
Procedimiento de la dirección de la labor educativa en el centro mixto

Procedure of the management of the educative labor on mixed center

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Resumen: El procedimiento que se expone asegura la integración de la gestión de la labor educativa en el centro mixto y resuelve el problema científico expresado en las insuficiencias en la gestión de la labor educativa en este tipo de centro, confirmadas a través de los resultados del estudio diagnóstico a estos fines. El proceso investigativo estuvo soportado en los métodos empíricos: la observación, la encuesta y entrevista, los teóricos: análisis síntesis, inducción deducción que permitieron confirmar las carencias y profundizar en las causas asociadas a la fragmentación de las acciones de la labor educativa en estos centros.

Palabras clave: Labor educativa; Gestión educativa; Centro mixto; Procedimiento educativo.

Abstract: The procedure that is exposed ensures the integration of the management of educational work in the mixed center and resolves the scientific problem expressed in the inadequacies of the management of educational work in this type center confirmed through the diagnostic study for these purposes, the research process was supported by the empirical methods: observation, the survey, the interview and theorists the synthesis analysis, induction that allowed to confirm the gaps and deepen the causes associated with the fragmentation of the actions of educational work in these centers

Keywords: Educative work; Management educative; Mixed center; Procedure educative.

Introduction

With the creation of the mixed centers, the complexity of the educational work in this type of center increases, due to the presence of varied educational levels with different

objectives, contents, which marks its characteristics and generates the need to integrate the management of the educational work in these centers.

The effective management of the educational work in the mixed center requires a concept that integrates, from considering the coincident elements in the objectives and contents of the present educational levels, based on the relations of coordination, subordination and coexistence. As well as the attention to the specificities of each one.

The insufficiencies of the management in the educational work of the mixed centers, generated a diagnostic study with the objective of characterizing their current state of this problem in the province of Holguín, the following criteria were taken into account: a)- state of the integration of the management of the educational work in the mixed center, and b)- procedures used for the integration of the educational work in the mixed center, which allowed the confirmation of the insufficiencies and the deepening of the causes. The population selected was 46 centers and the sample 13 represented 28%. The selection of the sample was done through intentional non-probabilistic sampling.

The methods used, from the empirical level: Observation, Document Analysis, Survey and Interview, supported by Percentage Calculation. From the theoretical level: Analysis-Synthesis and Induction-Deduction, which allowed the identification, among the causes, of the following

Low level of knowledge about the guidelines of the educational policy that concern the educational levels present in the mixed centers and of their relations to generate the integration of the management of the educational work in these centers.

Scarce technological resources for the management of the center to integrate the educational work of the mixed center, based on the characteristics of the present educational levels.

The problem of the integration of the management of the educational work in the mixed center, generated the search of proposals directed to achieve greater effectiveness in this process. There is a diversity of scientific results and practical experiences about educational work in the literature, including Acebo, (2011); Baxter, (2009); Jaime, (2014); Justiz, (2007); Lazo (2015); Socarrás y Díaz, (2014).

The analysis-synthesis carried out, allowed revealing the existence of some theoretical inconsistencies, which are referred to the:

- Restricted study of the management of educational work in the mixed center, the proposals analyzed usually examine an educational subsystem.
- Lack of conceptions about the integration of the management of educational work in the center as an essential resource to integrate the actions and influences of educational agents.

The shortcomings in the educational work of the mixed centers, have their possible solution through a procedure that integrates the management of educational work, from considering the coinciding aspects of the present educational levels, mainly, objectives, content, organizational forms, characteristics of the students, and the community, to conduct the training processes. The proposed procedure is designed from a systemic perspective, and is structured through steps, phases, and actions that make it possible to pay attention to the particularities of each educational level.

Development

The theoretical analysis and the practical experience in the search for alternative solutions to the previously mentioned problems find their channel in the procedure, conceived from the theoretical-methodological budgets as a supra-process that integrates the management of the educational work, from considering what Gonzalez (2006) has proposed,

"...description of how the process or a set or network of processes should be executed. (...) can be expressed with different degrees of detail, depending on the degree of documentation and precision required. It is advisable to minimize the so-called critical or invariant specifications, leaving adequate flexibility of adjustment to address junctures and particularities. The procedure describes the how, who, when, where, etc., with clarity and rationality". (p.7)

When conceiving the procedure as a sequence of steps and phases to execute actions, the approaches, the functional one of the management, Fayol (1916) and the one of roles of Mintzberg were taken into account, in the words of Valiente y Guerra, (2007) "(...) Mintzberg considers the activity of the manager as a series of roles or roles that this one

assumes (interpersonal, informational, of decisions) in the process to reach the organizational objectives" (p.10), that are of great value and widely used in the educational context.

For the structuring of the procedure, a comparison of the structure of several procedures, carried out by Valiente, (2014) from procedures elaborated by different authors, stand out among them, Pérez (2014) and Velázquez (2014). Considering the nature of the object of study, the ideas of Velázquez (2014) are shared in the following elements:

a). Definition of the objective of the procedure, b). Precision of its scope, (the field and limitations of its application), c). Definition of responsibilities (who executes and controls the procedure), d). Approach to the steps of the procedure, including phases and actions for the management of the educational work that specify the content of each step with the precision of the specific objectives and the description that details what must be done, e). It proposes the methods that can facilitate the realization of the actions in each step; as well as, the documents that can be consulted for their application, f). Documentation requirements: includes the records that collect the information resulting from each step and that verify compliance with what was expressed in each particular step, and the procedure in general.

The proposed procedure is general and comprehensive, describing the implementation of the integration of the management of educational work in the mixed center as an integrated process with a sequential arrangement based on the content of educational management in this type of center and the participation of the educational community.

The general character is determined by the time frame of a school year, with three periods, for each of which there is a step that describes the content of the integration of educational management in the school.

The procedure is structured in three steps and seven phases with their corresponding actions that assure the concretion of its objective and functions, each one is framed in another greater one, the procedure, and this one in turn, in the institutional management, (recursion) that constitutes its environment; its border, is delimited from the context of each phase, between the steps interrelations of information interchange take place that assure their validity and pertinence (autopoeisis), in addition between the steps and phases constant

interrelations take place (synergy). Each step and component incorporates information and results to ensure the objective of the procedure (totality), this ensures the regulation and sequence of the results of the implementation of the procedure.

The first step. - Projection of actions to integrate the management of educational work in the mixed center, describes the process prior to implementation, is made concrete through three phases. The second step, implementation of integrated actions of educational work management, specifies the content of the process of educational work management, and is materialized through two phases. The third step, evaluation of integrated actions of educational work management, from the results of the evaluations, the redesign of actions for the next school year is carried out (with the content of the first step). In addition, it allows to confirm the actions with good results and to perfect the remaining ones. (In January, the points in the school's annual plan will be made)

Objective of the procedure: To achieve the integrated management of the educational work of the mixed center from considering in the projection, implementation, control and evaluation of educational actions the coincident elements of the present educational levels and the particular ones of each one.

Scope of the procedure. It is applied in the integration of the management of the educational work in the mixed center with the active participation of the management team and the school community, from the preparation and participation of the center's management team and the integrating group, which will favor the execution of the steps, phases and actions that make up the procedure.

Responsibilities. The application, supervision, advice and evaluation of the integrated management of the educational work is of the director of the center with support of the integrating group, this last one by order, has the mission to project, to coordinate, to advise the implementation and control of the management of the educational work in the center.

Step 1: Design of the integrated actions of the management of the educational work in the mixed center.

Time framework. (July-August) first year of implementation and (June - July) thereafter)

This step. It consists of three phases: 1.1: previous actions, 1.2, planning of integrated actions of the educational work, 1.3, organization.

Objective. To design the actions that integrate the management of the educational work in the mixed center from the information obtained from the analysis of the guidelines of the educational policy, the social charges of the present educational levels and the diagnosis of the center.

Description: This step considers the analysis of the guidelines of the educational policy that expresses the demands to the educational system, the analysis of the social responsibilities of the present educational levels, the diagnosis to the management of the educational work of the center, they contribute information that guide the design and/or integrated redesign of the management of the educational work in the center from the needs and potentialities of the school community.

Phase 1.1: previous actions, will be supported by the integrating group.

In this phase the integrating group is constituted, the composition will be a representative of the board of directors, a representation of each educational level, one for the school council and other possible ones from the community environment, with disposition and possibilities to participate in the design, implementation and evaluation of the management of the educational work of the center.

Constitution of the integrating group. The selection of the members of the group and the leader will be done considering the preparation in the direction activity, the educational work, the styles and methods that favor the interchange with other members. The actions to be carried out will be the following:

- The proposal of the members is presented to the board of directors and the head, responsible the director, may use the techniques of group work.
- Communication to those selected, making known their functions, the objective, content of the group and value for the institution, the commitment of each member must be achieved.
- Confirmation of the group leader by the members, through consensus, group work techniques will be used.

-Elaboration of the preparation program of the members based on the learning needs and potentialities of each member, with the objective that they master the content and particularities of the procedure.

-Determination of the moments of the individual and collective evaluation on levels of preparation reached should include self-evaluation.

-Detailed analysis of the procedure, the objective, the characteristics, the content of the steps, phases and actions.

2. As part of the previous conditions, the following activities will also be developed: a). Determination of the common content of the present educational levels and the particulars of each one to be considered in the actions of the management of the educational work of the center, b). Presentation to the council for the search of consensus on the relevance of the proposal or the incorporation of others.

3. Information to the pedagogical collective about the mission and responsibilities of the integrating group with the purpose of favoring the communication and support of the rest of the members of the educational community.

Phase 1.2, planning of actions to integrate the management of educational work in the mixed center.

It is materialized in the design of the actions that integrate the management of the educational work in the center, it will be directed by the director and the integrating group, the actions to be executed are

4. The development of the institutional diagnosis on the management of the educational work, includes

a). Elaboration of the objective of the diagnosis, b). Determination of the content of the diagnosis in the area of the mixed center with the indicators, c). Selection of the methods and elaboration of instruments for the collection and processing of data and the obtaining of information, d). Determination of the sources of information and of the participants in the diagnosis, e). Designation of personnel for data collection and processing, information gathering and analysis, f). Preparation of the personnel for the fulfilment of the functions

and responsibilities that allow the coordination and communication among them, g). Application of instruments for data collection supported by the indicators and criteria defined h). Data processing and information analysis.

5. Characterization of the management of the educational work in the center, specifying the achievements (strengths) and potentialities, as well as the problems (weaknesses) in the management of the educational work.

6. Analysis of the results of the diagnosis in the management and technical bodies of the joint center for decision-making, preamble to the next phase of the process.

7. Definition of the general and specific objectives of the management of the educational work in the mixed center, in correspondence with the information obtained in the previous step.

8. Determination of the collective activities of the center with the expression of the specificities of the present education (Conferences, events, and those concerning the curriculum, taking advantage of the potential of the collective and the community)

9. Designation of coordinators or responsible for collective activities, participants, based on the preparation of the actors and the roles and responsibilities.

10. Establishment of spaces that make participation, involvement and coordination and coexistence relations between the members of the educational community viable.

11. Socialization with all the actors of the educational community of the center the project of actions of the educational work to achieve to enrich the planned and to involve all the members in its execution.

12. Projection of the monitoring actions on the development of the activities and preparation of the educational actors, for the possible correction.

13. Phase 1.3, of organization, has as its content the development of actions from a process of socialization of the management of the educational work in the mixed center with members of the educational community, which allows for the coordination and integration of the actions, with greater possibilities of success. The director and his management team carry out, among others, the following actions:

14. Assignment of tasks to the members of the institutional management team in the management of the educational work of the center.
15. The development of methodological and improvement activities, both individually and collectively.
16. Organization of the educational scenario, taking into account the particularities of the educational levels, grades and groups, as well as the community, families, and surrounding entities for the management of the educational work in the mixed center.
17. Designation of the moments of evaluation of the educational work, from the periods in which it will be executed and the forms of obtaining evaluative information.
18. Determination of methods and procedures for the management of educational work in the center.
19. Review of the projects and redesign, if necessary, of the actions that make up the management of the educational work in the mixed center.
20. Incorporation into the annual plan of activities of the center the proposal of the actions that integrate the management of the educational work in the center.

Step 2: Implementation of actions to integrate the educational work of the mixed center.

This step executes the projection of actions, its content is focused on the execution, regulation, control and evaluation of the actions planned and organized to guarantee the projected results, it considers the following phases: 2.1: Assurance of the implementation of actions of management of educational work, 2.2, implementation of actions of management of educational work.

Objective. To carry out the actions of integration of the management of the educational work in the mixed center to ensure effectiveness.

Time framework. (September-May school year).

Description. This step will put into practice and adapt the actions that integrate the management of the educational work in the mixed center, supported by the general functions of direction, regulation, control and evaluation, within the framework of the fulfillment of the actions and tasks projected.

Phase 2.1: Ensuring the implementation of educational management actions.

Actions to integrate the management of the educational work of the center will be carried out through the annual plan of activities of the center. The integrating group will have a relevant role in assuring the directionality of the execution of the foreseen actions and will provide timely, true and sufficient information for the adoption of decisions by the center's management team. The content is specified through the actions, which are suggested:

21. To incorporate the projected actions to the Annual Plan of activities of the institution to ensure its coherence, precision and relations with the other activities developed by the center, (execution, regulation and control).

22. Analysis by the different educational levels of the integrated actions of the management of the educational work in the mixed center, with precision of the responsibilities and participation assigned in the general activities of the center and those corresponding to each educational level.

Preparation of those responsible for leading the general activities of the center to ensure coordination and execution based on the content and participation of the different educational levels present.

23. Location and accuracy of the material resources, technological, human, financial and support equipment of the educational community.

24. Systematic verification of the preparation of the executors of the general activities of the center and the particular ones of the educational levels, starting from the fact that the interests of the educational community are represented in the content, with the protagonism of the students.

25. Creation of an environment of cooperation, integration and coexistence of the educational levels for the implementation of the actions that integrate the management of the educational work in the mixed center, which includes: a). Facilitating the spaces to make viable the participation of the management team of the center, the integrating group, the actors of the educational levels, the family and the community, b). Ensure the presence of the responsible and participants in the activities.

26. Development of evaluation actions of the results obtained, which includes: a). Collection of criteria about the relevance of the activities in terms of their content and the roles of the actors and other participants according to the educational and recreational component, b). Evaluation and adoption of corrective actions in the face of deviations or events to be considered in the planned content.

Phase 2.2, of implementing actions for the management of educational work in the mixed center.

It sets in motion the design of the actions and ensures the previous step. The director will pay attention to the control and systematic evaluation of the results, as well as, the feedback to update the diagnosis, with a view to the adequacy of the actions.

27.- Execution of the actions of the management of the educational work in the context of what is foreseen in the monthly planning of the center, implies: a) attention to the general activities that show the inclusion of all the students and workers of the center, b). verification of the level of participation foreseen of the students and other educational actors, c) the appreciation of the quality of the activities according to the objectives and educational contents and the fulfillment of the foreseen responsibilities.

28. Collecting criteria on the development and results of the activities, instruments can be used such as: interviews, surveys, observation guide, to promote a pleasant atmosphere of trust that allows the collection of reliable data on the results of the implementation of actions that integrate the management of educational work in the center.

29. Updating of data records regarding the results of the implementation of educational work management integration actions.

30. Carrying out periodic assessments of the effectiveness of the actions planned and executed, based on the objectives, contents and procedures used, as well as the degree of participation of the educational community.

31. Determination of the adaptations required by the proposal of actions for the management of the educational work from the information obtained about the results of the balance sheets carried out.

Step 3: Evaluation of the actions of the management of the educational work in the mixed center

The evaluation of actions for the management of educational work at the center has as its content the analysis and monitoring of its results, because of the actions developed.

Time framework. It includes the months of June-July when the actions developed are evaluated, but it will have a presence during the process of implementation of the procedure.

Objective: To obtain characterizing and evaluating information about the results of the management of the educational work in the mixed center because of its implementation, it facilitates the feedback, correction of the directionality of the actions and the redesign for the next school year. Description. The evaluation actions will be conducted by the director and his management team, with the support of the integrating group; in this step, characterizing and evaluating information will be obtained about the results of the projection and execution of the educational work management in the mixed center.

Phase 3.1: Data processing, allows the application of instruments (surveys, interviews, document review, observations ...) that facilitate data collection and processing of information on the effects of actions taken, its main actions are related to

32.- Planning and organization of the evaluation of institutional actions, including

- a) The preparation of the integrating group for the design and execution of the data collection process to evaluate the proposal of actions developed in the management of educational work in the joint center.
- b) The determination of indicators and criteria to operationalize the content of the evaluation.
- c) The definition of the methods, techniques that will be used for the collection and processing of data and the obtaining of information.
- d) The development of the instruments, related to observation guide, survey, interview, document analysis, and others
- e) The determination of personal (the participants) and non-personal sources of information (documents containing the development of activities and their results)

f) The assurance of material and technological resources for the collection and processing of data and the obtaining of information may be supported by an Excel table.

g) The definition of the schedule for data collection (fieldwork). Fieldwork for the collection of data on the effects of institutional actions carried out.

Phase 3.2: Obtaining information and specifying the actions, directed by the director and his institutional management team, allows us to know the results of the actions to integrate the management of educational work in the mixed center. The main actions refer to.

33. Data processing and analysis to summarize information about the process of application of the procedure.

34. Analysis of the characterizing and evaluating information on the effects of institutional actions, based on the processing of the data collected.

35. Elaboration and presentation of the report to the Board of Directors of the mixed center and adoption of the improvement decisions that are in function of the validation or redesign of actions of the center for the next stage.

Documentation requirements: it considers five fundamental documents elaborated and kept by the management team of the center, they are

a). Report of the initial diagnosis of the management process of the educational work in the center.

b).Actions for the integration of the management of the educational work in the center.

c).Records of data related to the implementation of actions of integration of the management of educational work in the mixed center.

d).Reports on the partial and final balance of the completion of the integration of educational management at the school, and

e).The report of the evaluation process of the actions of integration of the management of the educational work in the mixed center, with the plan of improvement actions.

They constitute the report of the main results that show the changes, satisfactions and dissatisfactions with the results, and at the same time, it provides information to improve the design and application of the procedure and the results of the center.

Conclusions

The management of the educational work in the mixed center is a complex activity. Its effectiveness requires a conception that integrates the objectives and contents of the present educational levels, based on relationships of coordination, subordination and coexistence. The procedure is a valuable resource for this purpose and to resolve the shortcomings revealed in this research.

The procedure is based on the theoretical-methodological foundations of the educational work, management, procedure, and the mixed center that makes it possible to offer the sequence to implement actions that allow the effectiveness of the management of the educational work in the mixed center and to channel the solutions of the declared insufficiencies.

The analysis of the experiences of the management of educational work in the center confirmed its procedural, systemic, continuous and integral character and its consideration in the conception and design of the procedure for the management of educational work in the center.

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