

Profile and competencies of teachers in the new context of Medical Education

El perfil y competencias del profesorado en el nuevo contexto de la Educación Médica

O perfil e as competências dos professores no novo contexto da Educação Médica

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Dear Editor:

The teaching job has become increasingly complex due to the rapid changes that have marked societies in recent decades, especially due to globalization, advances in communication and the acceleration of knowledge and technology. These transformations have generated high demands on educational systems, which raises fundamental questions about what the teacher should be like and what his or her personal and professional characteristics are. The profile of the educator, as well as his or her competencies and functions, is a recurring theme in educational theory and practice, which presents both a theoretical and practical challenge.

On the other hand, medical education is distinguished by the fact that it requires a broad and systematic training that extends beyond the university and takes place in the work context. This training is crucial, since it has a direct impact on the quality of healthcare. It can be divided into three phases: undergraduate, postgraduate and continuing medical education. During postgraduate training, the physician is transformed into a specialist through a system known as “residencies”.⁽¹⁾



Health professionals have a triple role: they perform care tasks, conduct research and are also responsible for education. Therefore, teaching evaluation must consider both the complexity of the practice and the isolation in which it is traditionally carried out; isolation in teaching evaluation can limit teaching effectiveness, hinder professional development and not adequately reflect the reality of the educational environment. Evaluating teaching effectiveness is essential for establishing quality in teaching functions, which in turn influences important academic and administrative decisions.

It is essential that training includes experiences that encourage critical reflection on one's own actions and the reinterpretation of educational situations. The curriculum should be understood as a set of possibilities rather than a series of rigid rules, which implies a continuous and ethical evaluation of learning.

Teacher evaluation is defined as a systematic process of assessing teaching performance, which includes analysis and interpretation of information in a formative and comprehensive manner. This is vital to provide feedback to the teaching-learning process, determining both the academic quality of the educator and the success of student learning.⁽²⁾

In short, the professional profile of the teacher refers to the set of competencies required to perform his or her role effectively. Medical education has evolved in response to advances in medical knowledge, cultural and social needs, and changes in the organization of services and educational methodologies. These factors contribute to the formation of new professional profiles necessary to address current challenges in medical education.

The teaching profession faces a dynamic context that demands constant adaptations and deep reflections on its functions and competencies. Teaching evaluation and systematic training of educators are essential to ensure quality teaching, especially in complex fields such as medicine.

Continuous training and the development of reflective skills are essential to prepare teachers not only to transmit knowledge, but also to train sensitive and skilled professionals in a complex healthcare environment. Investment in teacher training and evaluation is, therefore, not only an improvement in education, but a crucial aspect for the quality of health care and social welfare.

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