones oportunas en las distintas etapas educativas, y proponiendo unas formas de trabajo ajustadas a las consideraciones que se establecen en la Reforma Educativa, a la vez que se justifica su aplicación. Las modalidades tratadas son: las Danzas del Mundo, las Danzas Creativas, las Danzas de Presentación, los Bailes de Salón, la Danza Aeróbica, la Gimnasia-Jazz y el Funky, acercándolas al docente con la intención de facilitar la programación y organización de este tipo de contenidos.

### **Ciencias Sociales ,**

**Developing Materials for Innovative Teaching and Sustainable Learning** Andrzej Cirocki,Raichle Farrelly,Taylor Sapp,2024-10-30 This volume features current, innovative, and effective ways of developing instructional materials for diverse English Language Teaching (ELT) contexts. It is divided into four sections, each featuring pedagogical materials designed for specific groups of learners. The sections focus on materials for general English, ESP and EAP, CLIL, and ELT teacher education courses. The chapters, written by experienced educators from around the world, are highly practical and detail the process of designing materials for innovative and sustainable language education. The contributors reflect on their own practice, describe the materials design process, explain the guiding principles, and connect the design process with the local context and educational policies. They also offer practical tips to inspire classroom practitioners to create their own materials, promoting innovative teaching and sustainable learning. Ultimately, their chapters aim to encourage a world where teaching involves creativity and adaptability, leading to transformative learning for both teachers and learners.

*Mejorar la escuela* Silvinia Gvirtz,María Eugenia de Podestá,2004-11-17 Los autores de este libro están convencidos de que, si bien son necesarias ciertas condiciones estructurales para aumentar la calidad de la educación argentina, la institución escolar es la principal unidad de cambio del sistema, y el docente, un actor clave en esa transformación. Presentan aquí propuestas y herramientas concretas que ellos mismos han aplicado con resultados positivos, tanto en relación con la gestión como con las áreas curriculares, en las aulas. Para que estos sean duraderos, recomiendan y describen, además, modalidades de trabajo eficaces, como la formación de equipos, la generación de un buen clima, la búsqueda del consenso entre directivos y maestros. Es el propósito de esta obra invitar a la acción y la reflexión a todos aquellos educadores que confían en que mejorar la escuela es posible y están dispuestos a hacerlo.

*La biblioteca escolar en España* José Antonio Camacho Espinosa,2004 A partir de un recorrido por la historia y la

realidad actual de la biblioteca escolar en España, José Antonio Camacho Espinosa plantea cuáles son las condiciones que deben cumplir éstas.

**Lo que puede una escuela** Julián Mónaco,Alejandro Pisera,Virginia Arias,Betina Bandieri,Mariana Bordoni,Esdian Boyadjian,Horacio Busto,Vanesa Caprotta,María Cecilia Cercone,Guido Crespo Segura,Mariana Fernández Camacho,Pablo García,Laura González,Silvana Grottaroli,Vilma Intagliata,Claudia Jacob,Gabriela Jiménez,Claudia Lapenna,Natalia Losada,Verónica Mariño,Mariana Márquez,Gabriela Muollo,Rosana Nieva,Melisa Pérez,Ximena Lais Pérez,Marcela Puente,Alejandra Robert,Marta Rozenberg,Silvana Sagripanti,Valeria Suriano,Alejandra Troisi,Myriam Vigo,2019-08-30 ¿Qué se dice hoy de la escuela? ¿Qué se le pide? ¿Qué diagnósticos se hacen sobre su vigencia? Cuando se habla de la escuela, surgen una serie de lugares comunes, a veces contradictorios: la escuela ya no puede; los pibes ya no son lo que eran, los docentes tampoco; está desactualizada; no responde a las necesidades de los chicos; en suma... quedó en el pasado. Desde otras perspectivas, se apela a un salto al futuro: cuando se produzca una reforma; cuando se incorporen las nuevas tecnologías... funcionará bien. La escuela es una institución especial entre las instituciones. A ninguna se le requiere más y se la valora menos. Se le atribuyen responsabilidades cada vez más diversas y, al mismo tiempo, se la considera inútil. Lo que puede una escuela recobra el presente como un tiempo activo para la escuela. Como un tiempo de pensamiento y de acción. Sale de la trampa del pasado y del futuro: ni la escuela ya no sirve, ni hay que esperar su evolución en un porvenir eternamente postergado. Desde muchos ámbitos, se le exige a la escuela ponerse a la altura de los tiempos movilizando sus estructuras -lo que efectivamente es una necesidad- pero, simultáneamente, se espera que mantenga condiciones que ya no son posibles en ningún otro ámbito de la realidad histórico-social. Se trata, también, de ir más allá de esta paradoja. En este contexto, los autores construyen e introducen en el campo educativo una voz distinta a la de los investigadores tradicionales, los funcionarios y los comunicadores-formadores de opinión. En este libro aparece una voz poco frecuente en los debates sobre educación: la voz de los que están todos los días en la escuela, los que la hacen. Es una voz que transmite experiencias realizadas, no declaraciones de principios, no discursos de lo que se supone que se debe hacer. Aquí, es la escuela la que habla de la escuela, el docente mismo en un doble rol de actor e investigador.

**Hacia una didáctica de la aventura** Isidro Salzman,2003-04

**La educación física y su didáctica. Manual para el profesor** Pedro Sáenz-López Buñuel,2004-07-31 La Educación Física es una ciencia que está creciendo y adquiriendo importancia en España. Los últimos avances son notables: por una parte la igualdad económica conseguida hace poco más de una década por los profesores de secundaria, por otra la homologación del título de licenciado que ha supuesto la aparición de los primeros Doctores o la transformación de los INEFs en Facultades. Otro de estos avances ha sido la creación de la especialidad de Educación Física en las Facultades de Educación (antiguas Escuelas de Magisterio). El abandono de este área de conocimiento en Primaria era y sigue siendo, en

muchos casos, muy triste. La aparición de los maestros y maestras especialistas en Educación Física debe ayudar a mejorar el estatus de esta asignatura en los centros escolares. La transformación de las Escuelas de Magisterio en Facultades están coincidiendo con la puesta en marcha de los nuevos planes de estudio. La orientación general de estos planes es aumentar los créditos de las asignaturas psico-pedagógicas. Esta tendencia se ha visto reflejada también en la Didáctica de la Educación Física, aumentando su importancia respecto a planes anteriores. La Educación Física y su Didáctica es un campo que necesita más estudios y aportaciones de profesores e investigadores. La experiencia como profesor de esta asignatura en la Universidad de Huelva, una revisión bibliográfica amplia y el inicio en la investigación en el campo de la Formación del Profesorado, son la base del presente trabajo. La intención con la que se ha escrito este libro es para que vaya dirigida a los maestros y maestras especialistas en Educación Física y a los estudiantes que aspiran a serlo. Los futuros profesores de secundaria y los que ya están impartiendo docencia pueden encontrar en el libro una fuente de ideas útiles, ya que muchos aspectos didácticos son similares tanto en Primaria como en Secundaria. También se ha pensado en el campo de la iniciación deportiva, ya que abarca las edades de la Educación Primaria (seis a doce años). Los monitores/as y entrenadores/as que enseñan a estos niños y niñas podrán leer con detenimiento los apartados 6, 7, 18, 19, 20 y el bloque II entero y comprobarán que su actividad docente tiene características comunes con las del maestro/a de Educación Física. El libro está dividido en cuatro bloques y 20 capítulos. Su lectura puede hacerse de forma independiente en función de los intereses del lector. No obstante, los contenidos están «Primero tenemos que creer en nosotros mismos y en el valor de nuestra asignatura, no como un acto de fe, sino a través de nuestra propia conciencia y nuestro juicio fundamentado. Esto se convierte en el desafío y el camino del futuro para la educación física». Kirk (1990,p.167). 13 Pedro Sáenz-López Buñuel relacionados y constantemente se hace referencia a aspectos analizados en otros capítulos o apartados. En el primer bloque, «La Educación Física en Primaria», tratamos de fundamentar la Didáctica de la Educación Física analizando exhaustivamente los conceptos, exponiendo las últimas tendencias y explicando su papel en la actual reforma educativa (L.O.G.S.E.). El capítulo 6 lo hemos dedicado a la iniciación deportiva por considerar importante que el maestro/a de Educación Física debe conocer el proceso de enseñanza de la actividad física que realizan los niños y niñas con más importancia social como es el deporte. Pero si no conocemos cómo se aprende, es difícil estudiar cómo se enseña, por eso en el último capítulo de este bloque, analizamos algunos factores que influyen en el aprendizaje motor. En el segundo bloque, «Cómo enseñar la Educación Física», desarrollamos numerosos aspectos que el profesor debe conocer y dominar para mejorar su calidad docente. El control del tiempo de aprendizaje, la comunicación o la dirección de la clase son algunos de los temas tratados. Nos detenemos en el análisis de los métodos de enseñanza con las posibilidades que nos ha abierto Miguel Ángel Delgado Noguera (1991 y 1993) en forma de recursos didácticos, de estrategias en la práctica, de técnicas de enseñanza y de estilos de enseñanza. En el capítulo 15, último de este bloque, sintetizamos las orientaciones metodológicas más adecuadas para los niños y niñas de seis

a doce años. En el tercer bloque, «Cómo programar los contenidos de enseñanza», evolucionamos desde la planificación a largo plazo siguiendo las orientaciones de la L.O.G.S.E. hasta el diseño de una actividad de enseñanza-aprendizaje. En el camino nos detenemos en la programación de Unidades Didácticas y en la sesión de Educación Física. En el cuarto bloque, «La evaluación de la Educación Física», estudiamos este complejo tema indicando las orientaciones generales de la reforma y describiendo los aspectos e instrumentos que podemos utilizar.

**Explorar el cuerpo en el Jardín Maternal** Graciela Tabak, 2020-04-01 ¿Cuáles son los sentidos de la Expresión Corporal en el Jardín Maternal? ¿Qué entendemos por poner el cuerpo? ¿A qué alude el término disponibilidad? La autora responde estos interrogantes a partir de experiencias vividas en prácticas con adultos y con niños, en clases, en la formación docente y en un marco teórico referido a la educación somática, la Expresión Corporal, las técnicas corporales, la psicomotricidad y la antropología del cuerpo. Se ofrecen aquí herramientas a docentes y educadores para pensar y actuar en relación con las corporalidades, para que puedan abrir una puerta al encuentro con los niños y promover el acercamiento de estos con sus cuerpos en construcción, sus posibilidades expresivas y de comunicación. Las educadoras del nivel son convocadas desde la tarea a disponer de su cuerpo, tanto para el movimiento y las posturas, como para ser soportes del desarrollo de los niños. Para esto son necesarios tanto la plasticidad en las actitudes como un trabajo sobre lo emocional, que permitan a los docentes distanciarse un poco de lo propio para escuchar a los niños, acompañados de un trabajo de indagación acerca de términos tales como postura, tono y soporte, cuyos sentidos se constituyen a partir de la propia experiencia.

El Hornero ,2008

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