

The Quality of Education: A reflection from the Pedagogical Academic Management.

Summary: The objective of the research is to recognize the impact of the academic and pedagogical management of the educational establishments of Santa Rosa de Osos municipality on the quality of education and which results will provide expertise to enable, facilitate, and improve the pedagogical and teaching-learning process. The paradigm is historical-hermeneutic of qualitative type and as a research strategy the case of study was privileged. In this order of ideas, it is intended to relate academic and pedagogical process with the quality of the educational institutions studied. Based on this, it is hoped that results will serve, in the immediate future, to be used in the reformulation of the projects, policies, and programs that seek to improve the quality of education.

Keywords: Educational quality, pedagogical academic management, education

Resumen: La investigación tiene por objetivo reconocer la incidencia de la gestión académico pedagógica de los establecimientos educativos del municipio de Santa Rosa de Osos en la calidad educativa y cuyos resultados aportará conocimientos para posibilitar, facilitar, y mejorar los procesos pedagógicos y de enseñanza-aprendizaje. El paradigma es historico-hermeneutico de tipo cualitativo y como estrategia de investigación se privilegió el estudio de caso. En este orden de ideas se pretende relacionar los procesos académicos y pedagógicos con la calidad de las Instituciones educativas estudiadas. A partir de lo cual se quiere que los resultados sirvan, en un futuro inmediato, para ser utilizados en la reformulación de proyectos, políticas y programas que busquen mejorar la calidad educativa.

Palabras clave: Calidad Educativa, gestión académico pedagógica, educación

Problem or need to satisfy.

Considering the purpose of education, the process and conditions for achieving them, this research investigates and reflects on the initiatives of educational establishments related to academic pedagogical management. Therefore, this project is based on the need to know the conceptions, associated practices and achievements of the management of teachers and principals and how they relate to the quality of education of the educational institutions participating in the study. The purpose of the aforementioned is to support and propose guidelines that contribute to improving educational management, consistent with the needs of the context, the students, and the resources administered by the institution, emphasizing that the role of the educational community should play a decisive role in the elaboration of the proposals, in the discussion, and in the definition of priorities in the school setting that strengthen and contribute to the improvements and achievement of quality.

Target population: students and teachers of two educational institutions in the municipality of Santa Rosa de Osos.

Introduction:

Reflect on the educational processes in terms of quality and its connections to academic management teaching, it is a space with many possibilities in the municipality of Santa Rosa de Osos, the above considering that in this municipality are few studies that have been made in favor of understanding the relations quality-management. The object, then, is to comprehend the experiences and narratives of the participating population about their academic experience and pedagogy for these constructions, to figure a horizon of meaning that allows to know how the formative practices in their establishments results in reorientation of the educational policy of the municipality and in recommendations for the improvement of the institutional quality.

There has not been a research initiative that raises the need to review the appropriation and practice of academic and pedagogical management of educational institutions in Santa Rosa de Osos and visualize from there the processes that would take or have to assess and describe their quality in education, additionally, this process integrates in its development to the educational community allowing also to guide the collection of information of its participation in the process of analysis and data construction.

This paper is the partial result of the investigation: The academic-pedagogical management as a strategy that contributes to the comprehension of the educational quality of the educational establishments of the municipality of Santa Rosa de Osos. As a general objective that guides the study, it was to understand the relationship that exists between academic-pedagogical management and the quality of education; as specific objectives, it is intended to: identify the pedagogical strategies used by teachers and directors and their contribution to educational quality; describe the academic-pedagogical management carried out by directors and teachers in the improvement of educational quality; and analyze the components of academic-pedagogical management and its contribution to the quality of education.

According to the interest the methodology and the characteristics of the research, it is not guided by hypothesis, but by a question, which is: What is the relationship between academic-pedagogical management and the quality of education in two academic institutions of Santa Rosa de Osos municipality?

Considering the foregoing, several theoretical reasonings on the subject of the research are presented below.

Conceptual perspectives of educational management.

The relationship between management and education can be exemplified through different authors. For Lusquiños (2005), management “refers to a process of

complex articulation of attitudes, aptitudes, interests and general capacity of the members for the systematic turning of decisions and concretion of actions until the achievement of results” (p. 81). According to IIEP-UNESCO (2000) it consists of processes based on theory and experience, integrated in vertical and horizontal dimensions to respond to the demands of the society. Educational management “is a knowledge of synthesis capable of linking knowledge and action, ethics and effectiveness, politics and administration in processes that tend to the continuous improvement of educational practices” (p.16). Likewise, retaking to Martinez (2012), educational management can be understood as

Ability to generate an appropriate relation between the structure, strategy, systems, leadership style, capabilities, people and higher goals of the considered organization as well as the ability to articulate available resources in a way that achieves what is desired. (p. 17).

Educational management is the need to systematize human actions within the school space, through vertical and horizontal relations, around common objectives, considering the context and the social, cultural and political demands in which the school is nested. Since the effective realization of these objectives is of the utmost importance, educational management also seeks diagnoses that make it possible to reflect on the most efficient and pertinent methods of these human actions in order to favor the fulfillment of the goals that have been configured as a society.

Unlike an administrative and bureaucratic paradigm, in which there is a rigid verticality in decision-making and a demarcation between administrative and pedagogical (Pérez-Ruíz, 2014), educational management exalts inherently actions and recognizes their intricacies within the school.

Educational management should also foster a symbolic relationship between the school and its environment; the different actors (school children, non-school children) must establish synergies that allow teamwork, the fulfillment of common goals, and the consolidation of the ideals, visions and demands that society

expects, but at the same time that it interacts with the society and contribute to its transformation.

Educational components management.

Similar to the concept of educational management, the subcategories that compose it vary in number and name, depending on the authors or guides. For example, the National Ministry of Education (MEN) (2008), in “La Guía 34” for institutional improvement, includes educational management from 4 dimensions: directive management, academic management, administrative and financial management, and the management of coexistence and community. While the Mayor's Office of Medellín (2015) in the guide City of Medellín Award for the Quality of Education, categorizes three dimensions: directive-administrative management, academic-pedagogical management, and community management. On the other hand, Correa, Álvarez & Correa (2010) lists 4 dimensions: directive management, academic management, administrative and financial administration, and coexistence and community management. And finally, in the model of Strategic Educational Management (Quality Schools Program, 2010), 4 dimensions are mentioned: curricular pedagogical management, organizational management, administrative management, and social participation management.

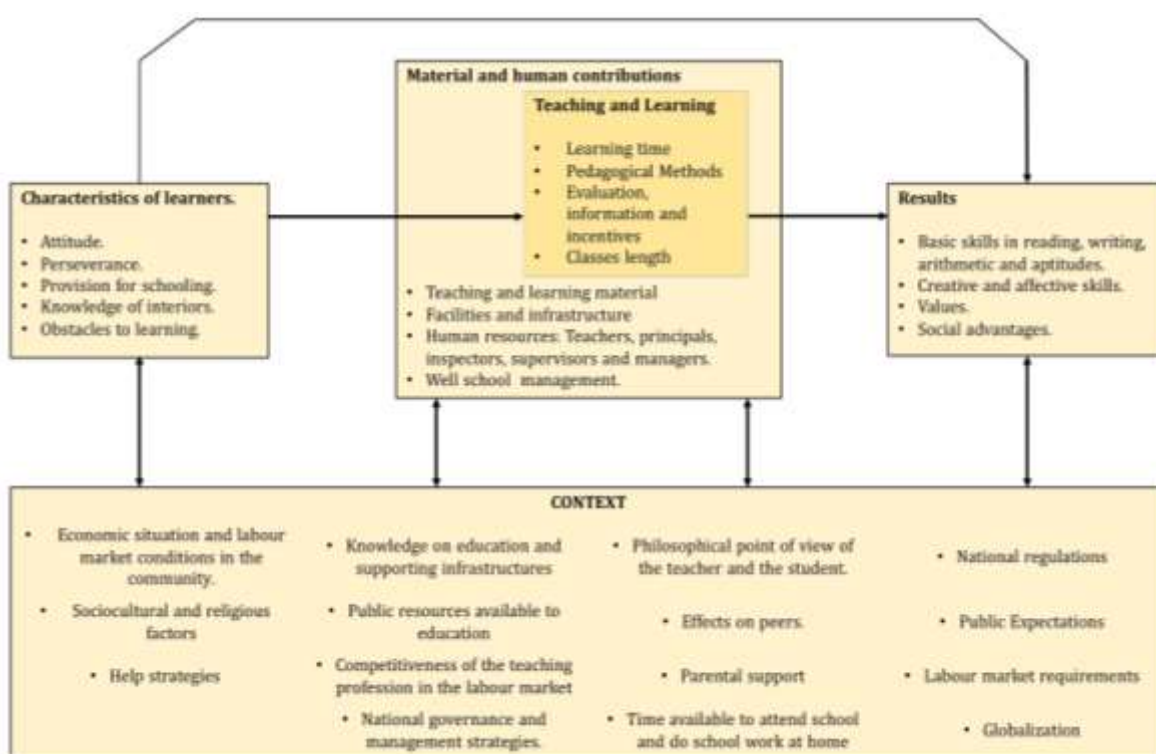
For the purpose of this study, a model will be taken from “La Guía 34” of the Ministry of National Education (2008), which establishes the “institutional management must account for four areas of management, which are: Management Directive, financial and administrative management, Community management; and Academic management. In the case of Academic Management, the main category of the research project, this will be taken up as follows.

The essence of work of an educational establishment, because it indicates how its actions are focused to make students learn and develop the skills necessary for their personal, social and professional performance. This area is responsible for

managing the processes of curricular design, institutional pedagogical practices, management and monitoring academic classes. (p. 27).

The academic teaching management, an opportunity to achieve educational quality.

It is not possible to begin this section without first outlining what is going to be understood in this work by educational quality, and it can resume base scheme proposed by UNESCO (2005) on page 7.



Returning to what was stated by the Mayor's Office of Medellín (2014), it assumes the quality of education as "relevant, pertinent, contributing to the construction of more equitable schools, as well as efficient and effective, and responding to the needs and situations of the institutional community that inhabits educational establishments. (...). (p.12).

On the other hand, and on coherence with what has been said above, it is argued that The quality of education is part of a permanent construction in which the achievement of objectives is verified during and at the end of a process, improvements are introduced and institutional goals are reviewed to confirm whether they respond to valid ethical principles for democratic society, guarantor of rights. Therefore, in a quality education, progress is ratified in formative, academic and social results, from an inclusive institutional proposal that recognizes, documents and systematizes its practices in the light of its pedagogical intentionality and its cultural and social contexts. (Mayor's Office of Medellín, 2014, p.12)

Keeping in mind that academic management is responsible for fulfilling the essential mission of an educational institution, having the function of the organization, distribution and appropriation of knowledge in context, as a result of the significant learning that must be understood by the students to be protagonist of the construction of life project and it will help for the insertion in the productive world in a reflective, critical, creative and proactive way. This is made known by the Secretariat of Education of Medellín (2005), in proposing that.

Academic management is concerned with the formation on core competences that allow the individual function effectively; the construction of a national identity as a cultural system demand; with the democratic education with values such as solidarity and participation; and with the scientific contributions to the development of science, from a conception of the comprehensive and rigorous knowledge that favors the development of scientific, operational and social skills. (p. 15)

According to the Mayor's Office of Medellín (2013) the action of the teacher as mediator of learning and facilitator of the development of competences such as: researcher, promoter and manager in the community environment. In this order of ideas, academic-pedagogical management considers: curricular, pedagogical and didactic, integral formation, evaluation, promotion, development and strengthening of the capacities of the teaching staff. In this case, and as signed by Ramirez

(2012) the pedagogical and academic management is the essence of the work of an educational establishment and is specified in the curriculum, institutional pedagogical practices, development of classes and academic monitoring.

For Martinez (2012), academic management is appreciated as the most important component of the work of an educational institution, since it says and orients the way in which actions and activities should be approached in order to achieve and ensure that students learn and develop the skills necessary for their performance: personal, social and professional. In addition, this area refers to the consolidation, implementation, and management of curricula; the articulation of grades; levels and areas; and classroom work.

The referents for its characterization are the results of the internal and external evaluations, and the basic standards of competence. Opportunities for improvement are created through curricular transversality, the establishment of pedagogical agreements, dialogue between grades, areas and levels, the definition of learning times, the consolidation of an internal evaluation system, the use of results, and the pedagogical use of resources. (Martínez, 2012, p. 19-20).

It is important to point out that, since academic management is the nerve of school task, since the social and cultural responsibilities linked to the school fall more heavily on it, it is necessary to understand the tensions that inhabit the school, the forms that school knowledge assumes when it is subjected to the end of quality, its relations with the curriculum and of course, with the other areas of school management and in particular, the presentations of the knowledge that circulates and is expressed in each one of the actors, teachers and students. It should be made clear that it is not possible to read or describe this area of educational management on its own, it is necessary to relate it to the complexity of the school, the subjects that inhabit it, the affords that compose it, because between these elements there is a mutual interdependence that feeds, energizes and affects them.

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