

ANALITICAL SUMMARY

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Educational supervision as the main function of the Inspection. Characteristics and purposes

ABSTRACT: The article describes the foundations of educational supervision from a bibliographic-historical, legal, conceptual, comparative perspective and as application in other areas of knowledge of the social sciences. To clarify the meaning of supervision, it is necessary to relate it to terms that historically have maintained similar meanings: inspection, assessment and evaluation. Furthermore, there is an open debate on whether it can be considered a science with the respective academic consideration and as in other professions, there is a need to reinforce ethical behavior. The article also defines and develops what is understood by educational supervision that consists in carrying out a planned, continuous, cyclical and integral inspection of the organizational and didactic procedures of the centers and the classrooms by qualified professionals and with authority for it (supervisors). Finally, the purposes on which, today, the supervisory function must be based: Orientation and commitment to the goals of education are analyzed; the respect and pertinent support to the autonomy of the centers and the freedom of chair; the promotion of educational change; the conception of education as a public service; the promotion of school participation; the empowerment of faculty functions, prioritizing pedagogical advice for the renewal of teaching-learning aspects and improvement of school results; mediation to prevent and resolve conflicts and support the pedagogical leadership of school management.

KEY WORDS: supervision; inspection; purposes; education; counseling; evaluation.

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Educational supervision and school culture in Spain. Genesis, constituent process and update of functions

ABSTRACT: This paper offers a historical and genetic answer of the educational supervision in Spain, from its origins in the 19th century to the present. The school supervision, necessary function and essential organism of a contemporary educational system, can only be explained from the socioeducational context it serves, from the great laws of education that define the educational policy of a country, to its concretion in the school culture of a educational establishment. At the same time, this paper think over historically on the construction of the profession of supervisor, from its training, the associative articulation, the link to the scientific production in pedagogy or sciences of education, publications and magazines of their associations or the body of supervisors. Finally, some of the challenges facing school inspection at the beginning of the 21st century are presented.

KEY WORDS: supervision; education; Spain; school culture; history.

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The Educational Inspection, an uncertain future

ABSTRACT: The Educational Inspection has always been a reference for educational centers and for teachers. It has been considered as an important factor for the improvement of the educational system and a key element for the quality of education. However, the incidence and relevance of the inspection is decreasing for both the educational administration and the centers themselves. The Educational Inspection is an institution that at the moment has a serious identity crisis.

The article has two distinct parts. In the first one, a brief analysis of the current moment of the Inspection is made, making reference to its origin and its brief history. Topics such as functions, attributions, organic and functional dependency and the requirement and form of access are treated. In the second, some of the challenges you have to face are plated.

KEY WORDS: Educational Inspection; functions and attributions; the profession of inspection; independence; autonomy.

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Educational Inspectorate from the School point of view

ABSTRACT: In this article, we enquire on the vision about Educational Inspectorate from the school point of view. To do so, we triangulated the data provided by five groups that seem determinant in this research: on the one hand, the opinion of *Primary teachers*; secondly, the considerations of Elementary State School *principals*; third, the contributions of *administration and services staff*; fourth, the perceptions of student's

parents and legal guardians, and, ultimately and prominently, the vision of the students themselves, as main protagonists and the true ‘raison d’être’ of our educational system. The research, implemented in Spain during the school year 2017/2018 through interviews and the application of a questionnaire, reveals that although the assessment made by all groups about the Spanish Inspectorate is relevant, by understanding that this institution is important and has ability to influence school improvement, somehow evidences the need for the Inspection to be more in touch with school life and less with office bureaucracy.

KEY WORDS: Educational Inspectorate; Education inspectors; school; Primary school; teaching quality; education improvement; impact in school.

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The organization of Educational Inspection in Spain

ABSTRACT: The article analyzes the Educational Inspection in Spain, in the current normative, organizational and functional context, without forgetting in its introduction, its origins and close historical background.

The current normative, legal and regulatory framework is analyzed in detail, both the basic and the specific character developed so far by the Ministry of Education and the Autonomous Communities.

The functions and basic and specific attributions of the Inspection, its components, its organization and dependence within the organizational structure of the Educational Administration, together with the inspection change role, complete the content of the article.

KEY WORDS: Educational Administration; Educational Inspection; School Inspection; School Supervision; Educational Supervision.

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The Education Inspection in the European Union

ABSTRACT: This article briefly studies the Inspectorate of Education in the framework of the European Union. There is no doubt about the fact that, in this space, there is a plurality of systems and educational policies, which also explain the diversity

of Inspectorate models. Thus, we may find countries where the Inspectorate is carried out by the civil servant corps integrated in the Administration itself; and others, in which supervision or Inspection is shared or performed by external agents. In turn, even in those models or countries where there is an Education Inspectorate, the diversity of organizational structures is also evident: centralized models, although with scattered territorial structures, such as France and Italy; and decentralized models, such as the German or the British, in which autonomy is granted to local entities with authority in the field of education. Diversity, then, with a common element, since supervision is of great value for the improvement of the quality of education.

KEY WORDS: Inspectorate of education; European Union.

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School Inspection in Ibero-America: the case of Chile

ABSTRACT: In Chile, School Inspection is known as Educational Supervision and, in general, it has the same character as other Latin American countries, except for some differences related to their roles that have been dynamic over the time; the inspectors, called Supervisors, are State officials at an intermediate level. This article gives an overview of the historical evolution of Educational Supervision in Chile since 1965 to the present. Mainly in order to the paradigm that sustains its performance in order to educational policy and, specifically, in order to their roles in the school system.

KEY WORDS: Supervision; School inspection; educational policy; Ibero-America; Chile; educational system.

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Pedagogical inspection in Africa: News and empowerment for a teaching / learning of quality languages

ABSTRACT: Pedagogical inspection is a very important activity in the teacher training process. But, few studies are done on the subject. In Africa, to talk about the Pedagogical inspection and the inspector of education seems to touch a myth. The pedagogical inspector escapes to the attention of many researchers from the world of education.

It happens that the school in Africa has been governed for many years by strict educational standards from the bowels of the colonial system. For that reason, the figure of

the controller or supervisor seems very valid, also being reflected in different bodies of inspectors. The objective of this research is to present the profile of the pedagogical inspectors, show their tasks and outline guidelines for an improvement of the quality of the teaching of languages in Africa.

To investigate the roles of the pedagogical inspector, we took advantage of the theoretical models of Pérez García (2004) and Poggi *et al.* (2006) as support for the frame of reference. At the methodological level, this study is based on the crossing of several data collection instruments. The survey method mediated by the questionnaire allows to collect the representations, conceptions and practical experiences of the teachers in active about the pedagogical inspection. The results show some imbalances that have to be corrected. The benefits of this research interest both professionals and politicians. At a professional level, this analysis should allow the inspector to focus more on the pedagogical and didactic training of language teachers.

KEY WORDS: Pedagogical inspection; Africa; teacher training; language teaching; Quality of teaching.

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The day to day of an Education inspector

ABSTRACT: The article tries to collect a sample of actions that are carried out in the Education Inspection in three moments of the course, one day of each school term. It is written in the form of a life story because it aims to build the collective of this group of professionals that is so unknown and, at the same time, so fundamental to the education system.

It is organized through three differentiated parts, the first is a brief foundation of the history of life framed in a perspective of qualitative research and through a biographical and narrative methodology; the second is the three-day account of the 2017/18 school year, which is peppered with reflections derived from the actions carried out and ends with a third part with some conclusions, the result of the daily experience of an education inspector.

KEY WORDS: Educational inspection; actions; supervision; counseling; control; evaluation; educational system.

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Influence of anxiety and happiness over children's (7-12) academic achievement

ABSTRACT: The main goal of this work is to analyze the types of anxiety, happiness and academic performance (AP), according to age, gender, culture and status, as well as the relationships between the variables. To make it possible we focused on 764 participants; 74.2% were Muslims and 25.8% Christians, 53.2% male and 46.8% female. The results reflect that both variables are influenced by age, gender, culture and status. We found inversely proportional relationship between Anxiety and Happiness. AP is influenced by age, gender, culture and status. There is an inversely relationship between Anxiety and AP. We have found a positive, significant association between Happiness and AP.

KEY WORDS: emotional states; anxiety; happiness; academic performance.

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Si può fare – Problematisation about aspects of the topics working and school education for people with intellectual functional diversity

ABSTRACT: Stem from the film *Si Può Fare* (2008), this paper aims to present a problematisation – with a bibliographic support and topic related documents – about the work and school education issue for people with intellectual functional diversity. The relation between work and education is a topic that passes by the history of some of the most important social movements of workers from the Industrial Revolution until current days. In Brazil, the inclusive policies focused on people with intellectual functional diversity win emphasis as of the last two decades of the xx century, when, in addition to the legal guarantee, some measures are implemented, aiming to include people with functional diversity in school education and work market. These issues are somehow interconnected.

KEY WORDS: education and work; inclusive education; history of education; intellectual functional diversity; mental health; self-education.

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Attitudinal perceptions towards the teaching digital skill of the faculty teacher trainer in Dominican Republic

ABSTRACT: The purpose of this research is to analyze the attitude of teachers training university about the digital competence. It's opt for a case study of descriptive character framed in the method of contrast of hypothesis and based on an attitude Scale Likert type applied to a representative sample. The study was conducted at the higher Institute of training teacher Salomé Ureña during the period 2014-2016, in the Dominican Republic, with a population of 256 teachers, of which 121 constituted study sample. The results lean toward the principal of the assumptions made, that is to say teachers presents favorable attitudes towards ICT competences; it is considered that the motivation is a fundamental aspect to make such integration adequate and innovative and appreciate the effectiveness and possibilities these offer to the educational community in general.

KEY WORDS: teachers attitudes; teacher training; higher education; ICT skills.

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Teaching ethics in a special graduation course: an experience of co-construction of knowledge

ABSTRACT: Professional ethics is a topic that hardly appears prominently in the curricular matrices of teacher preparation courses in Brazil; however, if the later purpose of education is the formation of the person, it becomes important to incorporate the discussions about ethics in teacher education. The present report describes the experience of planning and teaching the Ethics discipline in a Special Education Degree course that aims to prepare the future teacher with the knowledge, skills and willingness to analyze situations and take decisions based on the ethics necessary to provide quality education for all students. The methodology was designed to promote the co-construction of knowledge, a process in which there are interactions between teachers and students and among the students themselves, resulting in collaborative knowledge construction. It is hoped that future teachers will be able to identify practices that promote self-development, and the development of the students of the Special Education, their families, other professionals and the profession of Special Education teacher.

KEY WORDS: Special Education; Teacher Preparation; Inclusive Education; Ethics.

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Information bulletin of the Department of Structures of the Technology Center of the UFPI: a legitimation strategy

ABSTRACT: At the Federal University of Piauí (Brazil) within its Department of Structures, created in 1975, the *Boletim informativo do Departamento, from the Technology Center* is published, since 1985 as an instrument of scientific and professional legitimization. In the article the structure and contents of its beginnings are studied.

KEY WORDS: Pedagogical Press; Federal University of Piauí (Brazil); Bulletin; Technology.