

Educational Management from a Transdisciplinary Perspective: Exploring Socioformative Processes and their Political Context

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ABSTRACT

This study aimed to analyze educational management from a transdisciplinary perspective, exploring how socioformative processes develop within the current political context. The objective was to understand how this approach can enrich educational management practice by integrating diverse knowledge and responding to contemporary social and political complexities. The methodology was qualitative documentary bibliographic research based on a critical and systematic review of academic sources, books, scientific articles, and official documents. A reflective and comparative analysis was applied to identify and relate the main theoretical perspectives on educational management, transdisciplinarity, socioformative processes, and political context. The results show that educational management requires an integral and flexible approach that contemplates the complexity and diversity of current contexts. Authors such as Morin (2005) and Nicolescu (2002) highlight the need to overcome disciplinary barriers to articulate knowledge and practices. On the other hand, Tedesco (2006) and Bernstein (2000) emphasize the importance of considering socioformative dimensions and power relations that permeate education. Apple (2013) offers a critical view on the impact of educational policies on management. The discussion highlighted that transdisciplinary educational management is a strategic response to face complex challenges but implies challenges such as training managers with critical thinking and skills to mediate in political contexts. Finally, the conclusions stress the urgency of promoting educational management that is ethical, inclusive, and transformative, capable of integrating multiple knowledges and actors to contribute to a just and relevant education.

Descriptors: Educational Management, Transdisciplinary Perspective, Exploring, Socioformative Processes, Political Context.

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