



ORIGINAL

School coexistence as a support to the administration of educational institutions in Montería

La convivencia escolar como apoyo a la administración de las instituciones educativas de Montería

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ABSTRACT

School coexistence in culturally diverse environments presents significant challenges, essential for the inclusion and integral formation of students. Facing conflicts arising from the diversity of origins and beliefs, schools play a crucial role in creating environments that promote respect and tolerance, allowing students to become active and aware citizens. Therefore, the objective of the research was to understand how the management of school coexistence contributes with its support to the administration in the official educational institutions of Montería from the construction of theoretical-practical guidelines. This study adopts an introspective, experiential and hermeneutic approach, exploring how values and norms are interpreted and lived within the school environment, which is vital to develop administrative policies and strategies that effectively respond to the needs of the educational community. Data analysis through in-depth interviews and documentary review allows for a detailed and contextualized understanding of school coexistence, highlighting the need for strategies that foster dialogue and cooperation. It was concluded that school coexistence is more than just peaceful coexistence; it is a dynamic component of the educational process that prepares students to face and resolve conflicts, promoting democracy and inclusion. Effective management of school coexistence requires informed and committed leadership, capable of cultivating and maintaining these values through consistent and reflective educational practices.

Keywords: School Coexistence; Administration; Educational Institutions; Montería; Challenges; Teacher.

RESUMEN

La convivencia escolar en entornos culturalmente diversos presenta retos significativos, esenciales para la inclusión y la formación integral de los estudiantes. Enfrentándose a conflictos derivados de la diversidad de orígenes y creencias, las escuelas juegan un papel crucial en la creación de ambientes que promuevan el respeto y la tolerancia, permitiendo a los estudiantes convertirse en ciudadanos activos y conscientes. Por tanto, la investigación planteó como objetivo comprender cómo la gestión de la convivencia escolar contribuye con su apoyo a la administración en las instituciones educativas oficiales de Montería a partir de la construcción de lineamientos teórico-prácticos. Este estudio adopta un enfoque introspectivo vivencial y hermenéutico, explorando cómo los valores y normas son interpretados y vividos dentro del entorno escolar, lo cual es vital para desarrollar políticas y estrategias administrativas que respondan efectivamente a las necesidades de la comunidad educativa. El análisis de datos mediante entrevistas profundas y revisión documental permite una comprensión detallada y contextualizada de la convivencia escolar, subrayando la necesidad de estrategias que fomenten el diálogo y la cooperación. Se concluyó que la convivencia escolar es más que la simple coexistencia pacífica; es un componente dinámico del proceso educativo que prepara a los estudiantes para enfrentar y resolver conflictos, promoviendo la democracia y la inclusión. Una gestión efectiva de la convivencia escolar requiere liderazgo informado y comprometido, capaz de cultivar

y mantener estos valores a través de prácticas educativas consistentes y reflexivas.

Palabras clave: Convivencia Escolar; Administración; Instituciones Educativas; Montería; Retos; Docente.

INTRODUCTION

In societies characterized by cultural diversity, the emergence of conflicts in the educational arena is a common phenomenon. The convergence of students from diverse nations, ethnic origins, and creeds in the classroom reflects a cultural melting pot that, although enriching, also presents significant challenges for coexistence and integration (Aravena et al., 2020). In response to these difficulties, schools face the challenge of creating teaching-learning environments that promote inclusion and allow students to see themselves as active participants in society.

Bonilla (2017) emphasizes that school coexistence has been identified as a persistent challenge, the subject of analysis in various studies that highlight the absence of research focused on the perspectives of those directly involved. This indicates the need for a more inclusive and participatory approach to managing school coexistence. UNESCO (2019) points out that school coexistence has evolved into a worrisome reality, negatively affecting students' physical and mental health. This suggests that no society can be considered egalitarian or inclusive if it does not address these challenges in its educational institutions.

Bermúdez (2019) states that managing school coexistence from the educational administration is crucial. Managers must design and communicate policies that foster respect and inclusion, in addition to preventing conflicts through effective strategies and the promotion of constructive dialogue among all educational community members. Ascorra et al. (2018) highlight the importance of the educational administration's continuous evaluation and monitoring of school coexistence. This approach helps detect problems early and measures the impact of interventions, facilitating constant improvement in the school environment.

The legal foundations for school coexistence in Colombia are established in the 1991 Constitution and the General Education Law (Law 115 of 1994), highlighting the importance of training in values and promoting a respectful coexistence environment (Castro, 2014). In addition, Law 1620 of 2013 reinforces these guidelines by requiring educational institutions to implement specific programs to address violence and bullying. The Colombian Ministry of Education provides guidelines that guide educational institutions in promoting a safe, respectful, and inclusive school environment, emphasizing the need to actively involve the entire educational community in these initiatives.

Although enriching, Abril (2019) argues that cultural and social diversity in Colombia also presents challenges that can lead to exclusion and the formation of segregated groups. Effective management of these differences is fundamental to fostering an environment of mutual respect and understanding. Andrades (2020) highlights that school violence in Colombia is a critical problem that negatively impacts the emotional and academic well-being of students, pointing out the importance of creating a safe and violence-free school environment as a requirement for positive coexistence. Bonilla (2017) also exposes that coexistence can interfere with the normal development of the

The teaching and learning process negatively affects both inside and outside the classroom. This underscores the need to address coexistence as a fundamental aspect of human formation in the school context.

In Montería, problems related to school coexistence include conflicts among peers and using pejorative language, leading to social isolation and negatively affecting students' academic performance. Therefore, education must promote tolerance and dialogue, equipping students with critical thinking and conflict resolution skills and preparing them for active and constructive participation in society. Given the above, the objective was to understand how the management of school coexistence contributes with its support to the administration in the official educational institutions of Montería from the construction of theoretical-practical guidelines.

METHODS

The present research is based on the introspective experiential epistemic model proposed by Padrón (2014), which values the personal interpretation of sociocultural symbolisms as mediators in the individual's understanding of the world. These symbolisms are understood not only as reflections of external reality but as manifestations of how the individual perceives and experiences that reality through his or her subjective consciousness. This approach emphasizes the relevance of experience and introspection in constructing knowledge, revaluing human subjectivity and its constant interaction with the social and cultural environment.

In the educational context, especially in issues of school coexistence, this model offers a rich perspective to explore how teachers and administrators interpret and apply the values and norms that govern school life.

According to this approach, the cultural symbolisms in an educational institution are manifested in the forms of communication, behavioral norms, and even in the curriculum design. Understanding how these elements are internalized and experienced by the educational community is crucial for developing effective administrative policies and strategies.

This study is also based on the hermeneutic method, which emphasizes the interpretation of human meanings as a way of approaching the truth of events or behaviors (Páramo et al., 2020). This method is oriented to understanding human behaviors in their complexity, including beliefs and practices within their organizational and cultural contexts, avoiding preconceptions, and approaching facts objectively.

Bonilla and Rodríguez (2017) emphasize that the hermeneutic method recognizes the plurality of realities and the multiplicity of interpretations that may arise from any act of communication. This underscores the importance of adopting flexible interpretive approaches open to diverse possibilities of understanding, which is fundamental in qualitative research.

The research is framed within an interpretive qualitative design, focusing on intersubjectivity and how individuals create and share meanings. This type of study is ideal for exploring social realities in depth, allowing meanings to emerge naturally from context and interactions.

Data collection techniques are central to this qualitative approach. The in-depth interview stands out as a valuable method for obtaining detailed and contextualized data on the experiences and perceptions of participants (Bonilla & Rodríguez, 2017). This type of interview allows for a detailed and flexible exploration of complex topics, facilitating a richer and more nuanced understanding than other, more structured methods.

In addition, documentary analysis is used as a complementary technique, where an analysis matrix is used to structure and synthesize relevant information from the documents examined. This method helps consolidate and clarify the information obtained, ensuring that the interpretation of the texts contributes effectively to understanding the phenomenon studied.

RESULTS AND DISCUSSION

School coexistence is a crucial element in the integral development of students, fostering essential skills and competencies for their active participation in society (Ramírez, 2016). This implies peaceful coexistence and encompasses the active management of diversity and conflict through a framework of respect and tolerance, which are fundamental elements in forming a harmonious and democratic educational community. As Andrade (2020) argues, school coexistence is also a mechanism for equipping students with skills necessary for conflict resolution, thus effectively integrating them into the educational process.

The concept of school coexistence extends beyond the simple regulation of behaviors; it implies the creation of an educational environment that values democracy and inclusion. According to Mockus (2003), learning to live together in an educational environment implies the constant formulation and nurturing of principles and norms that favor a democratic learning environment, where forming students' identities is palpable and active.

This participatory and formative approach to school coexistence suggests that conflicts should not be seen merely as problems to be avoided but as opportunities for dialogue and continuous improvement of the educational environment. Conflict management becomes a critical educational tool for teaching and learning coexistence, underlining the importance of adequate management of divergences (State Ministry of Education, 2014).

The literature suggests that effective school coexistence is achieved by creating a solid institutional culture that promotes inclusion, respect, and cooperation. Arón et al. (2017) emphasize that adopting these values should reflect the institution's mission and vision, thus shaping daily practices and interactions within the school environment.

Therefore, the management of school coexistence requires effective leadership that can articulate and transmit these values to the entire educational community. It is here where the role of the principal and the administrative team becomes fundamental, not only in promoting these values but also in creating structures that allow their practice and constant evolution within the school.

Furthermore, implementing public policies such as Law 1620 of 2013 in Colombia illustrates the structural approach that seeks to integrate training in citizenship competencies and school violence prevention into the educational curriculum. This underscores the importance of educational institutions not only adopting these policies in theory but also materializing them through concrete and effective programs that reflect these commitments (Ministry of National Education).

In this sense, it is essential that the management of school coexistence also focuses on developing social and emotional skills, fostering effective management of emotions and conflicts. Collaboration among various professionals to address these interdisciplinary aspects is crucial to fostering a healthy and responsive educational environment.

Finally, Rivero (2019) stresses that school coexistence should be considered an integral part of learning, needing to be taught and learned like any other academic discipline. This implies that all actors of the

educational community, including students, teachers, and managers, must actively participate in its construction and maintenance, ensuring that the management of school coexistence is a true reflection of the values and principles that the school wishes to promote.

School coexistence is fundamental in supporting the administration of educational institutions, as it constitutes a pillar in creating an environment conducive to learning and the effective implementation of the school's values and principles.

For learning and the effective implementation of educational policies. By fostering harmonious coexistence, it facilitates the management of human resources and promotes greater efficiency and productivity in the fulfillment of academic objectives; educational administration must integrate knowledge, ethics, and effectiveness in its processes, an approach that is reinforced by a well-managed school coexistence that contributes directly to the exploration and exploitation of all educational possibilities.

From the perspective of Contreras (2011), planning and organization within educational administration are critical to rationalizing the use of resources, both financial and human. By promoting a stable and cooperative environment, school coexistence allows these resources to be used more effectively, minimizing conflicts and maximizing collaboration within the educational team. This is especially relevant in the execution phase of educational plans, where good coexistence facilitates the flow of work and the implementation of planned activities.

Management and leadership are equally essential in educational management. A principal who fosters positive coexistence among all educational community members is better positioned to guide the development of academic and administrative activities. This includes constant monitoring and control to ensure the strategies' effectiveness and make the necessary adjustments if they deviate from the established objectives.

On the other hand, González et al. (2015) stress the importance of organization in the structure of the educational system, where good school coexistence is crucial for the effective functioning of the system. This implies understanding and managing the structural, functional, and methodological aspects that define how the formative process is carried out, highlighting the socializing role of education.

School coexistence not only supports administration by improving interaction among students and between students and educational personnel but also aligns with the broader objectives of the institutional educational project. This is reflected in the administration's ability to design, implement, and monitor programs and strategies that address the academic as well as the social and emotional needs of students, ensuring a holistic development of the student body.

CONCLUSIONS

School coexistence plays a crucial role in the integral development of students, as it goes beyond peaceful coexistence to encompass the active management of diversity and conflict. This approach helps students develop essential skills such as conflict resolution, thus promoting their active and responsible participation in the school environment and society.

Fostering a culture of respect, tolerance, and inclusion within schools creates an educational environment that values democracy. This practice enriches the learning environment and is fundamental to forming students' identities, allowing them to express themselves and participate meaningfully in constructing their educational environment.

Approaching conflicts as opportunities for dialogue and continuous improvement of the educational environment is an approach that transforms challenges into pedagogical tools. This method of conflict management teaches students to navigate and resolve differences constructively, a valuable skill both inside and outside the classroom.

Developing a solid institutional culture that promotes inclusion, respect, and cooperation is fundamental to school coexistence and reflects and reinforces the institution's mission and vision. This establishes a foundation for daily interactions and practices within the school environment, bringing the principles of coexistence to life in every aspect of the educational experience.

Finally, effective management of school coexistence requires strong leadership that can transmit and cultivate these essential values throughout the entire educational community. The ability of the principal and his or her administrative team to lead by example and to foster these practices is critical to creating structures that allow for the constant evolution of a collaborative and respectful learning environment.

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