

Teacher Emancipation for Quality School Management and Education

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ABSTRACT

At present, a liberated and productive education predominates with the purpose of forming critical and transformative citizens in the future as professionals. Therefore, teachers are required to promote pedagogical transformations in their daily practice where students are motivated to develop liberating critical thinking. Primary education institutions today face the challenge of comprehensive training for life where students develop harmoniously and will be prepared for all transformations and changes. The purpose of this research is: To evaluate the transformations for the scope of emancipatory school management of the teacher. This research was developed under the methodology of the socio-critical paradigm, with a qualitative approach and the method of Participatory and Transformative Action Research (IAPT). To collect information, observation and interview techniques were carried out and for analysis the systematization proposed by Jara. Whose reflections are the following, it is essential to carry out teacher training and training activities to propose significant changes and achieve the transformation of both the school as an institution and the surrounding context and in this way contribute to the birth of a new, updated school designed by and for the transformation of citizens

Descriptors: School Management, Teacher Emancipation, Quality Education.

Biographical Sketch: Ana Karina Armas Cedeño is a specialist and teacher with 19 years of service at the Ministry of Popular Power for Education (MPPE). She specializes in Educational Management and Supervision and has experience in university teaching. Currently, she works as a Research and Continuing Education Instructor at the José Ramón Camejo Elementary School.



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