

Competences of the School Director for Territorialized Pedagogical Management in Primary Schools: An Analysis from Social and Educational Mapping

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ABSTRACT

The present research was aimed at describing the pedagogical competencies of the director for territorialized management from social and educational cartography in the Mauroa municipality of Falcón State. To promote pedagogical management that facilitates school mission processes and community participatory decision-making in the territory. Oriented under the critical-reflective approach, which refers to the transformation of a problem-reality. Furthermore, framed in the paradigm of Participatory Action Research, in the school, with the school and for the school and community, taking the territory as the basis of the research, as spaces where the investigated subjects develop. Under the theoretical approaches of Paulo Freire (2004), Pérez, M. (2013) and Rojas A. (2008). To collect the information, the technique of direct observation of reality was applied, recording the data in an anecdotal notebook. Interviews were applied: one (1) to ten (10) teachers with six (6) open-ended questions. And another addressed to eighteen (18) people from the community with six (6) equally open-ended questions. The data were analyzed and reflected in a matrix called categorization of the results and subsequently the results were compared with triangulation to determine the points of view of the teachers, people from the community and teacher-researcher and thus give them scientific rigor. Observing a strong connection between the director's ability to promote teacher and community integration with a territorialized pedagogical level.

Descriptors: Competencies, Director, Management, Pedagogy, Territory, Cartography.

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