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Participatory Leadership for Social-Community Management in Initial Education Centers of Circuit N° 4 Cojedes State

ABSTRACT

The purpose of this scientific article is to implement transformative actions from participatory leadership for socio-community management in Initial Education Centers of circuit No. 4 Cojedes State. Bearing in mind that the school is the institution that socially assumes the transforming role of citizens, by providing them with a comprehensive education, based on continuous human and global development. But this transformation will be possible if the management teams allow themselves to understand the school as a total system, in which it is necessary to learn collectively to transform the quality of education. It was approached from the educational leadership approach referred by (Molina 2002). The research was based on the Sociocritical paradigm, on transformative participatory action research. As a technique, the interview and the instrument were applied, a semi-structured interview guide. The selected social actors were the 4 directors of Circuit No. 4 of the Cojedes State. The results made it possible to validate that educational management focused on participatory leadership fosters actions and learning spaces necessary to build a socio-community management in harmony with the identity of the locality, turning the organization of teaching as a tool for individual and collective self-affirmation. from their culture to strengthen school-family-community integration. As a main conclusion, the importance of the educational manager as a social activist is reaffirmed, for which it is an unavoidable task, to know and recognize oneself as a community, from its origins, history, cultural heritage.

Descriptors: participatory leadership, socio-community management, initial education centers.

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