

Ontoepistemic Vision of Educational Supervision Oriented Towards the Quality of School Management

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ABSTRACT

The purpose of this paper is to understand the ontoepistemic perspective of educational supervision aimed at the quality of school management at the Belén Sanjuán Colina National Educational Complex, Piar Municipality, Bolívar State, taking into account the line of research: School Management. Its theoretical references focus on the ideas of Vargas (2017) on Educational Supervision, Villarroel and others (2022) with the Ontoepistemic Vision, Villarreal (2009) and school management (2020) which provide significant and real contributions that permeate Venezuelan education and are oriented towards the search for educational quality. In the process and development of this research, I used participant observation as a technique, based on Participatory and Transformative Action Research with a qualitative approach and socio-critical paradigm. The instrument used was the field notebook, and the technique that allowed for the synthesis of the information obtained was the systematization of experiences proposed by Óscar Jara (2011). As part of the final reflections, it was concluded that educational supervision, understood from an ontoepistemic perspective, should emphasize the ongoing training of educators, facilitating spaces for critical reflection and collaborative learning. The implementation of educational supervision based on an ontoepistemic perspective will foster the creation of more inclusive, equitable, and enriching educational spaces, where learning is collaboratively constructed and meaningful for all students, by designing and developing learning environments that promote diversity, equity, and the active participation of all members of the educational community.

Descriptors: Vision, Ontoepistemics, educational supervision, school management.

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