

## Family Integration from Decolonizing Pedagogical Action at the General Secondary Level (Case: 2nd Year Of Basic Education at the “Doctor Carlos Diez Del Ciervo” Educational Complex).

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### ABSTRACT

Venezuelan education is directed by a change of model, which recognizes the school as a nucleus of social and territorial impulse, for this it needs to feel supported by the family and the community, in this sense, a planning that objectively includes the family is demanded, applying diverse strategies in the educational management that favors education. Families do not make any appearance and their participation is almost null. For this reason, the objective of the study is to integrate the family from the decolonizing pedagogical action in the General Secondary Level of the 2nd year of Basic Education of the Educational Complex "Doctor Carlos Diez del Ciervo" The theories that support this study are: Theory of the theoretical outline of decolonial thought proposed by Freire (2006), theory of human relations by Chiavennite (2004) and the theory of motivation by Stoner (2000). The methodology is qualitative, its paradigm is Socio-critical, the method is the interview and observation, the scenario is the Educational Complex "Doctor Carlos Diez del Ciervo" Informants 1, parent, 1 teacher, 1 student, the technique of information collection Direct observation and interview, the analysis of information categorization and triangulation One of the outstanding findings is that the school does not recognize the family, being a limitation for its integration, for them a management is required that admits a change of vision from the educational management and a more dynamic attitude aimed at transforming the planned strategies that lead to integrating the family.

**Descriptors:** Integration, Planning, Educational Management, Decolonizing Pedagogy, Educational Quality, Territorialization.

**Biographical Summary:** Venezuelan, Lcda. in Biology, degree awarded by the University of Zulia, Special in Educational Management awarded by the Santa María University, Special in Educational Direction and Supervision awarded by UNEM, currently a classroom teacher, due to the need to transfer I resigned from the role of deputy director.