PROSPECTIVE OF MANAGEMENT AND SUPERVISION IN LATIN AMERICAN EDUCATION

Jayson Bernate¹
Henry Babativa²
Pedro Urrea³
Rubén Daza⁴
Ingrid Fonseca⁵
Alieth Perilla⁶

ABSTRACT

Purpose: Reflect on the approach to topics such as educational supervision, educational management, the importance of these aspects and the guidelines that currently govern this type of processes, likewise the importance lies in demonstrating the importance of this process in current education ensuring that children and young people in all countries have quality education.

Methodology: The methodology of the article is based on the reflective qualitative method. Sánchez Silva (2005) defines it as follows: “The reflective tradition privileges values, norms and creates patterns of behavior that favor an analytical and critical attitude aimed at reviewing and evaluating ideas, assumptions, theories and conventional methods” (p.116). Furthermore, according to Edmund Husserl (cited by Menéndez, 2012), reflection is fundamental in phenomenology, being one of its main tasks to analyze experiences in an organized way.

Results and Conclusions: Raise awareness about the importance of assigning suitable people to these positions, ensuring that they fulfill the responsibilities they acquire and also training teachers and directors in everything that educational supervision brings with it so that they can take decisive and participatory roles. since all types of opinions must provide significant elements. Furthermore, within the general guidelines in current education, it must be taken into account that this is an instrument of public policy that is based on the general law of the system, generating in turn a motivation and a direct relationship of the topics discussed since the main element is the teacher, thus generating the necessary changes to provide students with quality education.

Implications: This research provides implications for educational and government policies to continue strengthening Educational Supervision and Management policies in Latin America.

Originality/value: This research offers novelty by reflecting on how public policies impact educational supervision and management in Latin American institutions.

Keywords: Supervision, Management, Guidelines, Importance, Public Education.

¹Doctor Gerencia y Política y Educativa. Corporacion Universitaria Minuto de Dios UNIMINUTO, Colombia.
E-mail: jbernate1@uniminuto.edu.co Orcid: https://orcid.org/0000-0001-5119-8916
²Magíster en Innovaciones Sociales. Corporacion Universitaria Minuto de Dios UNIMINUTO, Colombia.
E-mail: ruben.daza.r@uniminuto.edu Orcid: https://orcid.org/0000-0003-6076-2785
³Doctorando en Educación. Corporacion Universitaria Minuto de Dios UNIMINUTO, Colombia.
E-mail: aliehperilla@umecit.edu.pa Orcid: https://orcid.org/0000-0003-1869-3506
PROSPECTIVA DE GESTÃO E SUPERVISÃO NA EDUCAÇÃO LATINO-AMERICANA

RESUMO

Objetivo: Refletir sobre a abordagem de temas como a supervisão educativa, a gestão educativa, a importância destes aspectos e as orientações que actualmente regem este tipo de processos, também a importância reside em demonstrar a importância deste processo na educação actual garantindo que as crianças e jovens em todos os países têm educação de qualidade.


Resultados e Conclusões: Sensibilizar para a importância de designar pessoas adequadas para estes cargos, garantindo que cumprem as responsabilidades que adquirem e também formar professores e diretores em tudo o que a supervisão educativa traz consigo para que possam assumir papéis decisivos e participativos, uma vez que todos os tipos de opiniões devem fornecer elementos significativos. Além disso, dentro das diretrizes gerais da educação atual, deve-se levar em conta que se trata de um instrumento de política pública que se baseia na lei geral do sistema, gerando por sua vez uma motivação e uma relação direta dos temas discutidos desde o elemento principal é o professor, gerando assim as mudanças necessárias para proporcionar aos alunos uma educação de qualidade.

Implicações: Esta pesquisa fornece implicações para as políticas educacionais e governamentais para continuar fortalecendo as políticas de Supervisão e Gestão Educacional na América Latina.

Originalidade/valor: Esta pesquisa oferece novidade ao refletir sobre como as políticas públicas impactam a supervisão e gestão educacional nas instituições latino-americanas.


PROSPECTIVA DE LA GERENCIA Y SUPERVISIÓN EN LA EDUCACION LATINOAMERICANA

RESUMEN

Propósito: Reflexionar sobre el abordaje de los temas como la supervisión educativa, la gerencia educativa, la importancia de estos aspectos y los lineamientos que rigen actualmente este tipo de procesos, así mismo la importancia radica en demostrar la importancia de este proceso en la educación actual velando porque los niños y jóvenes de todos los países cuenten con una educación de calidad.

Metodología: La metodología del artículo se basa en el método cualitativo reflexivo. Sánchez Silva (2005) lo define de la siguiente manera: “La tradición reflexiva privilegia valores, normas y crea patrones de comportamiento que favorecen una actitud analítica y crítica encaminada a revisar y evaluar ideas, supuestos, teorías y métodos convencionales” (p.116). Además, según Edmund Husserl (citado por Menéndez, 2012), la reflexión es fundamental en la fenomenología, siendo una de sus principales tareas analizar experiencias de forma organizada.

Resultados y Conclusiones: Generar conciencia sobre la importancia de asignar personas idóneas a estos cargos velando porque cumplan con las responsabilidades que adquieran y así mismo capacitar a docentes y directivos de todo lo que trae consigo la supervisión educativa para que llegan a tomar roles decisivos y participativos ya que todo tipo de opinión debe aportar elementos significativos. Además dentro de los lineamientos generales en la educación actual se debe tener en cuenta que este es un instrumento de política pública que tiene su fundamento en la ley general del sistema generando a su vez una motivación y una relación directa de los temas tratados ya que el elemento principal es el docente generando así los cambios necesarios para brindar a los estudiantes una educación de calidad.

Implicaciones: Esta investigación proporciona implicaciones para que las políticas educativas y gubernamentales continúen fortaleciendo las políticas de Supervisión y Gerencia educativa en latinoamerica.
1 INTRODUCTION

Educational supervision and educational management are two fundamental pillars for the development and continuous improvement of educational systems. Educational supervision refers to the activities and processes by which the performance of teachers and the functioning of educational institutions is evaluated, supported and guided. This process seeks to ensure that quality standards are met and that best pedagogical practices are implemented, with the ultimate aim of improving students’ learning outcomes.

On the other hand, educational management focuses on the administration and management of human, financial and material resources within educational institutions. It involves the planning, organization, direction and control of all the activities that are carried out in an educational center to achieve its objectives. Educational management not only covers administrative aspects, but also pedagogical leadership, strategic decision-making and the creation of an environment conducive to the learning and professional development of teachers (Rodríguez, 2008).

The importance of supervision and educational management lies in its ability to positively influence educational quality. Effective supervision can identify areas for improvement, provide constructive feedback, and foster a continuous professional development environment for teachers. Through supervision, pedagogical, logistical and administrative problems can be detected which, if properly addressed, can lead to significant improvements in the quality of teaching and learning.

Effective educational management is also crucial for the proper functioning of educational institutions. The proper management of resources and the implementation of educational policies aligned with the needs of the school context can make a big difference in educational outcomes. Education management also plays a key role in promoting equity and inclusion, ensuring that all students have access to quality education, regardless of their socioeconomic context (Galvão, 2024).
In the last 20 years, Latin America has undergone a series of educational reforms that have influenced the processes of supervision and educational management. These reforms have been driven by the need to improve educational quality and reduce inequality gaps in the region. Some of the most relevant guidelines and policies that have governed these processes are described below.

A prominent trend in Latin America has been the implementation of evaluation and accountability systems. Countries such as Chile, Mexico, and Colombia have developed assessment frameworks that include standardized tests to measure student performance and teacher evaluations. These systems seek to provide objective data on educational quality, which can be used to inform policy and administrative decisions. In addition, accountability has become a mechanism to ensure that educational institutions fulfill their responsibilities and objectives (Ospina et al., 2021).

Another relevant policy has been the promotion of school autonomy and administrative decentralization. This approach seeks to give greater power and responsibility to schools and local communities for decision-making. In countries like Brazil and Peru, programs have been implemented that allow schools to manage their own resources and design educational strategies tailored to their specific contexts. Decentralization aims to improve the efficiency and relevance of educational interventions, as well as to encourage greater community participation in school management.

Training and continuous professional development of teachers have been a priority in the region. Several countries have implemented training and continuing education programs to improve teachers’ pedagogical and administrative skills. In Argentina, for example, the National Program for Lifelong Learning has been launched, providing teachers with opportunities for refresher and further training. These initiatives recognize that the quality of education depends to a large extent on the preparation and professional development of teachers.

The use of information and communication technologies (ICT) in education has also gained prominence in Latin America. The incorporation of digital technologies in the classroom not only seeks to improve the teaching and learning processes, but also to optimize the management and educational supervision processes. Programs such as "Connecting Equality" in Argentina and "Computers to Educate" in Colombia have distributed electronic devices to students and teachers, in addition to offering training for their pedagogical use. Technology has also enabled the creation of platforms for real-time monitoring and supervision of educational performance (Curiel et al., 2024)
Finally, a focus on equity and inclusion has been central to education policies in the region. Countries have developed strategies to ensure that all students, especially those from vulnerable groups, have access to quality education. Inclusion policies, such as those observed in Chile with the school inclusion program, seek to eliminate barriers and provide specific support to students with special educational needs or in contexts of poverty. Supervision and educational management play a key role in the implementation and monitoring of these policies, ensuring that the objectives of equity and social justice are met.

Despite the progress and reforms implemented, supervision and educational management in Latin America still face several challenges. Inequality in the distribution of resources, resistance to change by some sectors and the need to improve the training of supervisors and education managers are some of the remaining problems. In addition, the COVID-19 pandemic has tested the resilience of education systems and revealed the need to strengthen the capacity to adapt and respond to crises (Díaz et al., 2024; Bernate et al., 2024a).

For the future, it is essential to continue advancing the professionalization of supervision and educational management. This means not only improving the initial and continuing training of supervisors and managers, but also developing policy and regulatory frameworks that strengthen their role and competencies. In addition, it is crucial to foster a culture of collaboration and learning among the different educational actors, promoting support networks and communities of practice.

According to the above and closing this section, supervision and educational management are fundamental for the development of quality education systems in Latin America. Through the implementation of policies and reforms that promote evaluation, autonomy, teacher training, the use of technology and equity, the countries of the region have sought to improve their education systems and reduce inequality gaps. However, challenges persist and further work is needed to professionalize these roles, as well as to create collaborative environments that foster innovation and continuous improvement. Only through a comprehensive and coordinated approach will it be possible to achieve quality education for all students in Latin America.

2 THEORETICAL FRAMEWORK

In the educational areas, different weaknesses have been evidenced in the development of teaching and management functions that substantially prevent achieving a significant quality in the organizational processes, reflecting the disarticulation and even the inadequate execution
of the works that are carried out affecting different processes of people who require training to be immersed in society and generate significant changes. Educational supervision became the means to strengthen in a timely manner the educational processes and problems by coordinating the elements that are related to each other and executing the respective processes so that the respective educational quality is achieved.

Currently, teachers are a minor element in the processes of change as cited by Bolseguí and Fuguet (2006) because the educational supervisor knows what to do, but does not know how to develop it. In other points of view, we find Aguerrondo (2013) explains that the management and teaching staff who work in many of the educational institutions do not have the necessary skills to respond with the correct responsibility to the needs and complexes of current education and in this same line Mota (2016) supports this idea expressing the idea that the educational system has been deteriorating over the years, which has generated that society makes strong criticisms, coming to question the role of education in educational institutions.

It is necessary to investigate the reason for the failure of educational policies which is generated by not having managed to raise awareness that it is the teacher through a supervision process that adjusts to social changes taking into account that in Latin America supervision became one of the most questioned processes and that have been conditioned to the different administrative procedures where they leave aside the true essence of education as the purely pedagogical aspects and of vital importance for the development of education. Likewise, according to García et al., (2017, p. 23) they propose that "educational supervision has a great relevance within the system since it serves as an agent that promotes dynamism, interactivity and constant feedback within education", as mentioned above to be able to cover more about the subject of teaching and school management in basic education we must take into account mainly the domains, criteria, and indicators of the profile of the school supervisor and how these characteristics make that improvements are increasingly had within the educational field. The supervisor is the key person in order to ensure a quality school service, always focusing on the personal, human and integral attention of students, and especially in charge of ensuring that learning processes are relevant to the lives of children both in the present and for the future.

That is why García (2015) argues that educational supervision must have great relevance within systems since it promotes dynamism and possible constant feedback within educational processes and in this sense, López (2012) supports supervision as a process that is continuous and dynamic where its main objective is to contribute directly to the improvement of the quality of teaching and learning processes within educational environments by developing action plans where good social relations are paramount.
In Spain, for example, the laws and the academic field distinguish the same educational supervision as the main function of the inspection taking into account that terms such as these have always prevailed since antiquity with greater or lesser intensity and effectiveness, that is why over the years and throughout history the inspection has also maintained a double profile where compliance with the laws is monitored and help to ensure the proper teaching operation. Given this, it is clear that one of the reasons why quality is insufficient refers to the role played by the designated educational supervisor and its little knowledge or correspondence with the social demands demanded by the subjects being impossible to build people where the advancement and construction of new societies based on the improvement of nations is paramount.

Taking into account the aforementioned, the supervisor is the person who has the responsibility of having mastery in topics such as those related to the administrative process, human relations, plans and programs of study, educational legislation, etc. In order to carry out the work entrusted to the educational supervisor and to be able to ensure the improvement of the educational quality, it must be known to identify the educational practices that promote learning, as well as to know the purposes, approaches and educational contents, allowing and respecting that children and adolescents exercise their educational rights contemplated in the national constitution of Colombia reached a full and quality development when acquiring their knowledge and the training that each individual requires without forgetting the strengthening of the values that they bring from home and that are promoted in the educational process.

In the development of these processes, the use of free time, leisure and recreation must be taken into account, since they are fundamental aspects in this educational process and thus obtain gradually that quality education. In the organization of any educational process it is necessary to follow a series of rules established by law which take effect when promulgated by the departments responsible for education, also to apply these rules have been designated important people who are responsible for implementing them by making them known to those responsible for developing these processes.

In addition, Lara et al., (2022) emphasize the importance of school supervision as a crucial component of educational management that connects government education policies with their implementation in the classroom. This is essential to ensure that educational goals are met and that students receive a quality education. Likewise, it is also important to highlight the pedagogical accompaniment since through this it is generated a strengthening of the teaching work and the continuous improvement of the educational practices in the schools. It highlights the need to address multiple aspects, such as health, school infrastructure and
community engagement, to improve the quality of basic education. In order to comply with all these processes, technical, pedagogical and tutor advisors will be counted in order to achieve a directive practice aimed at due compliance in the provision of the educational service in accordance with the applicable legal and administrative framework. This type of management will be applied to schools that care for migrants with disabilities and severe difficulties in behavior, communication and use, indigenous schools, multigrade schools and those marginalized schools with low educational results (Bernate et al., 2024b).

The educational management understood as a process through which the administrative and teaching tasks are guided and conducted which are framed in the relations with the external environment and internally, however its ultimate purpose is to achieve the planned objectives and in the same way meet the educational needs where the population is immersed, this is why the need is created to raise a managerial profile that manages to develop an organizational climate according to labor demands. Likewise, management can be understood as a discipline of knowledge that has a special object of study which are the forms of management of human organizations and in the same way is focused on developing and deepening rationalities, forms and methodologies of management and leadership.

Graffe (2002) indicates that the process of educational management involves directing an operation and also directing the development of a system presented directly as an opportunity for the school giving base and directionality to the educational offer offered based on the regulations, the curriculum and educational plans following in certain ways the educational guidelines proposed for all types of institutions, simply managing within the educational fields is based on predicting, analyzing the situations and managing them in the most appropriate way to be able to design and implement the possible actions that allow to meet the objectives that have been raised as an educational institution.

3 METHODOLOGY

The study is of qualitative approach because interpretations, analysis and questions are generated before, during and after the research in order to maintain a constant search action, in addition to having logic in it. In relation to this, the data can be collected through observations, interviews, interventions or interactions with the population, etc. Then, the collection of the data is reflected in various ways that are not standardized as they are in the quantitative approach (Hernández et al., 2014), additionally, the methodology is in case study, Yin (cited by Martínez, 2006) considers that this is a safe tool to analyze behaviors of the populations with
which it is worked and, in addition, Chetty (cited by Martínez, 2006) raises that the data obtained can be collected through interviews, observations and participations.

Likewise, the study is cross-sectional, for Betancourt et al., (2020) the cross-sectional investigations collect information in a set time limit in order to analyze the events that occur at each moment of the intervention. Obviously, these three aspects are related to this study, since there is an analysis of the responses offered by 4 parents through semi-structured interviews that were developed previously.

4 RESULTS

It is evident how currently multiple educational reforms have been implemented taking into account the need to provide a better educational quality to the population and also take into account the importance of the latest tests created such as the PISA tests, which assess the knowledge and skills of students in areas such as reading, mathematics and science, generating a great impact on national public policies clearly seeking a constant improvement and be progressively located in the global trackings that are taken into account in multiple processes (Bernate et al., 2024c)

However, each of the changes implemented in society and in educational policies have as their sole purpose the improvement and proper citizen training forming people who manage to support their own decisions and thoughts taking into account what is right or wrong within society taking little by little the possibility of the government to interfere in decisions and start to generate common goods for the whole society. Casanova et al., (2015) carry out a comprehensive review of the supervisory function from personal and professional points of view taking into account the main functions and the importance of supervision becoming an axis of changes in the educational quality of different countries without neglecting the importance of teachers and administrative within this process so that they can create an adequate functioning offering alternatives to the different requirements that society begins to pose after being a world full of changes and constant acceleration.

Likewise, the evaluation became a valuable tool that fulfills the function of informing valuably the state of education taking on great importance due to the periods of change and the educational reforms generated previously, however, for González (2021) a reform constitutes an opportunity to transform the bases of the educational task and the social incidence, but for Gimeno (2019) the educational reforms over time have been unable to change some practices and cultures of schools and teachers.
Turning to educational supervision in general, it should be noted that in most countries they have the same functions, usually based on reporting, advising and evaluating, but in other countries they still have the functions of constantly updating teachers. However, the characteristics of the current society that have been generated achieve that permanent education becomes the purpose of any educational system taking into account the ages within which this service can be accessed, also noting that in international education reports this is a right that can be exercised throughout the life of the subjects is not necessary to talk about children when asserting the right to education and the quality with which it is provided.

In countries like Mexico the supervisor is considered a key piece to ensure that a quality educational service is provided to all students without hindering their proper development, the supervisor is the head of the sector and teaching of the different levels and modalities of basic education which focus on the personal attention of the student with learning that are relevant that manage to serve them for their present but above all, for their future; also the supervisor must be a person committed with a lot of ethics and very professional in the tasks that he has to perform since under his charge this that the education that is taught is developed in a comprehensive and effective way so that the Curriculum ículum is applied in a good way and finds a positive environment and excellence.

On the other hand, the profile of the supervisor who wants the current education is of an authority close to the schools, that fulfills its responsibilities by knowing the characteristics of the staff that is under its charge as managers, students, parents etc. and that is an agent that knows how to apply the educational policies and that is key for the teachers of the area to know and apply these policies in the educational processes, it is key so that the educational processes have the changes that are required so that they are improved if required and thus achieve a transformation in schools and colleges and always have good functioning, knowledge exchanges, organization and thus gradually improve the educational quality (Bernate & Fonseca, 2023; Bernate & Vargas, 2020)

The supervisor within the framework of the aforementioned elements must follow established domains which allow a good organization in this exercise of supervision which aim to contribute to the improvement of educational quality. This domain considers that every supervisor must have a high professional level, that has principles, that knows about educational policies and a good ethical and moral formation to be able to be an example for each member of the educational community that has its charge, also ensure with responsibility for the students so that they can exercise their rights and fulfill their relevant duties in their educational process. Thus allowing to cultivate interpersonal relationships, provide motivation and strengthen the
commitment that each person has with the branch in which he performs and all this comes to realize through assertive communication where he inquires about a possible diagnosis of the reality in which he is immersed and allows to make the corresponding decisions in the middle of the resolution of conflicts that will arise over time.

On the other hand, not only the supervisor is an important piece of this educational field but also the manager, the educational leader, the administrative part allow there to be a positive circulation of what is wanted to achieve, so there must be a good work environment, be able to have a team support, motivate it and awaken the interest towards a specific purpose, however, generate awareness and take into account the feelings or needs of the population, as mentioned above all participants must form a strengthened work team where the processes are handled and the right and correct decisions are taken to maintain a proper work environment. The organizational environment, meanwhile, is gaining importance today due to the multiple changes to which society in general is exposed and this is reflected in educational institutions understanding that a good working climate demonstrates productivity, union satisfaction and the integration of the entire working group.

According to Antunez (2015) human behavior and the environment in which the subject is involved are key factors for a good performance in the work environment of each worker and in this same line Benavides (2017) supports this idea indicating that the factors that influence management processes are in some cases generators of instability in the organizational climate and therefore come to break all kinds of interpersonal relationships weakening the proper functioning of the assigned tasks. For Montoya (2016) a good working climate is decisive due to the influence of the performance of workers taking into account that currently there are multiple reasons why demotivation and ineffectiveness in workers are developed elements that require greater intervention and appropriation of the subject by educational entities to make the necessary changes (Fonseca et al., 2019)

It is here where the need to give the appropriate importance to the educational guidelines as they are mandatory for the educational authorities of the federal entities that provide basic education services. The interpretation of the same and the resolution of situations not foreseen in them are under the responsibility of the System Unit for the Career of Teachers (USICAMM) Supervision teams in basic education have a series of multifaceted responsibilities and are regulated by various federal and state guidelines. These responsibilities range from ensuring compliance with the school day and calendar to providing support to teaching staff to improve their practice and ensure student learning. Its functions include the promotion of activities such
as meetings of school technical councils and the installation of school social participation councils in education.

Within the legal framework is Article 7 of the General Law of the System for the Career of Teachers and Teachers establishes that supervisors must contribute to the achievement of educational objectives in their school areas. This includes the monitoring of regulations and the provision of support and advice to improve the practice of executive teachers, as well as facilitating communication between schools, families and communities without neglecting relevant aspects such as that for an educational institution to function in the best way, it is important to consider school supervision, since this is a component of the fundamental educational management in the improvement of teaching and learning processes in the field of basic education (Fonseca et al., 2024). To ensure that school supervision operates and functions effectively to achieve this improvement, it is essential to rely on the specific overarching guidelines to provide a sound and coherent structure. This report focuses on exploring how school supervision can successfully fulfill this crucial purpose by following the general guidelines for the operation of the accompanying counseling service to elementary schools.

Accompaniment processes are two-way, as those providing support also learn from schools, promoting mutual learning. The pedagogical support by the supervision teams focuses on transforming the pedagogical practices of school management. This involves promoting reflection and inquiry by teachers about the educational situation of their schools, identifying the causes of problems and proposing actions for improvement. To achieve this, the companion must be empathetic, open to dialog and focused on improving school management. Following the guidelines, these establish the basis for the educational authorities in the federal entities to organize and operate the SAAE, which is conceived as a set of coordinated mechanisms to support the transformation of schools and the improvement of educational practices, this whole process is done ensuring compliance with the objectives set at the beginning of each process and ensuring excellent education.

All supervision work is performed under the supervision of the school zone supervisor providing each of the school zone supervisor students providing each of the students with a quality education in an equitable and inclusive manner. A quality education in an equitable and inclusive manner. The overall objective of the SAAE is to contribute to improving the functioning of the school and the professional practices of teachers and managers (Fonseca et al., 2022). This is done through specialized advice and accompaniment, and mentoring for newly incorporated staff in the public educational service and should highlight the main purpose of the educational authorities of federative entities since they are responsible for organizing and
operating the SAAE, as well as monitoring and evaluating its performance to ensure that this service reaches its goals. The educational authority of the federative entities will establish a technical team in charge of operating and guiding the development of the SAE. This technical team will be adapted according to the particularities of the educational service in the state, determining its composition, ascription, number of members and specific tasks, considering the areas of the SAAE, its services, the characteristics of the educational levels and the number of supervision of school area in the federal entity.

As mentioned, it is essential that school managers, teachers and teaching technicians are involved and committed to improving their educational practices through reflection, analysis, dialog between colleagues, observation, study and responsibility in the provision of a high quality educational service and passing SAAE staff will offer advisory services and pedagogical technical support in the fields of intervention, as well as mentoring, according to the Guidelines and Provisions of the process of selection and development of the advisory and accompaniment functions, one of the strategies that can be implemented is professionalization mentoring that involves the collaboration of experienced teachers with new teachers over two years, contributing to their incorporation into school work and the improvement of their professional practices, without interfering with the regular school operations.

Some issues of differences or inequity should not be obstacles, in cases where connectivity is limited or non-existent, alternative approaches will be adopted, such as group mentoring or the use of mobile technology resources to ensure that no teacher is excluded from this important educational improvement initiative. Equal opportunities and equal access to tutoring will be fundamental principles in this modality, ensuring that all teachers, regardless of their geographical location, can benefit from this valuable resource of professional support and also provide educational opportunity to children in these areas providing an educational space in which they can be trained equally.

5 CONCLUSIONS

In all these processes discussed in this article, the processes of educational supervision are of great importance at present, taking into account that education is a fundamental right for children, young people and adults in any type of educational institution. In addition, education is a cooperative process involving multiple participants, including students, teachers and administrators, who must ensure the quality of education in each of the centers. From this need arises the importance of having qualified personnel to carry out these procedures, which include
studies, information transmission, mediation, control and evaluation of the changes generated with a specific objective. It is also crucial to assess social contexts so that teachers are prepared to interact with all people and form individuals who, by starting an active social life, generate significant benefits to society. It is necessary to implement positive changes in all cases, reform processes that are not generating positive results and innovate so that educational processes do not become monotonous or boring for students.

Those in charge of this process, the supervisors, must adhere to indispensable principles, such as horizontality, where the educational organization develops in a linear way, promoting good interpersonal relations, delegating responsibilities and participating actively in the development of each of the processes. In this principle, no person can override the free speech of another, since all members have equal rights and duties, and the supervisor acts as the leader. Therefore, the supervisor has to fulfill important functions, such as the control function, which is paramount. This function is performed by implementing a management model that, while it may seem outdated, is necessary to avoid chaos and ensure that all educational processes are carried out in the best possible way.

By making a synthesis and relationship between the topics addressed, we cannot leave aside the educational guidelines to which we apply, since for the Accompaniment, Advisory and Evaluation System (SAAE) they play an essential role in improving the educational quality in basic education. Collaboration between supervisors, managers and teachers is essential to transform pedagogical practices and achieve greater student learning. The SAAE guidelines provide a strong structure for teacher counseling and support, contributing to excellence in basic education and inclusion of all teachers, regardless of their geographical location (Fonseca et al., 2023). Ensuring equal opportunities and equity in access to these services, including in rural or highly marginalized areas, is essential. The counseling, mentoring and supervision approach has as its main objective the improvement of the quality of education in basic education, ensuring that students receive an equitable and inclusive education. Therefore, the state educational authorities play a central role in the organization and operation of these services, emphasizing the importance of mentoring and professional support for teaching staff.

Finally, it is crucial to continue working hard and articulately in the different processes of academic and administrative management. From academic and educational projects, pedagogy and didactics work together to strengthen the transformations of socio-educational organizations. To achieve continuous improvement in education, it is necessary to emphasize values to generate significant changes and optimally transform educational ideals and objectives. Education in Colombia and Latin America requires an adequate restructuring of
educational management, where elements such as objectives, missions and educational projects are widely articulated and all members of the educational community participate to receive multiple benefits for all (Puerto et al., 2024; Urrea et al., 2019).

In addition, it is important to highlight the work of the educational director, who must have important generic skills and be able to train their teachers and other supports in this process of change, motivating them to meet the objectives proposed with the human and material tools available. Today, we face challenges such as the transformation of society, making knowledge institutions organizations for the acquisition of great knowledge and acting to solve these challenges. Therefore, the need to see institutions as protagonists and integral part of this process is emphasized, strengthening the educational system and providing optimal educational quality.

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