

Competencia directiva en el acompañamiento al maestro en el proceso enseñanza-aprendizaje en educación preescolar

Managerial competence in accompanying teachers in the teaching-learning process in preschool education

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RESUMEN: El artículo tiene como objetivo proponer una estrategia con un enfoque cualitativo que permita la valoración de las fortalezas y oportunidades de los docentes para un acompañamiento con resultados exitosos. Se emplearon métodos del nivel teórico tales como análisis, síntesis, inducción, deducción, así como el histórico-lógico. Se busca que tenga un acompañamiento constante, una retroalimentación continua e intercambio de experiencias que guíe y fortalezca a las docentes el aspecto de la integración curricular con sus capacidades y oriente para el logro del perfil de egreso para el logro de un equipo de trabajo eficiente y competente ante sus intervenciones educativas.

Palabras clave: Competencia directiva; Acompañamiento; Planeación didáctica; Habilidades profesionales

ABSTRACT: The article aims to propose a strategy with a qualitative approach that allows the assessment of teachers' strengths and opportunities for successful accompaniment. Theoretical-level methods such as analysis, synthesis, induction, deduction, and the historical-logical method were used. The goal is to provide constant accompaniment, continuous feedback, and the exchange of experiences that guide and strengthen teachers in the aspect of curricular integration with their capabilities, while orienting them toward achieving the graduate profile. This seeks to build an efficient and competent work team in their educational interventions.

Keywords: Managerial competence; Accompaniment; Didactic planning; Professional skills

Introduction

One of the key characteristics of the New Mexican School is humanism, empathy, and professional autonomy. This means that teachers have the well-founded freedom to prioritize their own ways of transmitting learning, starting from real problems in their classrooms and taking the socio-educational diagnosis as the starting point.

Directive accompaniment motivation is a fundamental aspect that reflects teamwork and an effective approach toward the graduate profile at each grade level. Therefore, it is extremely important that pedagogical leaders have the necessary tools to guarantee support and guidance for their staff.

Fostering responsibility in work is a constant challenge for school principals. The objective is to strengthen teachers' competencies through continuous accompaniment supported by feedback and the exchange of experiences, in order to consolidate curricular integration and achieve the graduate profile.

Throughout life, people learn countless skills that allow them to improve their relationship with their environment. However, skills are linked to specific tasks, have a relationship with the environment, and are demonstrated through the effective performance of a task.

Skills are learned; mastering a task requires a learning process. In this context, school leaders possess various skills — whether basic, technical, tactical, strategic, or interpretive.

Speaking of managerial competencies refers to the capacity and ability to guide a process toward continuous improvement in pedagogical and/or administrative educational interventions. The intention behind accompanying teaching staff is to share strategies for linking the curricular structure and putting it into practice with empathy and professionalism.

It is important to have initiative, commitment, and responsibility in the role of school leader within the educational community, since collaborative work facilitates and projects good results in educational quality. The main purpose of the educational system must always remain the students. For the reasons stated above, the essential purpose of this work is to propose a strategy with a qualitative approach that allows the assessment of teachers' strengths and opportunities to achieve successful accompaniment. Theoretical-level methods were used, such as analysis, synthesis, induction, deduction, and the historical-logical method.

The aim is to provide constant accompaniment, continuous feedback, and the exchange of experiences that guide and strengthen teachers in curricular integration according to their capabilities, while orienting them toward achieving the graduate profile and building an efficient and competent work team in their educational interventions.

Development

For UNESCO, managerial competencies are framed within educational management, defined as a “synthesis knowledge” that links knowledge with action, ethics with effectiveness, and politics with administration to continuously improve school practices.

Directive accompaniment means that every teacher understands that it is not about monitoring their work, but rather reflecting on their practice. Recognizing and listening are essential elements of continuous improvement, as is sharing successful activities among colleagues.

Accompaniment is understood as the pedagogical action carried out systematically and permanently by supervisory and management staff with school teachers to identify problems, educational needs, and to reflect on them.

This involves visiting the school and classrooms to gather information about students' learning and the development of their abilities, with the aim of guiding decision-making and execution that contribute to improving teaching practices and school functioning, through professional dialogue. In this sense, advisory support is understood as the formative process developed by school supervision or other educational actors to improve teaching and management practices. It involves learning from experience through the identification of difficulties, observation, recording and analysis of practices, systematic dialogue, and the formulation, development, and monitoring of improvement proposals. (SEGOB, 2024)

The curricular structure of the 2022 Study Plan has four fundamental aspects: curricular integration, professional autonomy of the teaching profession, the community as the core of teaching-learning processes, and the human right to education.

The viability of this structure is a teacher's responsibility; however, the management team plays an important role in being pedagogically prepared, getting involved in the learning strategies of each group, socializing intervention experiences, and sharing learning community scenarios to consolidate successful experiences among the collective.

To reflect means to ask questions about what one does or what has always been done, and to modify the knowledge and understandings with which one acts every day — even automatically — without questioning it. (SEP, 2024)

Reflection is a thinking process, a search for reasons and explanations, and meditation on the causes and effects of personal and social actions.

Teachers can reflect on their practices in the different educational functions they perform and on the doubts or insecurities these cause them, in such a way that they develop critical ways of thinking and acting. (Contreras, 1997)

Intentionally, this reflection through directive accompaniment invites us to seek alternatives with motivation and innovation in our interventions, using activities and novel resources, making effective use of textbooks, and ensuring that methodologies and work modalities are contextualized according to the diagnosis of each grade.

The Ministry of Public Education, in the Framework for Excellence in Teaching and School Management in Basic Education, states that the profile of school management staff responds to a vision of the directive function focused on the school providing an educational service based on the human rights of girls, boys, and adolescents, centered on maximum learning achievement for their present and future lives, and on building a school space of continuous improvement where students develop in an environment of inclusion, equity, excellence, and interculturality.

Thus, the desired management profile in the New Mexican School is based on the best practices of those who perform management functions.

Therefore, it is relevant that this staff knows the characteristics of the students, their families, and their social, cultural, and linguistic context, so that they can combine efforts of the educational community to generate congruent educational opportunities focused on the integral development of all students.

School management staffs are professionals capable of leading the school toward constant improvement, responding with confidence, timeliness, and certainty to the quality of the educational service provided, particularly attending to the learning needs and interests of children and adolescents.

They are professionals who are close to the educational community, attentive to their concerns, willing to listen and understand in order to support the activity that each person performs, so that the future vision they build together is relevant, appropriate, achievable, and at the same time represents a challenge to channel efforts and enable achievements.

In this sense, deepening the aspect of curricular integration — one of the four elements mentioned in the 2022 Study Plan — means that it is the moment for every teacher to articulate their interventions in an interdisciplinary way for the integral development of their students. This is where professional autonomy must be aware of decision-making to achieve the graduate profile, starting from a socio-educational diagnosis that determines each student's starting point and structures priority content to be implemented throughout the school year.

Didactic planning must not be overlooked; it is flexible and can be replanned at any time. Anticipating contextualized resources facilitates the development of interventions, student participation, and integration with parents' work, achieving a projection of the organization toward work with the educational community and, in turn, favoring learning development processes.

What is Didactic Planning?

It is a prior exercise carried out by teachers. It is a creative challenge that requires putting into plays all their professional experience and pedagogical knowledge.

In this task, one must anticipate, research, analyze, synthesize information, establish meaningful connections, imagine new possibilities, design relevant proposals, select appropriate resources, and make well-founded decisions. Planning an educational intervention requires making a series of decisions regarding intentions and the means needed to carry them out. (Giné & Parcerisa, 2003, p. 7)

According to Díaz (2018), planning is an essential task in teaching practice that allows the coherent articulation of the different components of the curriculum. Through it, pedagogical purposes and didactic strategies are defined to facilitate the development of meaningful learning for girls, boys, and adolescents.

Didactic planning responds to an educational intention and implies a conception of learning, whether as a process of personal construction or as a shared process carried out in a heterogeneous sociocultural context.

This means that when planning, teachers carry out a complex exercise that takes into account didactic and disciplinary aspects, contextualizes knowledge, and creates favorable environments to motivate the exchange of experiences, based on the characteristics, interests, conditions, and knowledge of their students, so that learning is dynamic and meaningful.

To carry out this exercise accurately, it is important that each teacher meaningfully makes the priority selection of articulating axes, formative fields, contents, learning development processes, methodology, and/or modalities to be implemented in each grade and group under their responsibility.

The aspects mentioned above form part of the teacher are didactic planning, which should be taken as a strategic guide for the daily journey, with achievable purposes according to the learning styles of preschool children.

It is therefore important to define each aspect according to the 2022 Study Plan:

Articulating Axis: These constitute a component that enables the curriculum to be developed from an ethical perspective for learning and teaching in, from, and for the community. They help us examine the situations or problems of our reality from different perspectives to avoid creating, exacerbating, or increasing conditions of inequality and exclusion based on gender, physical, sociocultural, economic, or other factors (SEP, 2022).

Formative Field: These are categories that help identify the areas of development and learning on which the curriculum focuses, such as language, mathematical thinking, and the natural and social worlds, among others. These fields form the basis for building more structured and specific learning as students progress through their education, and they are related to the disciplines around which work is organized in preschool, elementary, and secondary education.

Contents:

Learning Development Process:

Methodology:

Formative Assessment:

Based on the analysis carried out and considering the deficiencies detected, the following activities were implemented:

Activity #1. Introduce the Curricular Structure

Objective: For the teaching staff to know and understand the study plan in order to grasp the meaning of each aspect and implement it in their daily practice, with the purpose of making teaching-learning processes meaningful and competent for their students

- In weekly technical meetings, readings on the subject are shared, where the principal explains and shares experiences to motivate the learning community.

Activity #2. Presentation of the Articulating Axes

Objective: To ensure that the teaching staff is familiar with and understands the curriculum so that they can grasp the significance of each aspect and implement it in their daily practice, with the aim of making the teaching-learning processes meaningful and effective for their students.

- The topic is discussed, and participants share experiences on how to integrate it into instructional planning

Activity #3. Sharing Information on the Purposes and Specificities of Each Formative Field

Objective: For the teaching staff to become familiar with and understand the curriculum in order to grasp the meaning of each aspect and implement it in their daily practice, with the aim of ensuring that teaching-learning processes are meaningful and effective for their students.

- The work team collaboratively analyzes the content and shares classroom experience.

Activity #4. Work with Methodologies and/or Modalities

Objective: For the teaching staff to become familiar with and understand the curriculum in order to grasp the meaning of each aspect and implement it in their daily practice, with the aim of ensuring that teaching-learning processes are meaningful and effective for their students.

In this session, each teacher demonstrates a methodology using examples of successful teaching-learning experiences with their students.

Conclusions

The proposed activities are aimed at strengthening teachers in the aspect of curricular integration with their capabilities and guiding them toward achieving the graduate profile, in order to build a work team that is effective, competent, resilient, and innovative in their educational interventions. The methodological strategy in this topic is qualitative, and the starting point is to assess the strengths and opportunities of teachers for successful accompaniment, emphasizing the mastery of triangulating the curricular structure in their pedagogical and/or administrative work.

It also seeks for teachers to have constant accompaniment, continuous feedback, and exchange of experiences that guide and strengthen them in curricular integration with their capabilities and orient them toward achieving the graduate profile, thus creating an efficient and competent work team in their educational interventions.

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