Liderar en escuelas normales que aprenden. Responsabilidad y calidad

Leading in Normal Schools that Learn. Accountability and Quality

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RESUMEN

La escuela Normal es un mundo donde los actores educativos que la conforman, poseen ideas lógicas y disímiles, resulta ser un conjunto de mundos análogos que gozan de la incertidumbre, pero al mismo tiempo de estabilidad. Cambiar las formas de pensar de la gestión, es necesario centrarse en un liderazgo que se diferencie de la dirección, que se caracteriza, por la primacía de los intangibles. Las escuelas Normales que aspiran a ser competitivas, a sostener y escalar una educación de calidad que aseguren su competitividad, tendrán que prestar atención a diversos signos de nuestra época. Para el logro de la calidad de la educación y de los programas educativos que oferta, se han impulsado acciones concretas para renovar los procesos clave de la organización y el funcionamiento de las escuelas Normales: el trabajo colegiado, **el liderazgo de los equipos directivos y la responsabilidad social.** En los últimos años los términos liderar, dirigir, liderazgo y responsabilidad han pasado a formar parte de manera habitual del discurso de las Instituciones de Educación Superior, convirtiéndose en un término complejo y polisémico. Liderar para lograr la calidad en la educación, es la capacidad de sintetizar las informaciones y de generar ideas, energía y valores compartidos.

Palabras clave: Liderar, escuela Normal, educación y responsabilidad.

Abstract

The Normal School is a world where educational actors that form, possess logical ideas and dissimilar, turns out to be a set of worlds that enjoy similar uncertainty, but also stability. Changing mindsets of management, it is necessary to focus on leadership that differs from the address, which is characterized by the primacy of intangibles. Normal schools aspiring to be competitive, to sustain and scale quality education to ensure their competitiveness, they must pay attention to different signs of our times. To achieve the quality of education and educational programs that offer models have been driven concrete action to renew the key processes of the organization and operation of schools Normal: collegial work, leadership and management teams responsible social. In recent years the terms lead, lead, leadership and responsibility have become a regular part of speech of Higher Education Institutions, becoming a complex and polysemic term. Leading to achieve quality in education, is the ability to synthesize information and to generate ideas, energy and values.

INTRODUCTION

The Normal School is a world where educational actors that form, possess logical and dissimilar ideas, turns out to be a set of worlds that enjoy similar uncertainty, imbalance and chaos. The dynamics and interaction of the actors are the axles and cause the emergence of new directions in the development of the school. The challenge now facing the Normal School, is forging a leadership according to needs in education and quality of service we offer and requires a changing world. Leading efficiency is one of the purposes that determine the creation and existence of the school, therefore it is necessary that leadership is taken as an agent of continuous change to facilitate and coordinate the interactions among the actors, to achieve quality.

The XXI century demand the Normal schools capable of driving significant changes, which require quick and timely manner, identify paradigm shifts in leadership and reinventing new ways to exercise, this is a real priority unlike the organizational man of the century XX. Leading the Normal schools today learning implies possessing a different perspective, balance away believe in coexisting instability, tension, conflict and risk with continuous learning, through which can be created and discovered unknown future. Achieve the quality and competitiveness of educational programs through the assessment and recognition of educational actors and other actors.

To lead is to encourage, motivate and train the members of that team leadership is listening, but especially lead is to accompany. The importance of leadership in the school context means a unique style of management and quality processes that lead them quality leaders.

General Considerations
A look back

The twentieth century was the stage for the consolidation of an industrial economy, hierarchical structures were characterized by static relationships and clearly defined value chains (see Figure 1), leaders or senior executives-who had reached the summit pyramid because they knew the best methods and formulated solutions and day-successful strategies may notice that their years of experience are a hindrance rather than a help to their organizational tasks. Each day more, we need to reexamine the context around us regularly and discard what worked in the past, not duplicate it, as a form of decadence innovation subjects.
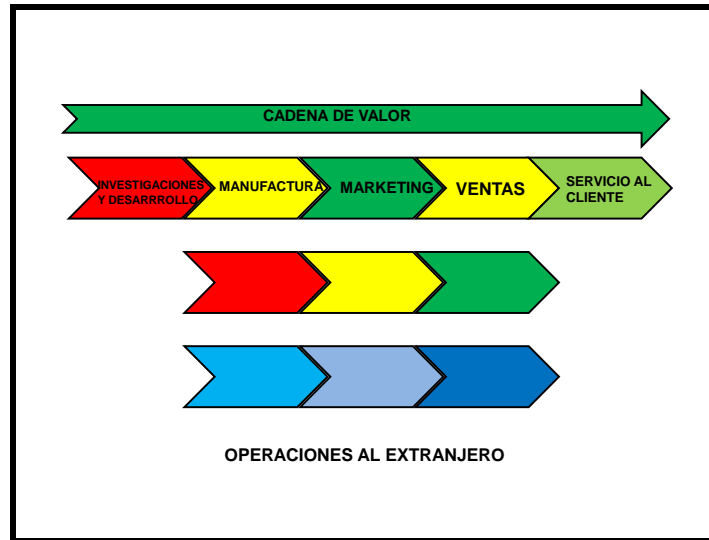
Figure 1 The company of the twentieth century. A rigid system business, with ties well defined between roles, ownership and organization.
Source: Kenichi Ohmae. 2002

The economic and organizational man of the fifties; figure who devoted his life to work and promised to absurd opinions; activities of managers, performance focused administrative matters, their work styles not openly favored the participation of workers and educational stakeholders in organizational decision making. These were permanently under strong administrative, political and labor processes from inside the organization and the social context.

Douglas McGregor in his book "The Human Side of Business" raises an antagonistic worldview. Exhibits at the Theory X, the lack of initiative and responsibility of the actors in their work is a factor of lack of decision making; Theory Y, consider the actors with initiative and the ability to take responsibility for their academic tasks. Theory X, still prevails in many institutions, according to this theory, the institutions do not innovate, because no one is committed to innovate, innovate implies responsibility and leadership.

Given these approaches, it is necessary to change the mindsets of management, and in this sense to focus on leadership that is different from the address in a global context, characterized by the primacy of intangibles; we live under the sign of the knowledge economy and the quality of services, in which information and relationships have a central importance. In the production process of goods and services organizations (Tunnermann, 2005 and Drucker, 1997), the most important factor, is no longer (but necessary) immediate availability of capital, labor, raw materials or energy; the intensive use of knowledge and information, which become generators of products and knowledge.

In this new scenario the Normal schools aspiring to be competitive, sustain, scale quality education to ensure their competitiveness and be responsible will have to pay attention to different signs of our times. To survive, raises Ohmae (, p.230) must review the composition of leadership and think as change leaders within and outside educational organizations, can assist senior executives.

What about the Normal schools ...

Sometimes it seems easier to start, compared to keeping a focus on quality, numerous barriers and organizational challenges that stand in the way are available. Mistakes are made repeatedly, but quality requires skills, awareness, interpersonal skills and learning. Thus subjects are part of the organization through four stages (Evans and Lindsay, 2000, p 545.) Learning:

1. Unconscious incompetence: You do not know do not know
2. Conscious incompetence: You realize you do not know
3. Fitness conscious: You learn, but with conscious effort
4. Unconscious Fitness: The performance is obtained without effort

Many higher education institutions languished in step 1, until the 1990s, a clarion call to the quality of educational programs and awoke. Unfortunately, as many schools go to Step 2, tend to refuse to accept the state of ineptitude. This attitude can be explained by recognizing that the Normal school has static and dynamic components.

The static part is resistant to change. So in order to improve the quality of education from 1996 SEP has driven concrete action to renew the key processes of the organization and functioning of the Normal schools, these are defined in: collegial work, leadership teams management, planning, institutional assessment, social responsibility and academic standards for the organization of academic activities in the context of academic Program Transformation and Strengthening of the Normal Schools. From this view consistent with the purposes of the National Education Program 2001-2006 (2001, p.149) is established as one of the strategic objectives to improve the governance of the Normal schools so that they become institutions of higher education of academic excellence. In 2002 began the Program for Institutional Improvement of Public Normal Schools (PROMIN) and its reformulation in 2011, together with the PEFEN 2011-2012. The main responsibility is to

contribute to raising the quality of initial training of future teachers of basic education, through concrete actions to promote the renewal of the management.

Managers and leaders must consider the dynamic part, to address the lack of stability in the educational environment, imperfect plans, the need for innovation and the normal human desire for variety and change in the educational service offered to society . The responsibility of leading the Normal school learning is not a fad, it is a reality. This requires leadership, leadership, vision, and be open to ongoing dialogue and negotiation with the various educational sectors within society.

The responsibility of offering quality education means understanding the task of leaders. The actors, worthy, those who "make it rain"; those who are able to articulate, amalgamate, and balance; those that cause things to happen; which reduce friction; those who know that this is not a task for a day or a week, it is the task of every day of every week of every school year.

The degree of dynamism should be regulated by the leadership and learning between actors and structures.

Education must be driven and it is therefore important to build Normal schools leaders constantly learning. The main strategy is to build leading institutions ensuring the quality of higher education programs that provide, through the practice of evaluation and accreditation. In the academic clock time in higher education are long, so efforts should be made steadily for years, reflecting the discipline and perseverance required academic life. The CIEES to boost the quality of academic programs through the diagnostic evaluation, which since 2002 is the main essence.

The need for change and achievement lie mainly in the educational actors, as leaders must develop the ability to integrate creative thinking and problem solving.

WHAT WE MEAN BY LEAD AND RESPONSIBILITY

In recent years the terms leadership and leadership have become part of customary manner of speech in the Normal schools, becoming a complex and polysemic term.

In this space we distinguish between lead, govern-engineering, performance and leadership. Leadership is more restricted than the performance, for example, an executive in a formal organization is accountable and responsible for various functions such as planning, organization and control, but not necessarily to lead.

It may or may not be committed to leadership, if he does not have to interact with others in any way, and does not influence their behavior, then it is not a leader according to what he argues Gibson and Ivancevich (2001, p. 308) . As the heads of Human Resources were called personnel directors, people who made decisions in business, it was said that they sent or directed, not who led.

Why start now use in professional and educational context a word, however, existed for a long time? What is lead?

Leading involves much more than send or direct, is to assume a responsibility managing a team and managing resources of various kinds. To lead is to encourage, motivate and train the members of that team (Salinas, 2007, p. 1), leading is listening, but especially lead is to accompany. Can you learn to lead with a traditional training? What does lead to the Normal school? What is the effect?

Leadership is discovered reflecting on it and practicing. Each educational actor must find their way, their own recipe, your own style. In the context of the school there is a difference (Bernal, 2008, p.51) between leading and managing

1 DIRECT, implies a management task, facing the complexity:

a. detailed planning,

b. organizing staff

c. controlling and problem solving.

2 LEAD is to address the need for change and the achievement of quality education "handling it" in a complex context:

a. redirecting conflict

b. understanding the context,

c. promoting autonomous work teams,

d. relying on motivation, consideration and support.

A new definition is provided by Peter Senge in The Fifth Discipline, he raises; in an intelligent and complex organization, leaders are designers, guides and teachers. They are responsible for building organizations where people continually expand their ability to understand complexity, clarify vision and improve shared mental models (Senge, 2005, p. 76).

Managers who do not lead are practically programmed only formulate plans or budgets, no visions or strategies to make it happen in education. Most managers often simulates approve your "HLT", but really actually uses part of the performance potential of the team leader or their teachers; others favor the teams at all levels, but are frustrated when school is not working as a team.

The point of contention lies not in defining leadership styles; that if the manager is an authoritarian, charismatic, transformational or democratic leader if leader or not, but you have to do to make the Normal schools, highly bureaucratic, linear and vertical, rigid and centralized organizations, more flexible horizontal, participatory, open to change and responsive to the demands of society.

In this sense the social responsibility of the Normal school translates into a challenge, this is the relationship between the role of the school as IES Normal to form resources and generate knowledge, and what society demands; its result is objective in the design and implementation of projects for sustainable human development (Herrera, 2006, p.1)

LEAD FOR CHANGE AND EDUCATIONAL QUALITY. CONTINUOUS LEARNING PROCESS.

The Normal school learning, lie in a plane from a modern changing society, disillusioned that centralized management from significant and permanent changes are made; and since a dominant technical-rational perspective has placed the leadership role to influence the

academic performance of the school and in the minds of teachers and students. The lead is not only focused on leadership and management, but throughout the organization.

In this regard the prospect of school to work as an educational unit (SEP, 2003, p.4) implies conceived as a functional learning organization and formal planning in situations, update, change, evaluation and training, while as a learning community must be built on a philosophy of social responsibility and obligation to respond to the training needs of students.

These require a different type of leadership companies, businesses or organizations dedicated to providing services, and that are extremely complex, not only because they work with human beings, but because they work with the cognitive abilities of people and because they enter into play aspects as varied as; labor interests, goals and expectations, management styles, aspirations of students and teachers.

Changing mindsets of management, and in this sense to focus on a leadership differs from management. This tends to ensure the functioning of the organization in a given reality; leadership helps to create and build new realities, one of the biggest obstacles to learning school are executives or managers. Among the manager who simply get an efficiency and control, leadership is characterized by help articulate a shared vision, which must involve all educational actors.

At school day learning both the director, as the charismatic leader to make decisions, no longer make sense to move to a more communal way. Not that there are no leaders inside, but are understood as those leading guiding ideas (Senge, 2005, p.75), are leading teachers through the creation of new skills, abilities and understandings that come from many places in the school context.

The importance of lead in this context, means a style single direction, as the target quality processes leading quality. How to generate a highly competitive school with quality education services and their performance in academics, high performance?

The role of a leader in Normal schools learning and especially complex as ours, is not in the bureaucratic control of the substantive functions or in the exercise and appropriation of

budget items, much less promoting its image and administrative policies and aspirations; its true function is to influence educational stakeholders to achieve corporate goals (Cruz, 2012, p.1). Leading means to fulfill the mission, vision and institutional philosophical position, it focuses on customer satisfaction, ie the quality academic training of students, is nothing but the strengthening of the powers, the profile exit, autonomy and sense of belonging, and achieve quality educational programs that offer.

The challenge for leaders to achieve quality leadership in education and programs, is the ability to synthesize information and generate ideas, energy and shared values. Nobody can do it alone, leading the Normal school in the context of the twenty-first century, not to control a close functional discipline, but develop a balanced competition including educational actors, technology, geographic context, resources etc., (Ohmae, 2002, p. 231).

CONCLUSIONS

The school aims precisely to the achievement of quality education, which as a basic training unit, makes a commitment and shared responsibility for directing its efforts at individual and collective learning. The improvement of education wants of individual and collective commitment and decision; a fragmented and partial modification involvement in attempts to change one aspect of the organization has little success. In a changing society and social inequality Normal school faces many changes, its graduates to the demands of a society that requires a quality education.

Hans Van Ginkel (2005, p. Xxxiv) said, we must be aware of our individual responsibilities to contribute, make responsible choices, respect others and respect nature and diversity.

Just lead the Normal schools of the century, set in motion and energizes the team about the mission, vision and shared institutional philosophy, in other words, leadership strengthens the team, giving you the certainty that it is possible to achieve mission and the quality of educational services offered to society. Nobody can do it alone, you need a network of allies and shared responsibility, to be competitive.

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