



"Es que cada niño es diferente": el saber de las maestras sobre los niños [

2021

text (article)

Analítica

This research aimed to characterize the teaching knowledge about children (under six years old) of a group of women teachers from kindergartens and public schools in Bogotá. The study was constructive/qualitative, the content analysis was inductive, and the categories emerged from the researchers' reading. The analysis shows how the teachers' perspectives have particular and idiosyncratic but comparable structures. The constructed categories were the following: from what perspective do teachers speak about children and what do they talk about when they describe children. The findings and conclusions show the relationship between these categories based on the teachers' discourses, which are structured around contextual references, the vision of being a teacher and being a child, the recognition of the uniqueness of each child, the way in which the teachers value and ascribe meaning to their descriptions and appreciations about being a child, and how they project and account for experiences shared with children

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