

La gestión escolar: una oportunidad que promueve la reflexión sobre las crianzas y fortalece el vínculo entre la escuela y las familias

School management: an opportunity that promotes reflection on upbringings and strengthens the bond between school and families

Gestão escolar: uma oportunidade que promove a reflexão sobre a formação e fortalece o vínculo entre escola e família

Juan Antonio Marcos Cayetano

Escuela Normal de Atlacomulco. Mexico

juan.dp@esculelanormaldeatrlacomulco.edu.mx

<https://orcid.org/0009-0004-3729-533X>

Resumen

Para responder a la pregunta ¿Cómo la gestión escolar promueve la reflexión sobre las crianzas y fortalece el vínculo entre la escuela y las familias? Se desplegó un estudio cualitativo de investigación acción en una escuela primaria, lugar donde se organizaron sesiones de trabajo con grupos de padres de familia de los alumnos que convergen en el centro educativo y que representaron los sujetos del estudio, una muestra intencionada de 296 mujeres y 35 hombres.

Como actor que hace posible la gestión en las escuelas de educación básica, se resaltó la colaboración del director escolar con el equipo de USAER para organizar sesiones de trabajo en el marco de “escuela para padres” con el objetivo de fortalecer el vínculo entre la escuela y las familias, y promover la reflexión sobre los estilos de crianza. Dichas sesiones se organizaron en seis momentos, denominados: bienvenida y justificación, confianza y acercamiento, la lectura, los estilos de crianza, una reflexión en grupo y la precepción final a través de dos preguntas a las familias en las que sugieren la organización de más actividades similares. Se concluye que la gestión del director escolar es un camino de colaboración que hace posible el vínculo entre la escuela y las familias a través del establecimiento de

estrategias y redes de participación en la comunidad escolar y que los padres de familia muestran interés hacia las actividades que se proponen desde la escuela.

Palabras clave: Gestión, director escolar, crianza, familias, USAER.

Abstract

To answer the question: How does school management promote reflection on parenting and strengthen the bond between school and families? A qualitative action research study was carried out in a primary school, where work sessions were organized with groups of parents of the students who converge at the educational center and who represented the subjects of the study, an intentional sample of 296 women and 35 men.

As an actor that makes management possible in basic education schools, the collaboration of the school director with the USAER team was highlighted to organize work sessions within the framework of “school for parents” with the aim of strengthening the link between the school and families, and promote reflection on parenting styles. These sessions were organized into six moments, called: welcome and justification, trust and approach, reading, parenting styles, a group reflection and the final perception through two questions to the families in which they suggested the organization of more similar activities. It is concluded that the management of the school director is a path of collaboration that makes possible the link between the school and families through the establishment of strategies and networks of participation in the school community and that parents show interest in the activities that They are proposed from the school.

Keywords: Management, school director, parenting, families, USAER.

Resumo

Para responder à questão: Como a gestão escolar promove a reflexão sobre a parentalidade e fortalece o vínculo entre a escola e as famílias? Foi realizada uma investigação-ação qualitativa numa escola primária, onde foram organizadas sessões de trabalho com grupos de pais dos alunos que convergem no centro educativo e que representavam os sujeitos do estudo, uma amostra intencional de 296 mulheres e 35 homens.

Como ator que viabiliza a gestão nas escolas do ensino básico, foi destacada a colaboração do diretor da escola com a equipa da USAER para organizar sessões de trabalho no âmbito da “escola para pais” com o objetivo de fortalecer o vínculo entre a escola e as famílias, e



promover a reflexão sobre estilos parentais. Essas sessões foram organizadas em seis momentos, denominados: acolhimento e justificativa, confiança e aproximação, leitura, estilos parentais, reflexão em grupo e percepção final por meio de duas perguntas às famílias nas quais sugeriram a organização de atividades mais semelhantes. Conclui-se que a gestão do diretor escolar é um caminho de colaboração que possibilita o vínculo entre a escola e as famílias através do estabelecimento de estratégias e redes de participação na comunidade escolar e que os pais demonstrem interesse nas atividades que lhes são propostas. da escola.

Palavras-chave: Gestão, diretor escolar, parentalidade, famílias, USAER.

Date of Reception: April 2024 **Acceptance Date:** September 2024

Introduction

The role of the school principal in basic education schools extends to a variety of functions that require an organization that becomes a reality with the management that it carries out as part of its school responsibilities and in the run-up to it, it is necessary to recognize the school as the space in which diverse identities, ideologies and perspectives converge, making it "a community learning center in which knowledge is built and converges, values, norms, cultures and forms of coexistence in the community and in the Nation are exchanged" (LGE, 2019, art. 14)

The activation of the surrounding knowledge in the school is directly linked to the role of those responsible for the educational centers; school directors as guarantors of the educational culture become the educational personnel who promote the rapprochement between the school and the tutors of the students (identified in the work as the families or parents). This actor is the one who fragments the barriers for the approach of the families to the school environments based on the organization that is planned in coordination with the group of teachers, with the intention of linking their participation to the academic activities of the students.

Although the LGE (2019) in its article 6 establishes the obligation of parents to participate in the educational process of their children, to review their progress and performance, always seeking their well-being and development, for this to occur the school principal within the scope of his/her competencies and management capacity has the task of promoting actions that raise awareness and encourage the approach of parents to educational centers.

For the above reasons, it was seen as necessary to carry out the study in question with the aim of identifying whether a series of activities programmed by the school management with the students' tutors encourage reflection and strengthen the link between the school and the families.

The beginning of management

Basic education schools carry out their activities under the coordination of the school director, who is responsible for carrying out "the planning, programming, coordination, execution and evaluation of the tasks for the operation of the schools in accordance with the applicable legal and administrative framework" (PSE, 2020, p. 318), the director's functions begin with periods of school planning, understood as "the determination of the direction in which the organization is headed and the results that are intended to be obtained through the analysis of the environment and the definition of strategies" (Münch, 2014, p. 37)

The school principal organizes the planning activities together with the actors related to the teaching and learning of the students: the teachers. This planning is formalized in a document called the Continuous School Improvement Program (PEMC), where actions that contribute to improving the quality of the educational service offered by basic education schools are channeled. This document "is the expression of the wills of the teaching group and the school community to organize actions aimed at achieving better educational results and moving towards the construction of the New Mexican School" (SEP, 2019, p. 7), which seeks to influence an educational culture through co-responsibility and the promotion of social transformations within the school and in the community.

To support the planning process, the Secretariat of Public Education (2019) issues a document with guidelines for the preparation of the PEMC in which the characteristics of the program are stated: aligned with a policy of participation and collaboration, a school diagnosis shared by the entire educational community, a vision of the future linked to elements that fit the context, a multi-annual and flexible nature, as well as the specification of an adequate communication strategy.

In relation to its structure, the program starts with an institutional diagnosis of internal and external factors, establishes objectives related to the first moment (diagnosis), sets goals and the consequent actions to achieve them, determines a process of follow-up to the actions and concludes with a moment of evaluation. The diagnosis is considered as the starting point

based on the information that allows the teaching group to analyze, reflect, identify and prioritize educational needs in order to make consensual decisions that favor their attention.

Diagnosis is when the school and the educational actors look at each other with the recognition of their situation and problems that are experienced in it, a diagnosis is made to obtain information related to the educational service offered, as well as the characteristics, interests and needs of the students, and the information collected is classified into the eight areas proposed in the guidelines for preparing the SEP PEMC (2019), identified in Table 1.

Table 1 : *Areas of intervention and diagnostic instruments*

Areas	Diagnostic tools
Academic achievement and attendance of students.	Written tests and records.
Teaching and management practices.	Student and community perception. Classroom observation.
Teacher training.	Courses reported in a cycle.
Progress of educational plans and programs.	Written tests. Review of work plans and classroom observations.
Community participation.	Logs of meetings and educational activities.
Performance of school authorities.	Student and community perception. External management.
Infrastructure and equipment.	List of materials and resources acquired. Voluntary contributions.
Administrative burden.	Record of activities that minimize the administrative burden on teachers.

Source: Own elaboration.

In the first area, information is obtained about the skills and knowledge that the school's students have developed, and the factors that facilitate and hinder their school attendance as an external element. Teaching and management practices refer to the work of the teaching staff and the mechanisms they design to meet the specific learning needs of their students and the teaching team itself.

The scope of teacher training aims to collect information on the professional development processes of the teaching group and its impact on improving educational achievement, identifying the extent to which teachers have access to updating options or training paths that strengthen their educational practice. The progress of educational plans and programs refers to the level of attention to the educational program in function, which is then evaluated with a standardized exam determined by the educational authorities; this area is also related to the spaces for dialogue existing between teachers about the problems in addressing and advancing the study programs.

The PEMC areas also address the participation of families in the education of students, where formal and informal networks of collaboration with community agents are detected to maintain and improve relationships and take advantage of community resources to strengthen the school program. Specifically, the area referring to the performance of the school authority is proposed to identify management and leadership mechanisms that improve schools and the support of the principal to teaching practice. It represents an opportunity for rapprochement between the school and families.

And since the combination of tangible and intangible resources generates capacities in organizations, the area related to infrastructure and equipment is incorporated with the purpose of identifying the relevant materials that support educational practice; for its part, the administrative load is intended to identify the pedagogical relationship with administrative aspects of teaching work such as documentation for the issuance of accreditation documents and the simplification of bureaucratic elements that reduce time in pedagogical work, which is part of the actions of school management.

Once the school environment has been diagnosed in relation to the areas of continuous improvement, the information recovered is analyzed and systematized, a list of the most relevant and recurrent problems that affect student learning and their comprehensive development is drawn up, the problems are ranked to formulate improvement alternatives, "based on the list of selected challenges or problematic situations, the program objectives are set. The objectives are those that specify what is intended to be achieved and why to achieve it" (SEP, 2019, p. 18)

The implementation of the program requires the participation of the educational community throughout the school year to achieve the objectives set and ends with an evaluation process in which the entire teaching staff participates with the intention of "carrying out a global and closing evaluation of the same, so that the school analyzes the

effects of the program, the causes of its achievements and successes of the actions implemented" (SEP, 2019, p. 23) and the information is a reference for the program of the following cycle.

Although the PEMC is perceived as a cyclical process of each school period, the final reflection helps the school to continue with its policy of continuous improvement and start a new cycle of evaluation and diagnosis that leads to a new improvement program.

Management in progress

Once the planning process has been carried out, the next step is to manage the achievement of the objectives set. Münch (2014) refers to management as an institutional, global and integrative function of all efforts and sets for the operation of an organization, ties management with administration, which he defines as "a process through which the resources of a social group are coordinated and optimized in order to achieve maximum efficiency, quality, productivity and competitiveness in achieving its objectives" (p. 3), it is the link between planning and its execution.

In the educational field, in 2010 the SEP proposed a Strategic Educational Management Model in which management was considered with a broad vision of the real possibilities of an organization to resolve a situation or to reach a specific goal. "It is defined as the set of integrated actions to achieve an objective within a certain period of time; it is the main action of the administration and the intermediate link between planning and the specific objectives that are intended to be achieved" (p. 55); in this management model its classification in the educational field is presented in three categories: institutional, school and pedagogical management, which together form part of the educational system and prior to these categories, educational management is located, which covers all of them and "is established as a policy from the system for the system; it marks the relationships, articulations and exchanges between curricula, support programs and proposals that land in the school" (SEP, 2010, p. 65).

At a systemic level, institutional management is related to the processes of planning, programming and regulation of educational policies applied by the subsystems, in a process of coordination and mobilization of educational structures that aims to promote educational actions and "helps to properly manage projects and the set of interrelated actions undertaken by administrations to promote and enable the achievement of pedagogical intentionality in, with and for educational action" (SEP, 2010, p. 59) .



The category of school management extends to educational centers, their organization, their culture and interactions between the various school actors (managers, teachers, students, parents and support staff) towards the achievement of educational goals. “The strategic approach of school management consists of the actions that the institution deploys to direct and plan school development, in accordance with a precise vision and mission, shared by all members of the school community” (SEP, 2010, p. 61)

The breadth of school management lands in each of the activities that are projected for the benefit of the institutions, the Sectoral Education Program (2020) defines it as "the capacity of the school to organize, carry out, decide, develop and assess matters related to the provision of the educational service it provides, in accordance with the applicable legal and administrative framework" (p. 316), the *Official Gazette of the Federation* (DOF, 2014b) in agreement 717, refers to school management programs and actions, understood as the "set of initiatives, projects and strategies generated by the educational authorities, which are implemented in the school with the purpose of contributing to the improvement of its academic, organizational and administrative conditions" (Art. First).

The dimensions of institutional and school management are possible in pedagogical management, which focuses on the daily work of the teacher, from the necessary assimilation of the elements of the curriculum, didactic planning as a requirement of daily action, to the relationship established with the group of students and parents; this dimension is supported by the ways in which the teacher organizes and conducts the teaching processes.

At the intersection of management processes, the SEP (2010) Strategic Educational Management Model proposes four dimensions of school management as “tools to observe, criticize and interpret what happens within the organization and the daily functioning of the school” (p. 67). The first is curricular pedagogy, related to the exploration and reflection of teaching processes that promote learning, the forms and styles of each teacher, to create meaningful learning environments for students, considering the aptitudes, learning rhythms and awareness of diversity in pedagogical planning and appropriate teaching strategies.

The second, an organizational dimension that extends throughout the school dynamics, considers the interrelation of the educational actors in the functioning of the school: the director, the teaching staff and the parents. This dimension is closely related to the leadership action exercised by the director in generating a climate of trust between all the actors, to trigger the commitment to teach, shared decisions, institutional planning, self-

assessment, the establishment of school networks and the effective functioning of the School Technical Council, also related to the administrative dimension.

The actions of the administrative dimension refer to the permanent coordination of human, material, financial and time resources, in addition to guaranteeing safety and hygiene actions and control of information related to school actors, compliance with regulations, as well as the relationship with school supervision in its functions of liaison between the norms and provisions of the administrative authority. (SEP, 2010, p.74)

The last dimension of school management is that of social participation, intertwined with the involvement of parents in the operation of the school, the integration of committees in the institution that strengthen its operation, as well as their participation in infrastructure and institutional maintenance and their correlation in the learning processes of students. In this regard, agreement 716 published by the DOF (2014a) refers to the integration of participation councils in schools as "instances of social participation in education, consultation, guidance, collaboration, support and information, as appropriate, with the purpose of participating in activities aimed at strengthening, expanding coverage and raising quality and equity in basic education" (Art. 2°).

Based on the above, the organizational capacity of the school director starts from planning and is configured in the dimensions of school management that manifest the path to the objectives that are determined: academic, continuing education, infrastructure, participation of parents, among others identified in the school diagnosis.

The family and the school

The family space is an intimate environment, of which only those who interact in it have full knowledge of what happens there, each family establishes its interaction dynamics and has a particular parenting style: "a series of behaviors that parents must value for the education of their children, so that this favors their progress and their social integration" (Velasquez , 2020, p.10), when leaving the family to other scenarios, this series of behaviors are classified as follows:

Authoritarian. Parents show excessive control over their children. For them, obedience and respect for rules without any objection are essential.

Permissive. Parents who use this approach are characterized by not interfering in shaping their children's behavior, so that there are no rules at home or no rules are proposed.

Authoritative. It is used by parents who, in addition to being concerned that their children display appropriate behavior, also care that they develop in a loving and comfortable environment. Therefore, they express certain rules of conduct by proposing clear norms and rules appropriate to their children's age.

Neglectful. It is characterized by the fact that parents who have this way of being with their children show characteristics where they fail to get involved with the role of parents or the one they should exercise (Steinberg, 1993, as cited in Velásquez, 2020, p. 13).

Coming together in the school space with the heterogeneity of parents and diverse parenting styles represents a challenge in the education of students, because in a classroom the diversity of thoughts that are forged from families meet. This, in addition to representing a challenge, is also an opportunity for knowledge about diversity and coexistence of different parenting styles to share experiences for the benefit of students. However, the initial challenge is to strengthen the approach of families to school.

Although Article 128 of the LGE (2019) establishes the obligation of parents to actively participate with school authorities so that, together, they can focus on solving situations related to students, as well as on improving educational establishments, there are diverse perceptions about this participation, some even daring to affirm that parents are increasingly distancing themselves from the link with the school.

Parents turn their backs on the school in what we have called a “divorce by mutual consent.” This complicity is implicit in the understanding that parents leave their children in the hands of teachers during the school shift from the school gate; teachers, in turn, return the children to their parents for the rest of the day, without one of the parties having much to do with the other, as in all good divorces (James and Guzmán, 2015, p. 20).

James and Guzmán (2015) propose a reckless scenario, which manifests events in educational centers, they perceive a disposition of teachers and parents in a routine dynamic and that is nevertheless far from the approaches of the new educational policies, therefore the divorce between the school and the families should rather be reconsidered for the benefit of the students, in the recognition of both parties on the need to advance horizontally as

guides in the achievement of learning in the students: in the strengthening of comprehensive education.

For this reason, educational actors have the challenge of configuring their actions in cooperation with parents or guardians and initiating a paradigm shift based on the documents that support educational policies. Thus, the Framework for Excellence in Teaching and Management in Basic Education (MEEGEB) of the Unit of the System for the Career of Teachers (USICAMM) (2022) establishes a common connection that contributes to generating a shared vision among educational actors, in such a way that it influences the establishment of links with the families of students and a sense of conviction that they contribute to the development and learning of their daughters and sons.

In “the literature on effective schools, the fact that the best schools always have parents who support them and are integrated into their neighborhoods is highlighted, which revalidates the concept of educational community” (García- Bacete , 2013, p. 429), a concept defended in the New Mexican School that considers in its foundations the community as the integrating nucleus of the teaching and learning processes for three sustained arguments:

The first reason is that school is not a space isolated from the community, but its reason for being is related to the lives of the people who come to it every day with their languages, customs, habits, identities, relationships, affections and expectations, which are built and linked with other people in different spaces of an urban or rural community (SEP. 2022, p. 67).

The second argument:

The knowledge, know-how, values and relationships that students build can only be incorporated in an integral way into their daily lives within the general framework of the community in which they live, including the school , and the third reason is that the school must consider the socially constructed knowledge and know-how of community life by students, as well as the meaning they give to it in the teaching and learning process. (SEP, 2022, p. 68)

The families of students who attend schools are the community that reflects their adventures and are waiting for the teacher's call to be part of the work that is taking place in the education of their children. Although some families delegate the educational act of their children to the school, absolving themselves of their responsibilities, the role of educators once again comes to light with the aim of raising awareness in families about their responsibilities established in the regulatory frameworks, which although it is not the only

way, it can be the flag that detonates the conviction of parents in educational co-responsibility.

“When parents participate in school life, not only are a wide number of positive effects achieved, but the beneficiaries are diverse (the child, the teachers, the parents, the school)” (Martínez-González, 1996, as cited in García- Bacete , 2003, p. 428). Among these effects, the expression of favorable attitudes towards schoolwork stands out in students, the impulse of a more adaptive behavior and high self-esteem when feeling the support of the family. Teachers, when perceiving the support of their families, may show greater commitment to teaching, and among parents, the approach to school is an opportunity for communication with their children, especially in the development of schoolwork, and it also contributes to the development of parenting skills.

Serramona (2004) highlights the participation of families in schools as conditioning agents of the effectiveness of school education; "the school alone and without the collaboration of families will obtain very limited results compared to those that can be achieved if both institutions act together," in a call for active participation that creates ties between school and family to jointly overcome the barriers that hinder students' progress in their educational path.

Ideally, participation would arise from will and conviction, however, social culture still has areas to address in this regard, which requires resorting to regulatory frameworks to influence it:

The complexity of the educational system requires that, in order to make participation possible, organized groups be structured, which naturally or legally have an impact on education. These groups will then also become frameworks for channeling the interests of those who comprise them, which makes participation a sharing and often a confrontation of the various interests that come together in decision-making (Serramona , 2004).

In this sense, as García and Moliner (2006) express, "the management team has an important role in relation to the participation of parents, its function is to promote the involvement of parents in schools to achieve more positive relationships between family and school" (p. 331), as those responsible for educational institutions, it is their responsibility to manage the conditions that bring parents closer to school participation, which is also a criterion established in the MEEGEB when mentioning that one of the profiles of the school

director is the promotion “of the participation of families in the educational work of the school, based on dialogue, respect and trust” (USICAMM, 2022, p. 49).

Methodology

With reference to the qualitative cut that “ focuses on understanding phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context” (Hernández *et al.*, 2014, p. 358) and under an action research design, which “is related to the practical problems experienced by teachers” (Elliot, 2000, p. 5), the study was carried out with the intention of promoting reflection on parenting styles and strengthening the link between an elementary school and the families that comprise it.

The action research design adapts to the educational scenario, because it is "an action project, formed by action strategies, linked to the needs of the teaching staff, researcher and/or research team; it is a kind of research and action cycles built by the following phases: planning, acting, observing and reflecting" (Latorre, 2005 p.32) around the practical inquiry that is carried out.

For the implementation of the design, the Lewin matrix model (1946) was considered, identified in Latorre (2005), which begins with an initial idea that considers the exploration and search for facts. From the initial idea, the general plan is established with the steps to follow, step one of the plan is set in motion, said step is evaluated, the rectification of the applied step is carried out, and then step two is set in motion with the guidelines derived from step one and its evaluation is carried out, marking an iterative process that culminates in reflection. In the present work, the program was applied in a single moment.

The initial idea: Starting from the Continuous School Improvement Program as a document where institutional planning lands in basic level educational centers, in the sample school, at the time of diagnosis a questionnaire was applied to students, directors, teachers and parents about the educational service provided at the school, this derived from the protocol for the detection of barriers to learning in basic education schools established as an institutional strategy by the General Directorate of Inclusion and Educational Strengthening in the State of Mexico, who provides the questionnaire for its application in the educational community.

This instrument is structured by 5 questionnaires: one for students from preschool to 4th grade of primary school, another for students from 5th grade of primary school to 3rd



grade of secondary school, both with 10 questions about school dynamics, a questionnaire for parents, another for teaching staff and one more for managers.

As a result of the application of the instrument by the Regular Education Support Unit (USAER), a service present in some basic education schools that advises, guides and accompanies the teaching staff and parents with the aim of diversifying attention to students according to their needs: with some disability or condition, who have learning difficulties or with outstanding abilities. A report of the results of the applied questionnaires was issued, focusing attention on the socio-family context, in which it was identified that the students' families show permissive parenting styles, that the implementation of support at home is not favored due to the lack of active communication that allows them to provide pedagogical support to students and that it was necessary to strengthen the link with the school to make them participate in school activities.

Therefore, the initial idea for carrying out the research focused on the execution of a plan that strengthens the link between the school and families, reflecting on parenting styles and identifying their perception of the scheduled activities.

The action plan: Once the central idea of the intervention has been determined, the school management begins with the structuring of the action plan in coordination with the USAER team. In this plan, the families that attend the school are considered as the main actors. This organization was structured as follows:

Organization : The initial diagnosis of permissive parenting styles and the need to strengthen the link between school and families were considered in order to plan the activities described below:

- a) Analysis of a reading that provides elements to parents about parenting: “the difficult challenge of creating an environment of autonomy at home”, a chapter in Fischman's book (2015) 360° motivation. It was determined that the reading would be shared with the WhatsApp groups of the teachers responsible for each grade with the families.
- b) Identifying parenting styles to provide an overview of them and their impact on children's education.
- c) A reflection with parents on the education of their children.
- d) Capture the initial and final perception of the activities to be developed.

Application: A schedule was established with the school groups to attend the activity called “school for parents”. Through a communication from the school management,

the families of the school groups were summoned to the activity. In said communication, the date, time and day on which they were summoned were established.

There were 18 work sessions with each of the school groups (from first to sixth with three groups from each grade) under the following general activity times:

- a) First moment, welcome and justification: the school director thanked the tutors for their presence, welcomed them, introduced those responsible for the activities and referred to the strategy that was being carried out at the school level with the intention of strengthening the link between school and family and reflecting on parenting styles. Participants were given a sheet of paper where they were asked to write their first perception of the activity with the question: What do you think we will do in the activity, or what do you think you are coming for?
- b) Second moment, trust and approach: the tutors were asked to stand in a circle and all did some stretches coordinated by the director (simulating that they were swimming, simulating that a saga is pulling them to the sides with outstretched hands and reaching for a star with their hands outstretched upwards), later, turning in one direction, they raised their hands and placed them on the shoulders of the person in front of them, there they were instructed to give a light massage to the person in front of them, that through circular movements of their hands or fingers they would transmit good energy to the person in front of them, then they changed direction and returned the massage.

This moment was key for the attendees to feel confident, they relaxed, smiled and joked among themselves, the activity made them smile and feel like part of a family, as the director expressed to them from the beginning of the activity.

- c) Third moment, the reading: the director told the attendees that they had previously been sent a reading in their WhatsApp groups with their children's teacher, a chapter from a book by David Fichman that offered suggestions on how to strengthen autonomy in children, -establish clear rules, promote that children have the opportunity to choose and decide within agreed limits, promote that children solve and take charge of their problems, avoid overprotection, avoid controlling language, avoid manipulating children with guilt, allow children to respectfully question their parents' opinions, empathize with children and when a child goes beyond the limits, manage the episode by modeling and encouraging autonomy-,

some parents nodded, others were thoughtful and still others mentioned that they had not read it. The director continued, saying that they would play tag. hot potato, and whoever got the potato would comment on some idea from the reading, if they hadn't read it, they were asked to give some advice on how to be a good mom or dad.

The tutors were very involved at this point, they expressed joy in the activity and when it was their turn they mentioned extracts from the text they had read, using the reading as a reference they said that it was important to let go of the children, that we should not keep them imprisoned, that the rules at home were important, they also commented on experiences of how they educate their children, they said that it is necessary to instil respect, that the time that is not given to the children does not come back and it is something that we should contemplate as parents. A good monument that gave them the opportunity to express themselves and as they mentioned in more than one session, to be heard.

- d) Fourth moment, parenting styles: this moment was led by USAER staff: social worker, psychologist, and support teacher in different sessions, it continued with the activity "Guess who", where situations were mentioned such as, who of you has ever punished your children? Who has lost patience with them? Who meets all their children's requests? Some mothers raised their hands at the questions posed and commented that each one looked for a way to educate their children. The area of psychology, support teacher and social work of USAER socialized the information on some parenting styles: authoritarian style, which refers to a style based on rules, with no opportunity for the children to participate and with punishments for not following certain rules; the democratic style, in which the student is given support and participation in the development of agreements within the home; the permissive style, which refers to parents who are absent, which makes them say "yes" to everything their children ask for and if not, they get upset and react like little tyrants; finally, the negligent style, which forms children who tend to have low self-esteem and little self-confidence because their upbringing is delegated to people in their environment such as grandparents, uncles or siblings.

At the end of the presentation, families were asked to reflect on the parenting style that identified them and, if they wished, to make any comments. Some of the following can be highlighted:

“I think we have different attitudes towards our children, our children are not the same and we act according to how we feel.”

“When I scold too much or raise my voice, I lose sight of what my children feel; I am authoritarian.”

“We have to give our children freedom, but up to a certain point, as the reading says, teach them to be autonomous.”

“As parents, we expect someone to tell us if we are right or wrong.”

“The importance of guiding my daughter now that she is little and not later when she is older.”

“Sometimes we overprotect them so much that we hurt them, we are permissive.”

- e) Fifth moment, a group reflection: in advance, the USAER team asked the parents to come with a mat or a blanket that they could use to sit down. They were told to get comfortable and close their eyes to listen to the song “Estaré” by Miguel Bosé with the objective of thinking about their children, the role of parents that they are exercising and reflect on what they can do to modify that which does not allow them to support and guide them. Later, they opened their eyes. Some participants expressed their emotions with tears. They expressed that the song brought to mind their children in the moments that they have had to work and not be with them, in looking after their well-being but neglecting time to be together and give them the support they need. A mother feels confident in expressing what the song reminded her of, from her stage of pregnancy, the ultrasounds, listening to her son's heartbeat and what they have had to go through together, good and negative moments that in the end they were able to overcome. Likewise, the majority agreed that they will always be there for their children. supporting them and giving them the best of themselves within their possibilities.
- f) Final perception: attendees were asked to return to the sheet given to them at the beginning to answer the question, What is my comment on the activities carried out?, giving the tutors the opportunity to express their ideas about the session in which they participated. Some comments were the following:
- “We must value the time we have with our children.”

“I must spend more time with my son, showering him with kisses and love.”

“Communication with my son is important.”

“I need to spend more quality time with my children.”

“It would be important to have a workshop where we could work alongside our children.”

“We mothers always attend, I think that fathers should also participate in this type of activity.”

Assessments and reflections: Once the activities were developed with the first group, the school director and the USAER team identified that the time scheduled for the activities was extended more than established, the relevance of each of the moments was analyzed, identifying that moments one and two served as icebreakers with the attendees, so it was agreed to continue with these activities seeking more interactivity. The activity was changed with some groups at moment five (group reflection); in some groups, reflection was worked on with the activity "my grades", in which parents were asked to sit in a comfortable position and with their eyes closed, listen to an audio that described a scenario in which a child shows his father some low grades, he scolds him, without knowing that the numbers referred to the time he spends with his son. Some parents mentioned that if they received a grade in some aspects they would be "failing" and in the same way they expressed the ways in which they would pay a little more attention to the quality time they give to their children.

Sample

An intentional sample was considered, which consisted of tutors from the school grades of a primary school belonging to school zone P008 attached to the Regional Subdirectorate of Basic Education Atlacomulco, Mexico. Distributed in Table 2.

Table 2 . Participating parents.

Degrees	Women	Men	Total participants
1°	28	5	33
2°	44	9	53
3°	66	4	70
4°	48	8	56

5°	46	1	47
6°	64	8	72
Totals	296	35	331

Source: Own elaboration

Data collection instrument

To collect the experiences and meaning of the activity, a self-administered questionnaire was considered with two single open questions posed at the beginning and at the end of the work sessions with the intention of capturing the parents' perceptions about the activity. At the beginning they were asked to answer the question, What do you think we will do in the activity, or What do you think you are coming for? and at the end, What is my comment on the activities carried out?

Regarding the validation of the two questions in the questionnaire, it was agreed between the school management and the USAER team mentioned above that the main objective of the activity was to identify the level of participation of families in the activity, but both questions could be incorporated to give parents the opportunity to express themselves about what they experienced in the scheduled activities. For this reason, the only two questions that the tutors wrote at the end of the activities were considered.

Data processing

The answers written by the families on the questions posed at the beginning and end of the activities were collected, transcribed, and once the transcribed file was available, the document with the answers was exported to the ATLAS. Ti software to create a word cloud, which began with the debugging of the lexicons that did not provide information related to the topic until concluding with the cloud presented in Figure 1.

Figure 1 : *Most repeated words in the final comments.*

F3: "I learned a lot and it taught me how I should live with my children, husband and myself. I hope to continue learning much more and be able to be the best mother for them. Thank you very much."

F4: "I enjoyed talking about our children, the advice was good because we have done several things wrong and we need to change the way we treat our children a little."

F5: "The most beautiful experience that we take away is having more communication with our children and thanking them for their time and space."

F6: "I thought it was a very good activity because it helps us support our children."

F7: "I liked everything about the discussion and that we can do it too. I would also like to repeat it with our children."

F9: "A nice reflection on how to listen to our children and how to give them the opportunity to talk about what they think."

F10: "Thank you for the talk as it helps us make a change within ourselves and give the best to our children, husband, family and society."

About the word I carry:

F11: "I have a broader view of the options on how to educate my son with love and, above all, how to take care of his heart, thank you."

F12: "I take away more good recommendations to be a better mother."

F13: "I take many experiences with me to share with my grandson, it was a good and satisfying morning."

F14: "I take with me the best experience and the courage that my children and their father have for unconditional support to our family . "

F15: "I have learned a lot and have many mixed feelings, and I am grateful for this talk because I needed it. I am leaving happy and I love my children."

About the word more:

F16: "Well, personally, I really like the workshop because it helps us understand how we have raised our children and I would like them to do more workshops for parents again."

F17: "A great experience, loving our child more, thank you."

F18: "Have more frequent workshops."

F19: "Thank you to the teachers and the principal for these talks and reflections, it would be nice if you did it more often."

About learning:

F20: "Thank you very much because it is a great lesson and learning experience as a mother and I would like to request a workshop like this now for my child, thank you so much for your attention."

F21: "New learning of knowing how to handle emotions with my son and being a little more empathetic with said attitudes."

F22: "Learning mainly to improve our family environment."

F23: "Authoritarian, negligent, taking with us a new learning and putting it into practice, thank you for everything and I would like us to do it with our children."

According to those who attended the event, it is perceived that mothers are the ones who largely attend their children's school activities.

Discussion

Some of the initial functions of the school principal, established in the Framework for Excellence in Teaching and Management in Basic Education, are oriented towards determining strategies to promote the co-responsibility of families with the educational service provided by the school, which can take two paths, the current regulatory framework and the action that convinces and awakens the conviction of the educational community. Both scenarios will be a necessary consequence of the management carried out by the school director, taking as a prelude the organization of the school in its institutional planning, "through the set of integrated actions to achieve a goal at a certain time" (SEP, 2010). In this case, the management made possible the presence of families in the school and the reflection on the proposed activities.

Regarding family participation in school, the Continuous School Improvement Program offers the opportunity to link co-responsibility with the area of community participation, as expressed by García and Moliner (2006) "the management team has an important role in relation to parent participation, its function is to promote parent involvement in schools to achieve more positive relationships between family and school", a situation that is linked from institutional planning to extend it to the areas of management identified in the Strategic Educational Management Model of the SEP (2010), in the exercise described, in the dimension of social participation of school management.

As stated by the SEP (2022), the school is not a space isolated from the community; it is up to educational actors to put aside the conception of James and Guzmán (2015), about



the divorce of mutual consent between the school and families so that both systems advance as an educational community that supports each other and learns from experiences, from the activities organized in the school as a learning center, reaffirmed by a mother, -who helps us make a change for ourselves and give the best for our children, husband, family and society-

And in that magnitude of support for social change, the participation of families has a vast benefit, as Martínez-González (1996) refers, as cited in García- Bacete (2003), not only are a large number of positive effects achieved, but the beneficiaries are diverse, the child, the teachers, the parents, the school and society itself because networks of mutual support are woven towards the construction of school relationships, where the concept of educational community is validated with the experiences that parents tell as allies in the education of students.

Conclusions

Three central ideas contribute to the conclusions drawn from the study:

Regarding management : the school director in basic education schools It is a key factor in their functioning and it is through planning that school management establishes a course to give way to management, as the path that makes it possible to reach the projected horizon. In this case, the director's management becomes the link that encourages reflection on parenting and strengthens the bond between the school and families that arises from the elements of planning: a diagnosis that provides information for the organization of actions to benefit the school.

If the director remains static and archives the information provided by the context, he will be negligent in the face of an opportunity for dialogue and experiences that a strategy in action provides.

Regarding families : as actors of the educational population, parents are the allies of the school, the diversity of opinions and parenting styles that they manifest can be used as significant contributions in educational centers, however they are far from school because no activities are generated that involve them, parents ask for learning spaces with other families, in the case presented, they request that the school carry out recurring activities that allow them to get closer to their children and that offer them support in their education.

It is the school's job to manage the conditions for rapprochement with families, a role that corresponds to the directors, teachers and even the parents themselves: to generate the conditions so that the school and the families have the trust of mutual support, of rapprochement to attend to the educational needs of the students. The school and the family become the bases of society, they themselves are the society that can advance horizontally or fragment vertically if the link that complements both is neglected: the students.

Regarding collaborative work : since the school director is responsible for the operation of the school, he is not an isolated agent in the performance of his duties. To the extent that he extends his organizational strategies with other actors, management is directed towards the benefit of the school. In this case, collaborative work between the school management and the USAER team demonstrates the possibility of advancing horizontally towards common objectives.

And for this to happen, the door of will must be opened, active listening must be expedited, and the willingness to combine ideas must be made, to start the process and to manifest true collaborative work in educational projects, judged by the immediate recipients and in the end by the designers in a moment of reflection, and this will revive collaborative work.

Suggestions for future lines of research

Although the activities focused on promoting reflection and rapprochement with parents, at other times studies can be deployed that describe the level of participation of tutors in academic activities with their children. In this direction, it is suggested to organize an experimental study with two work groups, the first to measure the level of performance of students with the participation and support of their parents in academic activities and the second without the participation of tutors or with sporadic participation and thus determine the correlation between the participation of parents in students' learning activities and their achievements in their educational path.

One could also venture to design qualitative studies that capture the perception of families about the school or their children's teachers in dimensions of: communication, preparation, organization and others that reflect a diagnosis of the school's teaching work from the perceptions of parents.

Acknowledgements

Available to the parents of the Melchor Ocampo Primary School, to the USAER 243 team, to the teaching staff of the institution, to the administrative staff and to the leadership that is strengthened by the management of the school.

References

- Diario Oficial de la Federación (DOF). (3 de julio de 2014a). *Acuerdo número 716 por el que se establecen los lineamientos para la constitución, organización y funcionamiento de los Consejos de Participación Social en la Educación*. DOF. <https://n9.cl/rb6qy>
- Diario Oficial de la Federación (DOF). (7 de marzo de 2014b). *Secretaría de Educación Pública. Acuerdo número 717 por el que se emiten los lineamientos para formular los Programas de Gestión Escolar*. DOF. <https://n9.cl/6d4j5y>
- Elliot, J. (2000). *La investigación-acción en educación*. Morata.
- García-Bacete, J. (2003). La relaciones escuela-familia: un reto educativo. *Infancia y aprendizaje*, 26 (4), 425-437. <http://ampacarlessalvador.es/wp-content/uploads/2015/01/Las-relaciones-escuela-familia-un-reto-educativo1.pdf>
- García, J. y Moliner, L. (2006). Comunicación cooperativa entre la familia y la escuela: un programa para la acción. *International Journal of Developmental and Educational Psychology*, (1)1, 327-336. <https://www.redalyc.org/pdf/3498/349832311029.pdf>

Fischman, D. (2015). *Motivación 360°*. El mercurio Aguilar.

Hernández, R. Fernández, C. y Baptista, P. (2014). *Metodología de la investigación*. McGrawHill.

James, M y Guzmán F. (2015). La participación de madres y padres de familia en la escuela: un divorcio de mutuo consentimiento. *Sinéctica (46)*. *Revista electrónica de educación*. <https://sinectica.iteso.mx/index.php/SINECTICA/article/view/610>

Latorre, A. (2005). *La investigación-acción. Conocer y cambiar la práctica educativa*. Grao. Ley General de Educación. (30 de septiembre de 2019). Cámara de Diputados del H. Congreso de la Unión. *Diario Oficial de la Federación*. <https://www.diputados.gob.mx/LeyesBiblio/pdf/LGE.pdf>

Münch, L. (2014). *Administración. Gestión organizacional, enfoques y proceso administrativo*. Pearson Educación.

Programa Sectorial de Educación 2020-2024 (PSE). DOF. <https://n9.cl/wr8n>

Secretaría de Educación Pública (SEP). (2022). *Plan de Estudio para la Educación Preescolar, Primaria y Secundaria 2022*. <https://educacionbasica.sep.gob.mx/wp-content/uploads/2024/06/Plan-de-Estudio-ISBN-ELECTRONICO.pdf>

Secretaría de Educación Pública (SEP). (2019). *Orientaciones para elaborar el Programa Escolar de Mejora Continua*. <https://n9.cl/nea jm>

Secretaría de Educación Pública (SEP). (2010). *Modelo de Gestión Educativa Estratégica*. <https://n9.cl/s1908>

Serramona, J. (2004). Participación de los padres y calidad de la educación. *Estudios sobre Educación, (6)*, 27-38. Estudios Eb.pdf (unav.edu)

Unidad del Sistema para la Carrera de las Maestras y los Maestros (USICAMM). (2022). *Marco para la excelencia en la enseñanza y la gestión escolar en Educación Básica*. http://public-file-system.usicamm.gob.mx/2023-2024/compilacion/EB/Marco_EB.pdf

Velásquez, M. (2020). Estilos de crianza: una revisión teórica. <https://repositorio.uss.edu.pe/bitstream/handle/20.500.12802/7286/Velasquez%20Q uispe%20Marisol.pdf?sequence=1&isAllowed=y>