

La gestión escolar: un espacio para la mejora¹

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Resumen

La gestión se identifica como la parte del proceso organizativo que materializa las ideas en prácticas institucionales, resultando fundamental para la mejora educativa. Su realización debe basarse en una adecuada adaptación del clima, pertenencia a la realidad social y educativa, incorporación procesos participativos, integración de la realidad personal/institucional, de autoevaluación permanente y de trabajo en red, fortalecimiento institucional, cohesión y con clara orientación hacia el cambio. Deberá su carácter instrumental ser el mayor peligro que la afecta.

Palabras Clave: Gestión, Mejora educativa, Eficiencia organizativa

School management: room for improvement

Abstract

Management is identified as the part of the organizational process that materializes ideas into institutional practices, becoming fundamental for educational improvement. Its implementation should seek adequate cultural extension, relevance to the social reality, and efficiency, incorporating participative processes, personal/institutional reality integration, permanent self-evaluation, and networking as well as internal, systemic, and clearly change-oriented actions, ignoring its instrumental and instrumental character could be the greatest danger affecting it.

Key words: Management, Educational improvement, Organizational efficiency

A modo de introducción

Organizar es ordenar, normativizar, como disponer o relacionar los diferentes elementos de una realidad de acuerdo a una finalidad y para conseguir un mejor funcionamiento. Esta perspectiva denota a instrumental del sentido de organizar como actividad más allá del análisis

que se puede hacer como estructura/resultado y como objeto de reflexión y especulación (García, 1998: 4), incluye la realización de distintas funciones identificadas clásicamente por Mintzberg como Programación, Distribución de funciones, Asesorar, Coordinación y Control.

La gestión corresponde, por tanto a estructurarlos, a la función clásica de organizar o de repartir de tareas. Al darse así las acciones realizadas bajo presupuestos marcos del presupuesto o, aunque habitualmente se refiere a la administración o a lo económico, puede referirse a diferentes ámbitos de la organización (recursos humanos, materiales o financieros); también, puede relacionarse desde una perspectiva práctica y desde fuentes instrumentales con otras funciones como la planificación, la distribución de funciones o a las prácticas de coordinación y control. Bajo el sentido amplio que mencionamos, la gestión se podría identificar, entonces, con "management", término cada vez más introducido en nuestro contexto. Las raíces etimológicas a que alude este último término se concentran en definir la misión, gestionar recursos humanos y aplicar técnicas específicas. Como vemos, su sentido instrumental se encuentra por fuera de liderazgo y de planificación organizativa.

Si la función esencial de los directivos es lograr la máxima eficiencia de un organismo, su actividad tiene mucho de gestión cuando hablamos de llevar a la práctica determinados ideas o proyectos. Orientados al cambio de realidades institucionales, lejos de intervenir y por tanto, generar ideas, teorías y problemáticas. Así, los poderes reales de buenos directivos al margen de una gestión adecuada, como tampoco podemos hablar de gestión eficiente si no se relaciona a la manera de actuar de los personal que lo integran.

A menudo, nos damos la atención y los directivos llegan al debate sobre los valores de la organización, la cohesión de los personal, los principios educativos a considerar o

las relaciones a mantener con el entorno, cuando que tan importante son las ideas como conseguir su materialización y que la forma de los directivos más adecuada al tiempo es una implementación adecuada.

Debemos por tanto reconocer, la necesidad entre directivos y gestión siempre está presente. Sería como pensar los cuatro ámbitos que el Marco de la Buena Dirección de Celo lo contempla para el ejercicio de la dirección y en los de ellos se hace referencia a la gestión (Gráfico 1).

personas que se desean para colaborar a través de otros, determinados conocimientos. Las personas se desarrollan también a través del trabajo profesional en el marco de una institución y esto se tiene con una dimensión personal o comunitaria más amplia social. Pero como ya decíamos:

"Es claro que podemos encontrar personas desde la virtualidad de los cuatro ámbitos referidos que está o involucran, pero no es lo deseable ni realmente lo apropiado. Por tanto, existen personas que sólo buscan sus intereses personales institucionalmente lo prohibido o el compromiso



Gráfico 1: Marco para la Buena Dirección (Fuente: MHE, 2011: 200)

Problemas y resistencias de la gestión, pero para lo más de identificar el modelo de gestión que nos parece más apropiado a la realidad actual de los centros educativos.

Revisión del marco

Una gestión adecuada es aquella que permite conseguir los propósitos marcados en modo y tiempo apropiados. Conseguido se relaciona, como materia, con los cuatro ámbitos fundamentales que planteamos a continuación.

La gestión escolar y la realizan personas con características e intereses muy diversos. La **gestión escolar** se refiere a la actividad de organizar los objetivos personal/profesionales a las instituciones educativas (Gráfico 2). Si bien es cierto que todos las organizaciones se pueden considerar escuelas, pero no todas y gestión se refiere al momento en la social, también lo es que son constitucionales de

institucional, buenas profesionales capaces de colaborar con otros o de substituir sus ideas a otros como coproductores o instituciones que por sí mismas se hacen instituciones o instituciones. Pero eso es, para nosotros, asumimos, aunque sean frecuentes, ya que altamente importante como personas y profesionales, como instituciones o como sociedad desde los aspectos personales, el subjetivo institucional o la institucionalización de la profesional para evaluación final personal o de clase social" (García, 2012: 88)

La **gestión escolar** de ser participativa. Además de integrar, también incluye de gestión deben de promover una participación efectiva en la toma de decisiones de todos los implicados. Las intenciones son, entre otras, podemos destacar las que consideramos importante la participación social en educación (van Gennep, 1988) y las que relacionan la necesidad de participar en las decisiones con la implicación en la tarea y los otros niveles de satisfacción.

¹ Título a partir de la declaración realizada en el VI Congreso Internacional sobre procesos de cambio educativo (García, 2012: 7).

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The Practice Of The La Sallan Values A Crobsectional Study

George Van Grieken Fsc



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