

THE MANAGER'S PROFILE AS BEING RESPONSIBLE FOR EDUCATIONAL SUPERVISION

Perfil del directivo como responsable de la supervisión educativa
O perfil do gestor como responsável pela supervisão educacional



RECIBIDO: 8 NOVIEMBRE 2016

EVALUADO: 8 FEBRERO 2017
16 MAYO 2017

APROBADO: 9 DICIEMBRE 2017

Daritz del Carmen Urdaneta de Rincon

Comprehensive Education graduate. Master's Degree in Educational Supervision. PhD in Education. Teacher and deputy director at Escuela Basica Nacional Maestro Jesus Ferrer Materan.

daritzaurdaneta@hotmail.com

Nancy Josefina Nava Reyes

Comprehensive Education graduate in the areas of Language and Mathematics. Master's Degree in Educational Supervision. PhD in Education. Teacher and director at Escuela Basica Nacional Maestro Marcos Pereira Olivares.

nancynava26@yahoo.es

Franklin Jose Yedra Granadillo

Comprehensive Education graduate. Master's Degree in Educational Supervision. Teacher at Escuela Basica Nacional Maestro Jesus Ferrer Materan.

displaypedagogico@gmail.com

Debora del Valle Giraldoth

Biology and Education graduate, mention in Biology. Master's Degree in Environmental Sciences. PhD in Education. Teacher at Universidad Rafael Maria Baralt (UNERMB) and at Unidad Educativa Ernesto Flores Fuenmayor.

giraldoth_d@hotmail.com

Mariluz Ramona Garces Pacheco

Comprehensive Education graduate in the areas of Language and Mathematics. Master's Degree in Educational Supervision. PhD in Education. Teacher and director at Escuela Basica Nacional Maestro Jesus Ferrer Materán.

garces.mari70@hotmail.com

Marys Estella Valles de Rojas

Comprehensive Education graduate, mention in Language and Mathematics. Master's Degree in Educational Management. PhD in Education. Teacher at Universidad Nacional Experimental Rafael Maria Baralt (UNERMB) and at Educacion Inicial C.E.I. Celia Celis Olivares

marestroj@hotmail.com

en

ABSTRACT

The purpose of this study was to analyze the profile of the director (principal or headmaster) as the person responsible for educational supervision in Bolivian schools in the municipality of Miranda, state of Zulia. The study was developed under the positivist paradigm characterized by a descriptive analytical research with field design, it is non-experimental and cross-sectional and it is based on the theoretical contributions of Mogollon (2009), Loaiza (2011), Lopez (2009), and the Organic Law of Education (2009), among others. The population included a team of ten (10) directors and eighty-five (85) teachers for a total of ninety-five (95) people. The statistical analysis was carried out by means of the descriptive statistical method applying the technique of percentage relation. Among the conclusions of the analysis regarding the profile of the person responsible for pedagogical supervision, it was found that it requires the development of school management and of pedagogical skills, demonstrating specific skills in the application of techniques oriented towards teaching classroom planning. There is a preponderance of technical skills in the profile, characterized by corrective supervision in which the application of comprehensive and systematic principles prevails; therefore,

es

RESUMEN

En este trabajo se presentan los resultados preliminares de un estudio llevado a cabo en una institución de educación superior chilena, cuyo propósito estuvo orientado a establecer la autovaloración que poseen los estudiantes de 2º y 3º año de la carrera de Pedagogía en Educación Parvularia sobre el nivel de logro de su competencia digital, desde una dimensión pedagógica del uso de TIC. La metodología utilizada fue cuantitativa, con un diseño descriptivo. Participaron un total de 69 estudiantes de segundo y tercer año de formación, a quienes se les aplicó la Escala de autoevaluación de competencias digitales para estudiantes de Pedagogía, en su dimensión pedagógica. Los resultados evidencian que las estudiantes en general poseen una buena valoración sobre su desempeño en el uso pedagógico de TIC, salvo en lo que respecta a la práctica evaluativa apoyada por TIC, pero dicha valoración se enmarca en un modelo tradicional de enseñanza.

por

RESUMO

Este artigo apresenta os resultados preliminares de um estudo realizado em uma instituição de ensino superior chilena, cujo objetivo foi estabelecer a auto-avaliação dos alunos do 2º e 3º ano da carreira de Pedagogia na Educação Infantil sobre o nível de realização de sua competência digital, a partir de uma dimensão pedagógica do uso das TIC. A metodologia utilizada foi quantitativa, com desenho descritivo. Participaram 69 alunos do segundo e terceiro anos de formação, aos quais foi aplicada a escala de autoavaliação de competências digitais para alunos de Pedagogia, na sua dimensão pedagógica. Os resultados mostram que os estudantes em geral têm uma boa avaliação do seu desempenho no uso pedagógico das TIC, exceto para a prática avaliativa apoiada em TIC, mas esta avaliação é enquadrada dentro de um modelo de ensino tradicional.

a pattern of responsibilities was identified in this case.

Keywords: Profile, director, educational supervision, technical skills, pedagogy.

Palabras clave: Competencia digital docente, uso pedagógico de TIC, formación del profesorado, educación parvularia

Palavras chave: Competência pedagógica digital, uso pedagógico das TIC, formação de professores, educação infantil

PARA CITAR ESTE ARTÍCULO / TO CITE THIS ARTICLE / PARA CITAR ESTE ARTIGO:

Urdaneta de Rincon, D., Nava-Reyes, N., Yedra-Granadillo, F., Garces-Pacheco, M., Valles de Rojas, M., y Valle-Giraldeth, D. (2018). PROFILE OF THE DIRECTOR AS THE PERSON RESPONSIBLE FOR EDUCATIONAL SUPERVISION. *Revista Panorama*, 12(23), 56-80.

DOI: <http://dx.doi.org/10.15765/pnrm.v12i23.1191>

Panorama I

pp. 47-61 I

Volumen 12 I

Número 23 I

Julio - Diciembre I

2018 I

ISSN Impreso

1909-7433 I

ISSN en línea

2145-308X I

INTRODUCTION

The urgent need to pay attention to educational policies that bind together quality, equity and follow-up process in the educational field (in which school supervision is implied) is a relevant issue in Latin America since it is understood as a living machine that that operates taking into account all of the members, teachers and directors essentially, that are part of the established organizational structure with the objective of producing relevant changes and developing the educational system's quality.

Such is the case of Venezuela, where the enactment of the Organic Law of Education in 2009 led to the development of the new idea of educational supervision as social policy to make feasible the democratic and leading participation of the popular power in training, execution and control of public educational management. These premises allow to infer that the proposed changes and transformations will contribute a professional development policy for teachers with supervising functions, in that sense, a national system of educational supervision to strengthen institutional management in each Bolivarian school.

Within his framework, Mogollon (2009) has explained that the quality of supervision must drive key advancements in the supervising praxis to help increase competences, skills, service needs related to the mission of extending challenge achievement, apply new technologies to improve the quality of their owners and of education overall.

Therefore, this study was developed to analyze the profile of the director as the person responsible for educational supervision in Bolivarian schools in the municipality of Miranda, state of Zulia, following a positivism approach.

inviolating". The supervising function assumes "seeing things are being done as instructed".

This fact identifies the profile of the director as the person responsible for educational supervision throughout different levels and modalities of the Venezuelan educational system, in accordance with the articles 38, 39, 40 and 43 of the Organic Law of Education (2009), which constitutes the set of desirable traits and characteristics that (as a result of his/her permanent and comprehensive training) elevate his/her level of knowledge, performance and responsibility to guarantee that educational supervision is conducted as planned and instructed.

Indeed, the profile of the director will be fulfilled by a teaching professional, the holder of a degree granted by higher education institutions to train teachers. Therefore, the entry, promotion, permanence and departure of a teaching professional in the initial to mid-levels, responds to comprehensive assessment criteria on academic merits and ethical, social and educational performance, pursuant to the Constitution of the Bolivarian Republic of Venezuela (1999).

The profile of the director as the person responsible for educational supervision, in terms of administration and educational systems set forth in the Organic Law of Education, refers to the set of professional conditions that allow to generate pedagogical conditions -having skills and knowledge of the current situation of the supervision-, analyze, assess, discern and execute the changes considered necessary regarding the curriculum's development and the participation of the members involved in the process.

In agreement with the aforementioned, MPPE (2013-3014) determines the teacher's profile as the set of desirable traits that allow him/her to be one of the key transformational educational actors. Teachers have an essential role in teaching-learning processes to accomplish a decolonizing, socially-productive, communal, scientific and technological education that enables training subjects with identity, knowledge and skills to undertake liberating work and follow consistent ethical values with a supervising process based on leading participation.

THEORETICAL FUNDAMENTALS

Profile of the director as the person responsible for educational supervision

One of the most relevant, difficult and demanding tasks in an organization is, without a doubt, supervising someone else's work. In reality, it can be explained with the origin of the word supervision: super over and visium see, which entails "seeing, reviewing,

Panorama I

pp. 47-61 I

Volumen 12 I

Número 23 I

Julio - Diciembre I

2018 I

ISSN Impreso

1909-7433 I

ISSN en línea

2145-308X I

Due to these conditions, the profile of the director requires competences to exercise the supervising function with a unique, comprehensive, holistic, social, humanistic and methodological nature while accompanying the educational process. In that regard, Medina et al. (2012, p.32) explain: “the profile of the supervising director is knowledge, overall experiences with which he/she must work with”. This knowledge makes it possible to establish supervision procedures that are suitable for the specific reality of the environment in which the supervising activity has to be developed.

It can be inferred that the profile of the director as the person responsible for educational supervision is defined by competences, knowledge and experiences in different areas of the educational field. It is largely determined by his/her academic preparation, experience in knowledge areas and responsible compliance of supervising functions in the educational institution.

In this reference framework, Anderson’s (2010, p.3) description of the director as liable for school direction highlights: “the lead manager of the educational institution has a professional profile that allows him/her monitor educational change and quality”, this through regular visits to the classroom to observe, talk (to teachers and students) in an informal way and to conduct a formal supervision.

Based on established definitions, Cuadra (2009, p.40) reaffirms the need of “a director with a supervising profile that requires initial training of quality standards, permanent training based on pedagogical leadership, which demands capacities to seek information quantity and variety of the new knowledge societies”; thus, the conditions to contribute to the student’s comprehensive training. On the other hand, Rodriguez (2011) mentions that the quality of schools will depend on the style, traits and profile of the director that influences the classroom, develops skills and controls risk applying pedagogical competences in pressing situations.

Along these lines, according to Medina et al. (2012, p.31) educational supervision may be enforced twofold: in general, when it is identified with school inspection, meaning the supervision is conducted outside and not by a person that is directly involved in the process (national and regional supervisors); or in

particular, identified with pedagogical orientation and conducted by a member of the administrative team of the school, acting as a guide to inspire creative work in agreement with the staff.

Educational supervision must encompass the necessary levels and factors for good development, excellent leadership to transmit and contribute resolutions and ideas to the work team, oriented towards the observation of educational commitment, as well as facilitating communication strategies aimed at going deeper into the situation of developed pedagogical practices, and encouraging teachers’ accomplishment of the practice.

Consequently, Medina et al. (2012, p.35) add that the supervising director’s task is developed in three stages: planning, follow-up and control, as follows:

- a) **Planning:** steers the tasks generated in an academic term, semester or year. Supervising planning has to be objective, i.e., possible and flexible, in order to adapt to new suggested needs and to the modifications taking place in school life. It foresees the execution of particular tasks.
- b) **Follow-up:** the second stage in the supervising activity, it monitors activities’ development and the entire faculty members, follow-up is conducted throughout the academic term in order to complete new planning when necessary resulting from data collected and assessed in the application of school activities.
- c) **Control:** performed on the foundation of the work’s results to prevent deviations, apply rectifications and alterations to best adapt the school’s actions regarding community and students’ needs. Control delivers data that will affect future planning, making it more objective, pragmatic and efficient.

The aforementioned indicates that supervision in Bolivarian schools must be planned. Hence the importance of formulating a supervision program that needs to be prepared cooperatively and provisionally with enough flexibility to introduce changes, dealing with cases that require immediate attention and using different means required by the situation.

Thus, the profile of the director as the person responsible for educational supervision will be determined by a permanent training policy with the key responsibility of comprehensively training social beings. Stability in the position will depend on training and responsible exercise of professional functions, preparation, performance and competences.

COMPETENCES

According to Calvo (2002, p.3) “the personal and professional competences of the supervising director must allow school administration efficiency in its different levels and modalities”. These are developed to generate pedagogical innovations in the school, to make educational supervision a strategic planning resource, and to redefine priority functions to undertake alternative practices to elevate its quality.

Moreover, Mogollon (2009, p.12), has insisted on defending the fact that the supervising director’s functions require specific competences insofar its main reason is to enforce regulations, instruments, processes and procedures to control, surveil, organize and asses school management. Influenced by Nereci’s (1975) proposal, Mogollon produced a chart with the functions corresponding to school supervision, which is classified in three groups: technical, administrative and social:

Chart 1

FUNCTIONS	ACTIVITIES
Technical	<ul style="list-style-type: none"> - Conducting research - Steering the teachers' task - Promoting the teachers' advancement - Assessing the use of resources
Administrative	<ul style="list-style-type: none"> - Managing the administrative process - Organizing the district's management - Participating in the school's leadership - Decision-making - Assessing the supervision process
Social	<ul style="list-style-type: none"> - Establishing communication with the educational community - Managing budgets and expenses - Encouraging communication processes

Supervision functions, as expressed by the author, are activities to be executed in the school according to previously established regulations and must not incur in omissions, since they lead to the control, operation and integration of the educational system, strengthening new challenges and approaches (which are needed by education as well as by educational supervision).

Indeed, the author explains that the competences of a school director are multiple and varied: professional, basic, specific and work-related; the latter include knowledge, skills and attitudes that are required to efficiently perform in terms of functions and roles, and in matters regarding institutional management. Perozo (2011, p.3) highlights: “competences are originated in training where people achieve efficiency; these are produced and encouraged by merging theory and practice, which in turn result in professional performance”.

Ascanio and Gonzalez (2010, p.39) add “that in order to be considered competent in certain discipline, a set of knowledge to face and solve diverse situations must be in place”. Moreover, “competences are the set of knowledge, skills, attitudes, understanding, cognitive, metacognitive socio-affective and psychomotor dispositions, fittingly connected to facilitate flexible and effective performance”.

As it is evident, competences that make up the professional profile of the director are of technical and professional nature and are required to exercise leadership in different educational levels, the profile is characterized by conceptual, procedural, attitudinal and motivational attributes needed to conduct successful activities. Therefore, competences in the director’s professionalism -from practice to institutional management- are configured by abiding and upholding principles such as:

- a) Social transformation
- b) Democratic participation
- c) Community participation
- d) Comprehensive attention
- e) Pedagogical renovation
- f) Fighting against educational exclusion

In this way and under the premises of the Bolivarian Educational System (2004) a professionalism model is proposed to cater to the contemporary demands of an education

Source: Funciones tecnicas, administrativas y sociales de la supervision escolar, Nereci, Adapted by Mogollon (2009).

that drives significant changes, servicing the content of change reforms and processes; meaning, a director that assumes -as the representative of the Ministry of Popular Power for Education- attitudes to benefit more participation in the process of curricular construction, adjusted to the community's realities and expectations based on a defined project for the agreed and discussed human development within a democratic environment, as well as guiding processes that go beyond supervision's punitive nature, making way for accompaniment, control and evaluation of the educational process in each institution in Venezuela.

PEDAGOGICAL COMPETENCES

In accordance with the philosophical aspects that justify Bolivarian education (2004), this competence of the director as the person responsible for educational supervision is associated to a curriculum based in on a contextualized pedagogical practice, capable of taking into account environmental experiences and school and community settings to add social and cultural pertinence to learning; developing this competence implies transformations in Venezuelan institutions regarding boys and girls as subjects of their own learning, heritage, ideas, feelings, team work, promotion of teacher's accompaniment to guarantee the completion of the student's process in the educational system.

For Loaiza (2011) this skill is synthesized in director as the person responsible for educational supervision, enabling in-depth knowledge of the object he/she is directing and the corresponding pedagogical skills to act upon it, as a consequence of dialectics interaction and integration of a set of qualities that express possession of knowledge and that converge in the development if his/her task of professional direction of supervision.

Likewise, this task manifests in the basic knowledge of the pedagogical process, school supervision, learning, school organization and curriculum. Also in the skills needed to use supervision techniques and its types to design a comprehensive diagnosis of students, interpret results and determine regularities to project the corresponding educational strategies.

IN THE ROLE OF SCHOOL DIRECTOR

According to Loaiza (2011) this competence entails in-depth knowledge of the scientific direction of education, from educational supervision, its theories, principles, contents, methods and techniques; includes leadership development, aptitude to interact with teachers, students, parents, representatives and others under his/her direction, which requires a high degree of commitment and motivation to accomplish an educational institution's achievements, development of communication capacities, using an adequate direction style and fulfilling personal qualities.

Accordingly, in his/her supervising role the director must be responsible for orienting, advising, controlling and assessing teachers' pedagogical work, after prior participation in institutional planning makes it possible form him/her to contribute to their professional training.

Pursuant to what has been established by the Ministry of Popular Power for Education, the director shall develop competences regarding school direction to contribute to the concretion of the teaching-learning process' organization forms; therefore, he/she must be competent in the execution of strategic planning with the purpose of organizing, designing, implementing, directing, coordinating, assessing, systematizing actions and activities that enable the learning process, guaranteeing the transformation and integration of the community in the school's duties by projecting his/her social and pedagogical action in the citizen's training process.

In the lines of this reference framework, Rodriguez (2011, p.24) describes that the responsibilities of the supervising teacher imply certain basic conditions, including organization. Thus, the supervisor must organize the process in a way that helps sum up team's efforts, work orientation, performed functions, knowing where and how to conduct the programmed task.

Similarly, Lopez (2009) mentions that programming is necessary because it is used to train different members of the staff with the knowledge of what is going on in the school and with organizational preparation to attend the program's different aspects. Therefore, it

Panorama I

pp. 47-61 I

Volumen 12 I

Número 23 I

Julio - Diciembre I

2018 I

ISSN Impreso

1909-7433 I

ISSN en línea

2145-308X I

sets up the decision and order of the elements intervening in the process; meaning, it establishes an institutional functional structure. Indeed, the organization comprises “undertaking activities per functions, areas, equipment, on the other hand, they are structured by allocating authority to others by delegating responsibility.

AS PEDAGOGICAL COMPANION

According to Cavalli (2006, p.1) pedagogical accompaniment is the action that evolves from educational supervision, defined through different concepts “as the people who accompany others or as the people that are accompanied by others”.

In this regard, Ocampo (2009, p.3) -supported in psychology- explains that accompaniment is made up by educational actions that serve as “scaffolding” (in the Vygotskian sense of the term) and enable students to appropriate cognitive, personal and knowledge competences to fulfill the dream of becoming a person in the double dimension, personal and communal, to allow them to be themselves in the interaction with reference group communities.

A more recent definition by Batlle (2010, p.104) defines teaching accompaniment “as a facilitation of purpose and input for teachers to build strategies to make meaningful learning feasible”, suggesting that communication is one of the core aspects of the supervising and companion function; effective communication determines institutional accomplishment by integrating human beings to the change and transformation process.

According to MPPE (2013-2014) competences developed by the director as the person responsible for educational supervision in Bolivarian schools demand his/her participation in different moments to make the communal comprehensive educational project, as well as in sensibilization, information, organization and systematization processes to produce new knowledge, enrich pedagogical theory, assess plan execution taking into account the coherence and feasibility of the planned aspects.

Likewise, this competence suggests a supervising director with capacity to choose,

promote strategies, methods and resources to contribute for teachers to ease the teaching-learning process in terms of actions and selected and organized procedures, establishing a correspondence between how to teach and how to learn.

Therefore, Balzan believes it is necessary to establish a difference between pedagogical accompaniment and its approach, as follows:

- a. **Pedagogical accompaniment:** is a core strategy that offers technical and affective support (emotional, ethical and effective) to encourage changes in the practices of the main actors of the educational community. Accompaniment focuses on the development of teachers’ capacities based on technical assistance, dialog and reflection on his/her pedagogical practice and of school management.
- b. **Pedagogical approach** (cooperative learning among peers) happens when the facilitator is a teacher with a successful track record in classroom work and in school management with parents’ participation. The facilitator shares its own experience with the teacher and uplift each other. The facilitator/teacher and facilitator/community relationship is based on mutual trust, tolerance and empathy of the facilitator with the learning process. People learn when they practice, not one but many times, in the daily contexts that offer more diverse and complex challenges.

SKILLS

For Chiavenato (2004), skills constitute a necessary condition in the individual that strives for change; these must be stimulated to be efficiently acquired and developed in his/her work environment. The set of skills that a professional must have to efficiently execute the task are as follows:

- a) **Sensitivity to the situation:** this skill enables the diagnosis of situations and the acknowledgement of the forces that intervene in the situations.
- b) **Flexibility of style:** this skill helps the individual to adapt to the forces at play, after situations have been diagnosed and analyzed.

- c) **Dexterity in managing situations:** the capacity to modify a situation that needs to be changed, this approach allows going back to the actual situation with total openness and honesty in terms of managerial and organizational honesty.

In this regard, Robbins (2004, p.27) expresses which skill is allocated to the individual capacity of undertaking tasks in a position. It is a real asset of what can be done. Although a great amount of skills are required, some of the most common and necessary in a supervising process are human and technical skills. The importance varies depending on the context in which managers work: type of organization, function to perform, nature of the institution, work performed and employees reporting.

TECHNICAL SKILLS

Technical skills constitute the capacity to apply specialized experiences or knowledge; every work and activity requires some specialized experience and many people develop these skills on the job. Mosley (2005, p.16) adds: “technical skills include understanding and the capacity to effectively supervise specific processes, practices or techniques needed to undertake the tasks”. Hence, supervisors must have enough of these skills to surveil daily operations are conducted effectively.

In the administration of Venezuelan schools, directors supervising a process must be prepared to identify key points of a complex situation or problem, as well as to synthesize and make decisions.

HUMAN SKILLS

Robbins (2004, p.271) defines human skills as the capacity to work with other people, understand their attitudes and motivations, individually and collectively. Moreover, human skills are the capacity and judgement to work with and through others.

The author adds that many people have technical expertise but are incompetent at an interpersonal level. Human skills are the reflection of a manager’s capacity to lead, motivate, influence or communicate with teachers he/she directs, with the objective of having them deploy their full range of skills

and dexterities, taking advantage and being more productive in the classroom. Which is to say that human skills include the capacity to work with others, to understand and motivate them, individually and in groups. According to Mosley (2005, p.6) “human skills imply understanding others and interacting in an effective way”. These skills are mostly required in performing the function of leadership because they aid communication, motivation, training, equipping them with authority, helping them, and establishing and strengthening interpersonal relationships.

Hence, it is necessary to add that the effort of the leading supervisor will be aimed at having supervisees accomplish school goals and congruency. Whereas leadership is considered a skill with a facet of persistence, regarding how long a person sustains the effort.

METHODOLOGY

This research was developed following the positivism paradigm, and it is characterized as a descriptive analytical research. The design is non-experimental since the variables that are the object of the study were not manipulated at will in a controlled environment, rather the studied phenomenon was described and assessed, as it happens in reality; it is transactional due to the fact that variables are measured once without intending to value its evolution.

The study’s population was selected taking into account the level of professional training and functions and characteristics of the groups and institutions, it was made up by ten (10) directors and eighty-five (85) teachers in Venezuelan schools, for a total of ninety-five subjects. It is important to highlight that this study’s population is finite and accessible because the entirety was considered, no sampling was necessary.

Surveys were applied to collect relevant data for this research, a self-administered questionnaire was produced with fifty-four (54) questions with the following possible answers: frequently (5), often (4), sometimes (3), rarely (2) and never (1). This research calculated reliability with Cronbach’s Alpha, using the Statistical Package for the Social Sciences (SPSS) software, version 12.0. The coefficient was of 0.834, which is considered highly reliable.

DISCUSSION OF RESULTS

The analysis of the results began with the profile of the director as the person responsible for educational supervision, detailed in Table 1; a comparison of the data collected from directors and teachers in Venezuelan schools led to the identification of a discrepancy in the opinions of the studied population, this was evinced when 83% of the directors stated that their competences as people responsible for pedagogical supervision were very effective in their profile level in their answers to the indicator “to train values in the defense of education”. This means they frequently steer the development of values justified in solidarity, assume a commitment to help teachers deliver productive teaching, supervising the teacher’s professional development. On the other hand, 53% of teachers answered they do it in a slightly effective way.

Likewise, 92% of directors answered that their pedagogical competences include the contribution of a practice that is contextualized on social pertinence, which leads to educational transformations based on children’s learning and proving their cognitive qualities in the process of professional orientation offered to teachers.

97% (the highest percentage) also highlighted that their competences as directors are effectively developed, which reveals that they keep the tendency to apply planning-based direction techniques in their role as educational supervisors. Indeed, they stated they frequently directed the communication process to achieve institutional objectives, based on handling assessment criteria to obtain the teacher’s performance in the classroom.

Table 1

Directors	Teachers					
	Alternative	Fr %	Scale	Alternative	Fr %	Scale
To train values in the defense of education	5	83%	Very effective	3	54%	Somewhat effective
Pedagogical	5	92%	Very effective	3	51%	Somewhat effective
In the role of school director	5	97%	Very effective	4	65%	Effective
As pedagogical companion	5	87%	Very effective	2	35%	Not very effective

Source: compiled by the authors. Data collection instrument (2015)

Likewise, Table 2 shows that 87% of directors consider their profile to exercise educational supervision is effectively projected when acting as a pedagogical companion that frequently supports students to own the required cognitive competences and facilitating input for teachers to build strategies to make meaningful learning feasible, also helping them to understand students’ individualities to offer vocational orientation processes.

Consequently, the presence of this data reports an incongruence with teachers’ opinions with percentage values ranging between 35% (minimum) and 54% (maximum), teachers reported to somewhat ineffectively and ineffectively develop competences as supervisors, which aid them to train values in the defense of education, and in the pedagogical contribution to developing contextualized and pertinent practices to achieve educational transformations.

However, teachers coincide with directors in stating that 65% affectively appreciate the development of competences in the role of school director, a characteristic that typifies the director as a supervisor with suitable competences for the role.

Despite the discrepancies projected in the aforementioned analysis, the validity of Mogollon’s (2009, p.12) proposals amongst directors can be emphasized, to the extent that this author insists on defending that the supervisor’s functions require specific competences, since their principal reason is to enforce rules, instruments, processes and procedures to control, surveil, organize and assess school management.

Indeed, Loaiza’s (2011, p.6) contribution is evident in Venezuelan schools, evincing that competences in school directors are formed through the knowledge of basic fundamentals of school direction, as a theoretical-methodological tool to interact with the people he/she is directing, based on which the director as supervisor develops the skill to plan and assess different processes taking place in school, as well as in the school’s educational project.

Table 2. Dimension: Skills

Directors	Teachers					
Indicators	Alternative	Fr %	Scale	Alternative	Fr %	Scale
Technical	5	98%	Very effective	4	72%	Effective
Human	5	94%	Very effective	3	59%	Somewhat effective

Source: compiled by the authors. Questionnaire (2015).

DISCUSSION

Once the study was completed, and taking into account the results that allowed the analysis of the profile of the director as the person responsible for educational supervision in schools in the municipality of Miranda, state of Zulia, the following are the conclusions of the research:

1. In terms of the competences developed by the director as the person responsible for educational supervision in Venezuelan schools, it is concluded that they develop school direction and pedagogical competences in a very effective way, adding to their profile as supervisors with specific capacities to apply direction techniques based on planning the work of a classroom, directing communicational processes to achieve established institutional objectives and to handle assessment to get to know teacher's performance in the classroom.

Likewise, pedagogical competences exposed by directors reveal that they are always competent in their role as educational supervisors to contribute to the development of contextualized pedagogical practices and with social pertinence, seeing as they have cognitive qualities to implement and support professional orientation processes among teachers, as well as educational transformations based on children's learning.

On the other hand, it is concluded that directors effectively develop competences as pedagogical supervisors that enable them to be liable in training students on values in the defense of education, e.g., solidarity and learning based on productive teaching. This is clear in their role as pedagogical companion, providing support to students to own cognitive competences, facilitating teaching strategies to strengthen meaningful learning that are

based on the student's individualization, and facilitating vocational orientation processes; however, teachers maintain opinions contradicting the level of effectiveness with which directors manifest their profile as educational supervisors is projected.

2. In terms of the skills executed by directors as the person responsible for educational supervision in schools in the municipality of Miranda, it is concluded that the way in which their experiences are executed and applied to facilitate supervision practices are projected as those of a specialist, providing the means necessary to execute institutional activities based on controlling teacher's actions; and the way in which they plan and organize strategies to increase students' performance add to a profile based on the development of technical skills.

It is also concluded that in terms of human skills frequency (referred to encouraging the faculty, projecting leadership for teachers' productive work and strengthening interpersonal relationships to steer educational quality) directors maintain their tendency to project themselves as technical in school's administrative and management processes.

On the other hand and despite the results of this conclusions, the presence of contradictions between directors and teachers is inferred since the latter believe the director's role as the person responsible for pedagogical supervision in schools has a noticeable tendency to be ineffective.

RECOMMENDATIONS

According to the conclusions of the research herein, the following recommendations arise:

- Involving all of the staff in Venezuelan schools: directors, teachers, administrative, students, parents and representatives in the discussion of the study's results, with the aim of agreeing

on the paths to improve weaknesses resulting from the discrepancies amongst directors and teachers, thus in connection with competences, skills, types and principles of educational supervision.

- Proposing scenarios to make it easier for the director in the role of educational supervision to get involved in training processes, as well as in personal and professional development to build a profile with the capacity to understand, handle situations and apply effective solutions in situations affecting students' educational quality, hence institutional development.
- Consolidate the development of human skills to project a profile of the director that is full of personal and professional traits and characteristics to build reflection, improvement, opportunity and repercussion in the supervisee's performance, as well as in the students and the overall educational environment.
- Lastly, a pattern of responsibilities is proposed to act be the foundation of the of the supervisor's profile in Bolivarian education. In this regard, the profile of the director needs to enforce a type of supervision that supervises (directors, teachers, boys, girls, parents, representatives and others) consider necessary to overcome weaknesses and is conceived as the confrontation means of the most suitable school knowledge to build students' knowledge.

REFERENCES

1. Anderson, S. (2010). Liderazgo directivo: claves para una mejor escuela. *Psicoperspectivas*. Recuperado de: www.psicoperspectivas.ci.
2. Argüello, M. (2009). Competencias estratégicas del supervisor en el contexto del paradigma emergente. Tesis Doctoral. Maracaibo, Venezuela: URBE.
3. Arroyo, J. (2009). Gestión directiva del currículum. *Revista electrónica actualidades investigativas en educación*, 9(2), 1-17.
4. Ascanio, T. y González, V. (2010). Vinculación del enfoque de la transdisciplinariedad en las competencias gerenciales del director de educación primaria bolivariana. *Revista científica digital del centro de investigaciones y estudios gerenciales*, 1(3).

5. Aspectos generales del Sistema Educativo Bolivariano (2004). Ministerio de Educación. Caracas, Venezuela.
6. Alles, M. (2004). *Desempeño por competencias 360°C*. Buenos Aires: Ediciones Granica, S.A.
7. Ballestrini, M. (2001). *Cómo se elabora el proyecto de investigación*. Caracas: BL Consultores Asociados, Servicio Editorial.
8. Balzán, Y. (2008). *Acompañamiento pedagógico del supervisor y desempeño docente en III etapa de Educación Básica*. Trabajo Especial de grado para optar al título de Magíster en Supervisión Educativa. LUZ, Maracaibo, Venezuela.
9. Batlle, F. (2010). Acompañamiento docente como herramienta de construcción. *Revista electrónica de Humanidades, Educación y Comunicación Social*, 5(8), 102-110
10. Calvo. (2002). Sobre la capacitación del supervisor escolar: de la normatividad a la práctica. *Educación 2001*, 89, pp. 22-26.
11. Cavalli, M. (2006). La evaluación de la práctica pedagógica. *Revista Iberoamericana de Educación*, 35(4), 29-46.
12. Chávez, N. (2007). *Introducción a la Investigación*. Maracaibo, Venezuela: Talleres: Ars. Gráfica.
13. Chiavenato, I. (2004). *Administración del talento humano*. México: McGraw Hill. México.
14. Constitución de la República Bolivariana de Venezuela (1999). Caracas, Venezuela.
15. Cuadra, D. (2009). Teorías subjetivas en docentes de una escuela de bajo rendimiento, sobre la enseñanza y el aprendizaje del alumno. *Revista Mexicana de Investigación Educativa*, 14(42), 939-967.
16. Díaz, C. (2004). *Educación y gestión*. México. Recuperado de: <http://jalisco.gob.mx>.
17. Di Franco, G. (2004). *El Currículum real y la información docente*. XV Encuentro Estado de la Investigación Educativa. Universidad Nacional de La Pampa. Argentina.
18. El Diseño Curricular Bolivariano (2004). Ministerio de Educación. Informe. Caracas, Venezuela. Propuesta.

Panorama I

pp. 47-61 I

Volumen 12 I

Número 23 I

Julio - Diciembre I

2018 I

ISSN Impreso

1909-7433 I

ISSN en línea

2145-308X I

19. Finol, M. (2004). *Competencias gerenciales del director*. Venezuela: LUZ.
20. Galindo, A. (2012). *La supervisión: procesos administrativos y pedagógicos*. Venezuela: Universidad Pedagógica Experimental Libertador.
21. Hernández, R., Fernández, C., y Baptista, P. (2006). *Metodología de la Investigación*. México: Mc Graw Hill.
22. Huerta, M. (2011). Participación del gerente educativo y acompañamiento pedagógico en docentes de educación básica. Tesis doctoral. URBE, Maracaibo, Venezuela.
23. Hurtado, J. (2008). *Metodología de la investigación: Una comprensión holística*. Caracas: Quirón Sygal.
24. Kimbal (1998). *Técnicas de supervisión para mejores escuelas*. México: Editorial Trillas.
25. Ley Orgánica de Educación, (2009). Gaceta Oficial N° 5929 (Estraordinario). Caracas, Venezuela.
26. Loaiza, P., y Guerra, M. (2011). Modelo de profesionalidad de director de Escuelas Primarias como supervisor. *Revista electrónica LUZ*, 10(4), 1-8.
27. López, R. (2009). *Manual del Supervisor, Director y Docente*. Caracas: Publicaciones Monfort.
28. Madrigal, B. (2002). *Habilidades directivas*. México: Editorial McGraw Hill.
29. Mosley, D., Megginson, L., y Pietri, P. (2005). *Supervisión. La práctica del Empowerment, desarrollo de equipos de trabajo y su motivación*. México: Editorial Thomson.
30. Medina, A. (2012). *Gerencia y supervisión educativa*. Facultad de Humanidades y Educación. Venezuela. Universidad Central de Venezuela. Puerto Ayacucho. Venezuela.
31. Méndez, E. (2003). *Cómo no naufragar en la era de la información epistemológica para internautas e investigadores*. Maracaibo: Ediluz.
32. Ministerio del Poder Popular para la Educación (2008). *La Supervisión educativa en el sistema educativo bolivariano*. Caracas, Venezuela.
33. Ministerio del Poder Popular para la Educación (2009). *Sistema de asesoramiento integral. El perfil del docente con función supervisores*. Caracas, Venezuela.
34. Ministerio del Poder Popular para la Educación (2013-2014). *Líneas estratégicas en el marco del proceso curricular venezolano. Subsistema de Educación Básica*. Caracas. Venezuela.
35. Ministerio del Poder Popular para la Educación (2012). *La Supervisión educativa venezolana*. Nota de prensa. Recuperado de: www.me.gob.ve/media/contenidos/2012/d26076309.pdf.
36. Mogollón, G. (2009). *Modelo para la Supervisión Educativa en Venezuela*. Universidad Carabobo. Venezuela.
37. Mogollón, G. (2009). *Autopoiesis y calidad para la supervisión educativa*. Universidad de Carabobo. Venezuela.
38. Ocampo, E. (2009). *El acompañamiento personal del docente: expresión de autoridad que previene el conflicto*. Ponencia Decano Académico de la Facultad de Educación de la Pontificia Universidad Javeriana.
39. Perozo, P. (2011). *Competencias del participante en el Instituto de Capacitación y Educación Socialista*. INCES. Tesis doctoral, URBE. Maracaibo, Venezuela.
40. Reglamento del ejercicio de la profesión docente (2000). Transcripción en línea. Disponible: http://www.gobiernoenlinea.ve/docmgr/s_haredfiles/reglamentoejercidodelaprofesiondocente.pdf. Consulta, Noviembre 2013.
41. Robbins, S. (2004). *Comportamiento Organizacional*. México: Editorial Pearson.
42. Teixedo, M. (1999). *Supervisión del Sistema educativo*. Barcelona, España: Editorial Ariel, S.A.

Panorama I

pp. 47-61 I

Volumen 12 I

Número 23 I

Julio - Diciembre I

2018 I

ISSN Impreso

1909-7433 I

ISSN en línea

2145-308X I