

REFLECTION ARTICLE

Constructing the Identity of the School Zone Inspector in Times of Complexity

Construir la identidad del inspector de zona escolar en tiempos de complejidad

Construindo a identidade do fiscal da zona escolar em tempos de complexidade

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ABSTRACT

Immersed in the 21st century, characterized by the end of certainties, it is necessary to transmute the ways of doing school. Within the educational system, the institution of school supervision plays a fundamental role in these new ways of being and being within schools. It is in its pedagogical function and from its role as guarantor of the continuous training of all teachers in its jurisdiction that it will achieve the expected improvement. The essay consists of the presentation of the most relevant background of the Doctoral Thesis Project, elaborated within the framework of the Doctorate in Education of the Catholic University of Córdoba. The objective is to explore and describe the trajectory of the training function of the school zone inspector. The aim is to explain the tendency adopted over time, considering that the academic contribution would have an impact on the denaturalization of the supervisor's training function, so necessary to give answers to the reality of the present century: to accompany managers and teachers so that reflexivity becomes their practice oriented to educational improvement in response to the uncertainty that characterizes contemporaneity. The idea is to build the identity of the school zone inspector today, from different perspectives: theoretical, practical, historical and legal.

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RESUMEN

Inmersos en el siglo XXI, caracterizado por el fin de las certezas, es necesario transmutar las formas de hacer escuela. Dentro del sistema educativo, la institución supervisión escolar cumple un papel fundamental en estas nuevas formas de ser y estar dentro de las escuelas. Es en su función pedagógica y desde el rol de garante de la formación continua de todos los docentes de su jurisdicción que accederá a la mejora esperada. El ensayo consiste en la presentación de los antecedentes más relevantes del Proyecto de Tesis Doctoral, elaborado en el marco del Doctorado en Educación de la Universidad Católica de Córdoba. El objetivo es explorar y describir la trayectoria de la función formadora del inspector de zona. Se busca explicar sobre la tendencia que va adoptando en el transcurso del tiempo, considerando que el aporte académico impactaría en la desnaturalización de la función formadora del supervisor, tan necesaria para dar respuestas a la realidad del presente siglo: acompañar a los directivos y docentes para que la reflexividad sea su práctica orientada al mejoramiento educativo en respuesta a la incertidumbre que caracteriza la contemporaneidad. La idea es construir la identidad del inspector de zona escolar en la actualidad, desde diferentes perspectivas: teórica, práctica, histórica y jurídica

RESUMO

Imersos no século 21, marcado pelo fim das certezas, é preciso transmutar os modos de fazer escola. No sistema educacional, a instituição de supervisão escolar desempenha um papel fundamental nessas novas formas de ser e estar dentro da escola. É na sua função pedagógica e a partir do papel de garante da formação contínua de todos os docentes da sua jurisdição que terá acesso à melhoria esperada. O ensaio consiste na apresentação dos antecedentes mais relevantes do Projeto de Tese de Doutorado, elaborado no âmbito do Doutorado em Educação da Universidade Católica de Córdoba. O objetivo é explorar e descrever a trajetória da função de treinamento do inspetor de zona. Busca explicar a tendência que vem adotando ao longo do tempo, considerando que a contribuição acadêmica impactaria na desnaturalização da função formativa do supervisor, tão necessária para responder à realidade deste século: acompanhar gestores e professores para que a reflexividade seja sua prática almejada na melhoria educacional em resposta à incerteza que caracteriza a contemporaneidade. A ideia é construir a identidade do atual inspetor da zona escolar, a partir de diferentes perspectivas: teórica, prática, histórica e jurídica.

Introduction

This research was born with the purpose of sustaining the practices of zone inspectors in the complex reality in which they interact, since there is scarce academic background that marks the "how to" of the supervisor's training function. The personal and professional situation of the researcher, who works as a zone inspector in the educational system, motivates her to constantly seek to improve her own practices.

Much has been asked and answered about the inspector/supervisor in different places and from different facets, but as far as we have been able to investigate, there is no rigorous study that systematizes the ways in which the training function of the zone inspector is carried out. This name is adopted since it is the name of the position in the context where the research is applied.

The academic literature installs a discourse that intervenes in the role of the zone inspector from different points of view that allow to broaden and complement the view formed by the researcher from the analyzed data. It is through documentary research that progress is made in the construction of the identity of the school zone inspector.

Theme Development

The Vision of Several Authors

The school zone inspector in the 21st century finds a new identity closely related to improving the quality of teaching and learning from an innovative perspective. All the authors, with whom it adheres, define it by the functions the inspector performs within the system. Reason why, many nominate them supervisors, since the passage of time imprinted them a significant change of roles.

In the most up-to-date literature, several authors speak of this duality of functions: Podestá in Gvirtz y Podestá (2012) recovers from Blejmar (2005), a question: "inspection or service?", attributing to it the responsibility of being a key actor, but that decision-making can become a threat or an opportunity. Aguerro in Gvirtz and Podestá (2012) also recognizes the tension between assistance and control and affirms that the basic task of the new supervisor is to work for articulation, to form a single flexible educational system capable of adapting to different situations.

Podestá in Gvirtz and Podestá (2012) speaks of the supervisor as the catalyst of the educational system, which contributes to accelerating change and institutional strengthening in schools. He classifies it as a dynamizer of the task towards the interior of the institutions. In the same vein, Gvirtz-Abregú in Gvirtz and Podestá (2012) designate the supervisor as organizational facilitator.

Rivas and Furman (2017) define it as the hinge between politics and schools. It is considered a hinge between the macro and the micro of the system, because as an agent of the state, it is aware of the educational policy that updates its territory, thus guaranteeing the systemic nature of education. Likewise, it is an agent of the system because it understands the contexts in which its schools are inserted.

It is also a conservative agent, in charge of order and control, who guarantees rights through continuity, commonality and regulation. And paradoxically, it is also an agent of change, of mobilization, of rethinking, of transformation. An agent tied to the reality of his area, the problem solver and, at the same time, a strategic agent, with a systemic vision.

Nicastro (2019) maintains that the supervisor is a representative of the State, a public official of the educational system, a representative of these policies, guaranteeing the development of these in the specific situations that fall within the framework of their areas. Consequently, any rule or regulation operates as a prescription that gives life to schools, but that are not simple applications. For the expert role of the inspector, is adjusting, creating, so that it is not simple execution. At the same time, however, it is necessary to create accompanying mechanisms that also make it possible to monitor, that is, to ensure the development of a regulatory framework.

Casal, V. (2019) simplifies it in "it is there that the macropolicy zooms in" (p.1) over the rooms and classrooms". So, when asked who is the school zone inspector? An attempt at a simplified response could relate to:

It is the representative of the state in a certain sector of the system, responsible for ensuring through its intervention, the materialization of public policy in educational institutions under its jurisdiction. It is also a strategic and systemic agent, with a holistic view and prospective thinking, manager of change for the improvement of teaching and learning conditions. The inspector knows the particular reality of each context, transmits to the highest levels in the hierarchy the challenges that arise from such situations and acts accordingly in favor of the school trajectories of all students.

The complexity in which the zone inspector manages, allows to complement the concept from different edges. Some of them are addressed below.

The school zone inspector in different times and spaces

Knowing who the area inspector is in the present, needs a look at the past, at its origin and at the evolution it had over time. With this perspective, we dive into the existing studies on the subject in search of the processes of its historical constitution.

In order to treasure the traditions and propagate the values treasured by the society of the time, educational supervision arose as a political control for the surveillance of schools and teachers. Epistemology - the science that deals with the definition of knowledge and related concepts with the sources, criteria, possible types of knowledge and the degree to which each one is true, as well as the relationship between the subject who knows and the object known - allows us to understand its origin. The particular case of the Epistemology of Education, leads to the study of knowledge of knowledge (Morin, 1994). Particularly, when we talk about Educational Supervision, epistemology brings us closer to the study of its essence, its practice, its forms of management and action in the schools of its jurisdiction.

The first historically found data on the role of the supervisor date back to the Ancient Age. The *sophronist* was called in Athens and was a magistrate with the function of supervising education and moral conduct. The *areopagus* was part of the high court and its function was to control public action in the school. The *ephors*, magistrates elected by the people in Sparta, also fulfilled the role of controlling public education and in Rome there were the *censors* who were the ones who had absolute control and authority of the education of the young, all of them magistrates empowered by law.

During the Middle Ages, it was the cloisters and monasteries that were in charge of the schools in the civilizations of the West. The Church was in charge of directing and inspecting all existing educational institutions. The *great chantry* was the name it received in Spain. *Maestrescuela* is the name that, in the twelfth century, received those who were dedicated to school inspection.

For its part, in the Modern Age, the *justice* was in charge in Europe of the inspection of education. At the same time that the Modern State cements its administrative function, the inspectorate of education appears on the basis of the educational system.

In Argentina, at the end of the nineteenth century, school inspection appears and accompanies the beginning of educational systems. The school was configured as a mode of social regulation of the subjects, marking mechanisms of self-discipline, forming a cognitive structure with classification schemes and a series of regulations that defined what was acceptable, normal, possible. The top-down character and the promotion from the central instances of the State admitted the presence of the inspection system as a control of the norm.

Some authors found give an account of the historical process of the same. On the one hand, Aguerrondo (2012) speaks of three historical and evolutionary stages where the function of the Inspector is organized. It speaks of a first stage that includes until the mid-twentieth century and that the flame of inspection; a second stage that extends until the end of the twentieth century, that of supervision and, finally, in the twenty-first century, that of facilitator/auditor.

On the other hand, Senestrari (2015) develops a chronological construction of its evolution. According to a report by DiNIECE (2013), historically, from 1880, the inspection of schools was constituted as a dependent work of the State.

The *first stage*, or inspection stage, refers to the role of the supervisor as a mediator between macro and micropolitics, that is, between the ministry and the schools, but from the control of them. It is a totally applicationist view of the norms and regularities dictated by the political power and that positions the inspector as responsible for its operation in practices. Its beginning dates back to the nineteenth century, according to Puiggros and cited by Senestrari (2015), when a legal framework was organized in Argentina to elementary education. Thus, the rules of this era of foundation of the educational system grant school inspections the following functions: plan, decide, execute and control compliance with educational policy.

They are the representatives of the state and their role was focused on defining the principles and regulations on the organization and methodology of classroom teaching. Above all, the empowerment of teachers was a common denominator, since most did not know the programs, the teaching or the use of the didactic material. The control of the fulfillment of the pedagogical mandate was the logic of action. The inspector had a solitary job. His task was to visit the schools to see their pedagogical functioning, leaving a record of his passage in an evaluative report with action directives. His authority was undisputed, his visit an exceptional and important fact. The inspector was promoted to his post by senior mandate where he was worth the experience and idiosyncrasies.

Normalism demanded the homogeneity of the system, positivist pedagogy did not recognize the social identity of the population present in the classrooms. The politics of the time were reduced to the formation in secular, nationalist, liberal and universalist morality characterized by a logic that did not need to be demonstrated, the rigorous method defended by the Vienna Circle: The inspector was in charge of the control of the educational system.

Southwell (2015) expresses that the bases that formed the pedagogical field of knowledge were the sanction of the law of national subsidies to the provinces on the one hand and on the other, the process of creating the normal schools. At the same time there was the development of a field of bureaucratic knowledge. Consequently, the pedagogical field generated a construct of prescriptions on the classroom while the bureaucratic field produced the appearance of the inspectors of the National Council of Education, who were in charge of elaborating the rules in the provincial systems. The legacy framework was consolidated between the 1870s and 1890s for elementary education, which were the basis of the educational system.

The enactment of the National Subsidies Law No. 463 (1871) allows national funding to the provinces in order to administer public education and at the same time establishes the creation of provincial commissions in order to indicate the functions of the national inspectors in the provincial territory that depend on these commissions.

In his book *Popular Education*, Sarmiento (1849) occupies a whole chapter addressed to the inspectors. It is called the "Inspection of Public Schools".

The Law of Common Education of the province of Buenos Aires (1875) was the main antecedent for the sanction of the Law of Common Education, No. 1420 (1884) of national character. The development of the National Council of Education and the task of the inspectors were made parallel and produced the debates that framed Law 1420. One of these debates has to do with the quantitative advance of schooling, which regulates the characteristics of schools, the training of teachers and the methods of methods used as means of quality in education. This produced a more pedagogical look at the Inspectors of the time.

The expansion of education was driven by a set of policies whose central place of management was held by the National Council of Education. Among them we can mention: the creation of schools, the prescription of methodology and teachings that at that time were considered the most valid, the delivery of degrees and certificates and policies for inspection. Inspectors were one of the key figures in this formation of school government from an intermediate place between the policy of government in incipient expansion and the micropolitics of educational institutions.

It is to be considered that, at the end of the twentieth century, the idea of inspection as a control undergoes important changes that are linked to the expansion and development of the different levels and modalities, with the pedagogy of the moment and its debates and with the different regulations that shaped the educational system in the different countries.

It is thus observed that Law 1420 (1884) promotes as the function of the primary school inspector to control, monitor, supervise and guarantee the proper functioning of the educational service under its jurisdiction. But on the other hand, the Statute of the Teacher (1958)¹, and responding to the changes that in the country and in other countries were taking place around the function of advice as the primary function of the supervisor and that of control and coordination as secondary functions.

Several investigations analyze the history of the supervisor in Argentina and express that the different norms defined, in the process of configuration of the educational system, to the functions of the educational supervisor the assignment of tasks of evaluation and control, as well as of advice and orientation. However, the centralization of the educational system of Argentina, favored the tasks of supervision prioritizing those of control that gain legitimacy in the position of hierarchy occupied by the inspector within the organization in a pyramidal way. Thus, this position presents the inspector with a figure that is linked to compliance with the rules issued by the National Council of Education.

In this way, throughout the national territory, the inspector, a State official, had as a fundamental and central task the control of the public space of education. These inspectors played an important role at that time in the political and pedagogical debates and in the definition of the guidelines that formed the system, reflected in the curricula, regulations and evaluation of textbooks. Some of these men held very prominent political positions. Among them we can mention Varela, Sobral, Lugones, Alcorta, among others.

Since the formation of the Argentine Educational System, Córdoba had national educational institutions that were governed by the regulations of its jurisdiction and in the schools of the province were the district school counselors who were the inspection commissions that had the function of taking care of hygiene and morality in the private and public schools of the jurisdiction, propose the management team, collect, among others.

Law No. 1426 of the Organic Law on Primary Education of the Province of Córdoba (1896) legislates on the function of inspection. Chapter III article 26 defines that the local administration and immediate governance of schools would be carried out by section inspectors and local commissions. It is recalled that, this chapter also defines the existence of the direction and administration in charge of the General Directorate of Schools, today the General Direction of Primary Education.

The general director of schools of the province, in accordance with the provisions of article 40 inc.7 of the law mentioned in the previous paragraph, defined his role by ordering the general inspection so that the sectional inspectors could make their tours.

Chapter VI, Article 42, defines that the inspection of primary schools in the province shall be carried out by means of an inspector general and section inspectors in sufficient numbers to be fixed in the annual budget and appointments shall be made by the provincial executive.

The *second stage*, or supervision stage, takes place approximately in the sixties, when the first educational reforms took place in America. The epochal context has changed, the industry and the migration from the countryside to the city, produced changes in society and the massification of the school. The education system is fragmented and responds differently to different social sectors.

For supervisors, who continue to have a solo job, government administrative offices are enabled by the increase in schools that is unsustainable for the number of inspectors on campus. Nor is the budget in line with the possibility of traveling to each school constantly. The Supervisor

¹ Law 14.473. Statute of the teacher. Sanctioned on September 12, 1958 and published in the Official Gazette on September 27, 1958. Extracted from <http://www.bnm.me.gov.ar/giga1/normas/8178.pdf>

becomes, therefore, an agent with work of a more administrative nature where the files occupy their time and their interventions.

This is a time when planning becomes fashionable, so also, the task of the inspector is to carry out institutional diagnoses. Visits to schools in this period focus on administrative control and planning.

In Córdoba, the Teaching Statute (1957) is legislated and sanctioned, defining the ladder, promotions, career, duties and functions. The inspector general "attends to his office and attends to the affairs of the section inspectors, directs and supervises the work of the section inspectors so that the decrees, school regulations and provisions of the general council of schools are complied with."

The section inspector, today called zonal, had the function of supervising teaching, correcting errors or defects in teaching practices, controlling statistical records, registrations, in accordance with the provisions of the directorate or general inspectorate. The role was also oriented to give pedagogical and popular conferences, promote the creation and promotion of popular libraries, pedagogical museums, among others.

This regulation defines access by competitive examination to managerial and inspection positions. In addition, the teacher statute mentions inspectors in several paragraphs, giving them the role of guarantor and supervisor of teachers' rights.

It should be added that in the 70s there are approaches to the name of inspection / inspector since it has a great connotation to the control function associated with the word inspection. In order to respond to these questions, the name of supervisor / supervision begins to be used, which accounts for the preponderance that began to be given to the function of the inspector from the perspective of more modern models and that had to do with the tasks of advice over those of control.

It is here that we notice the first epistemological change in Supervision, which agrees with Kant's position that for the first time in the history of philosophy, shows that the object is not a thing alien to the subject, something external and opposite to it. The function of objectivity, according to Kant, is a form of the subject's activity, and the subject itself does not exist outside of the things known to him. Moreover, according to the German philosopher, the object exists only in the forms of subjective activity and can only be known in this way. The thing itself, that is, the reality existing outside any relation to the knowing subject is given to the subject only in the form of objects. Objects are in their essence the product of the subject's own creative activity.

The analysis of Veleda (2011) characterizes the inspector as a "dual compensator" (p.29). The contributions of the educational policy have distributive compensation modalities, such as school canteens, the provision of equipment and financing to schools in the private sectors of rights. Equality is sought through social programs, but the traditional teaching model, the graduate curriculum and simultaneous teaching, face-to-face and meritocracy are continued. In these scenarios the supervisor was framed in social processes of the context of the dictatorship, becoming authoritarian, and of the democratization of the institutions where he adopts a more humanized role. Coexistence and citizenship training were its north.

The massiveness that marked the course of the schools is aggravated by another factor, the diversity of educational models that causes not only that the teaching positions diversify, but that the same happens with the inspectors since they are required for new teaching modalities. Faced with the increase in the complexity of the system, there is an increase in the number of inspectors. Specific inspections such as physical education, artistic, among others, appear.

In Córdoba, at the end of the twentieth century, a series of reforms began for the return to democracy, among them, the Constitution, the educational law, the curricular guidelines, among others. The educational reform appears to improve the quality and expand the rights to education. It proposes a role of the supervisor of a democratic, participatory and regionalized nature.

Resolution 1892/83 of Córdoba is completed in ninety-one with Law 8114, General Law of Education of the Province of Córdoba (1991) that grants inspectors functions different from the traditional ones and in chapter II it speaks of advising and supporting educational centers.

The neoliberal reforms of the nineties allowed progress in the decentralization of the educational system. Supervisors became a key figure for the logical organization and articulation of macro and micro institutional policies. Federal Education Law No. 24195 (1993) modifies the academic and regulatory structure.

The major structural reforms of the education system in Argentina in the last twenty years made possible very significant changes in both the organization and the profile of zonal inspectors. The number of inspectors at each level was one of the most important changes in almost all provinces.

Glickman (1992), argues that there are debates between the conceptions of the functions of the school inspector, but in this period the tendencies are accentuated that put in consideration privilege the ways of doing the supervisor from the function of advice, collaboration and guidance to all the social actors of the educational institutions in order to achieve the expected improvement.

In 1994, at the meeting of Teaching Supervisors in Argentina, greater participation was demanded in decision-making and the need to prioritize the pedagogical aspect. Despite the agreements and the new regulations, there are several models of supervision that have to do with controlling and monitoring in counterpart with pedagogical advice and guidance.

The 1990s brought with them different educational changes that evidenced another tension in terms of supervisory models, which had already been manifesting itself internationally. These are more generalist models, with comprehensive views on the school and models of supervision focused on the work in the classroom, there are also models of supervisors who specialize in different curricular areas or mixed models formed by generalist supervisors and specialists. The latter is the case in Argentina.

Epistemologically, we are going through a period where we are looking for different fundamental paths to reality. Thus, Popper with his critique of positivism, Bachelard from critical rationalism, Kuhn with the introduction of the history of science, Gödel and his complex systems, among others that go into crisis:

"Gap in the Real, opening a hianthia inaccessible to intelligibility; gap in logic, which ceases to be capable of closing demonstratively on itself; due to these two gaps, a hemorrhage of what continues to be called the Real is carried out, and the irreparable loss of the foundations of what must continue to be called Knowledge."
(Morin, 1988, p.24, my translation).

Dussel (1995) states that provincial differences are emerging regarding the relationship between the political dimension of the supervisor and the technical dimension. Generalizing, most provinces adhere to the vision of the constitution of the political dimension as a fundamental component of the identity of the supervisor, which is especially associated with the supervisory actions of the province, which is where the political dimension gains greater intensity, because it is there that the intermediation between what is prescribed by educational policies and the planning that the supervisor projects for all educational institutions under his/her responsibility.

In the *third stage*, or facilitator/auditor stage, the inspector should manage to avoid exclusion and promote the maintenance of school trajectories, enabling questions for reflection on teaching practices (Veleda, 2011).

The inspector must achieve an intervention located, must know the schools, their practices, the quality of the learning and the teaching conditions that the school enables, not ignore the weaknesses, but see each institution from its possibilities and accompany it in the improvement.

From the paradigm of complexity, the possibility of generating the conditions for the Supervision to develop democratic citizenship practices that allow to develop real knowledge practices in each classroom of each School Zone in such a way that all students achieve quality learning, learning that allows them to improve the quality of their lives both personally and socially. Morin refers to the complexity paradigm noting:

...a paradigm of distinction/conjunction that allows to distinguish without disarticulating, associating without identifying or reducing. This paradigm would involve a dialogical and translogical principle, which would integrate classical logic taking into account its de facto limits (problems of contradictions) and de jure (limits of formalism). (Morin, 1994, p.34).

Given the various modalities, a common feature was maintained in most countries as a representative of the nation states in the control of education systems in general (Glanz, 1997). Various authors (Carron and De Grauwe, 2003) analyzed changes in supervisory organizational models and found strong discussions by countries on the models to be adopted, especially with the following aspects:

Monitoring structures: Several opt for centralized structures, that is, they depend on the central power as in the case of France; on the other hand, in other countries decentralized structures are favored, supervisors depend on local agencies; they are elected by the community or by collegiate bodies within districts or regions as in the case of England. And the organisation of supervision: regardless of whether they are central or local levels, all countries choose to mark as forms of organisation of supervision. This could be by educational levels, by areas of knowledge, by public or private sector or by combinations that include the different alternatives. There are countries that organize supervision on the basis of generalist supervisors who have an eye on the institution as a whole or specialist supervisors who focus on a subject or area of knowledge.

For the most part, countries structure supervision by educational levels from both the public and the private spheres. Another option of preference is the generalist supervision escorted by technical advisors in the specific subjects or areas of knowledge according to the educational level (United States, United Kingdom, Brazil, Spain).

The tension between the political dimension and the technical dimension of monitoring: The political dimension of the supervisor's role refers to mediation and intermediation between central levels of political leadership, regions and districts, schools and their contexts. Giving the supervisor a role of "mediator", "bridge" or "hinge" that provides an important political component in his function, acting as a promoter or obstacle to the guidelines of educational policies. The supervisor is, at the same time, a specialist and an expert in educational issues in general and in that of the level in charge in particular, which constitutes a technical framework with a significant impact on the implementation of educational projects.

The predominant role in the supervisor's work: Each country chooses to give priority to the evaluation and monitoring function or the advisory and guidance function to schools. Most countries opt for a combination of both types.

Supervisor selection strategies: Some countries select them through internal competitions held among the managers in charge of the schools (Argentina) while others make open selections among education professionals without it being essential to have been or be acting as a manager (Spain, Norway).

Also, the study carried out by DiNIECE (2013), tells us that, in Great Britain, the visits of supervisors are negative due to the stress they cause in managers and teachers. In Spain, there is a need for horizontality and cooperation between supervisors and other institutional actors. In Brazil, the work of supervision is complex and highly heterogeneous due to educational reforms. In Chile, priority is given to the strictly technical dimension of supervision, being a collegial body at a central level.

In Mexico, there are numerous state and federal agencies that fail to coordinate with each other and that print a high degree of complexity in the role of the supervisor.

Thus, generalizing, in all countries school supervision is immersed in a process of transition that goes from the individual function and control over the school to supervision as a process of joint and collegial construction.

In Córdoba, a call is announced for a Competition for Degrees, Background and Opposition in the positions of technical inspectors of initial education and primary education in 2000. This call redefines the characteristics of the supervisor's profile, which are summarized in the possibility of promoting processes of change through the contextualization of provincial and national public policies; favoring the autonomy of institutions; being able to evaluate schools from all their dimensions and with the action of all institutional actors and generate supervisory management projects to organize regional educational development.

This new profile resignifies the inspector's control work and shows a more democratic approach aimed at promoting the autonomy of schools in the framework of improving educational quality through institutional management. Consequently, the process of this competition gives indications of the construction of another supervisory model that installs a working culture that sustains attention to the specificity of the most pressing problems; strengthening of communication channels; concentration of efforts to promote higher quality education through consensus, dialogue, consultation and participation.

In 2011, the Ministry of Education of Córdoba, based on its reading of the problems of school supervision, prepared a document for the work of supervisors. The document entitled "An invitation to think about the work of the Supervisor" aims to build different senses in the management of supervisors to resignify their task towards the definitions that the educational policy.

These are some lines of history and other places and formats that allow us to cover a little more, this idea of who the area inspector or school supervisor is.

The Senses from Prescription

Continuing this construction of the sense of identity of school zone inspector, progress is made in order to define at present, in Argentina and in Córdoba, what figure is described from the current legislation.

The National Education Law², enacted in 2006, currently in force, establishes in its Article 12 that "The National State, the Provinces and the Autonomous City of Buenos Aires, in a concerted and concurrent manner, are responsible for the planning, organization, supervision and financing of the National Education System".

This Law also establishes the organization of supervision, mainly referring to the organization of its functions, the conformation of supervisory structures at different levels and the professional identity defined by the theoretical and methodological knowledge that form the desired profile for the performance of the supervisor.

Article 73 of the Act establishes teacher training as a national policy objective. The aim is to prioritize and revalue teacher training in order to improve the quality of education. To this end, the National Government creates a face-to-face training, within the framework of the National Strategic Plan 2016-2021³.

Resolution CFE N°338 (2018) maintains that the role of inspectors is fundamental to achieve the expected improvements in all schools in their area, promoting the quality of teaching and learning, and guaranteeing the educational trajectory of the students. Supervisors are the ones who can facilitate

2. Act No.26.206, National Education Act, Argentina, adopted on 14 December 2006 and promulgated on 27 December 2006. Retrieved from <http://www.secgral.unsl.edu.ar/wp-content/uploads/docs/Ley-26206-de-Educacion-Nacional.pdf>

3. Annex CFE Resolution No. 285 of 2016. National Strategic Plan 2016-2021. Extracted from <http://www.bnm.me.gov.ar/giga1/documentos/EL005360.pdf>

consensus between schools, generating instances of horizontal cooperation and promoting articulation between educational levels. It presents a document that aims to describe the federal guidelines for the professional development of the management teams and supervisors/inspectors, the result of a federal agreement built in a technical commission with educational management referents chosen by each jurisdiction, where the following are declared as pedagogical principles: 1. Development of skills and attitudes. 2. Focus on practice. 3. Community of Practice 4. Reflective practice. 5. Evaluate to learn.

It also refers to four thematic axes to be considered for the training of managers and inspectors: Axis 1: Development of the school organization. Axis 2: Accompanying the teaching, learning and evaluation process. Axis 3: Professional Development Leadership, Axis 4: Building educational communication and the link with the context.

On the other hand, article 104 of the Education Law of the Province of Córdoba, No.9870 (2010)⁴, declares that supervisors form a technical teaching team from the different directions of the system and perform the task of advising and supporting educational institutions for the best development of their institutional project. It also defines access to the position through statutes and rules governing the career.

In this sense, in 2015 Córdoba sanctioned Law No.10,237 on Competitions⁵ in order to regulate Competitions for promotion to hierarchical positions, the same amendment to Decree Law No. 1910 (1957) and its Regulatory Decree 930 (2015). The most substantial changes have to do with guaranteeing the continuity of the calls for applications, since it creates the Permanent Competitive Bidding Commission.

Based on Resolution No.1020 (2016) of the General Directorate of Primary Education of the Ministry of Education of the Province of Córdoba, corresponding to November 2, 2016, the profile of today's Supervisor is determined:

The challenge of being a supervisor today requires a solid professional training for the exercise of a pedagogical management that has as a priority the students, guaranteeing the educational inclusion and quality to which every citizen is entitled, at any stage of his life, and bringing together the teamwork of the management, teachers, families and other actors of the community. Likewise, the supervisor is the guarantor of an administrative management that ensures the effective compliance with the principles and objectives established in the educational legislation, without losing sight of the link with contemporary culture, politics and society. (p.7).

Putting this challenge into action implies projecting ourselves as a school area from the complementary perspective of the different actors that make it up, rescuing the process experienced by each one, putting it as a source of common knowledge and reliable authority.

It is necessary that the Inspector of the school area is outlined as determined by the aforementioned Resolution, achieving in each training dimension an intervention that ensures the guidelines outlined by the Educational policies of the Provincial State, adapting them to the needs of the area, to the development of the capacities of managers and schools for the achievement of quality in the learning of all students.

To this end, the following must be considered:

From the Cultural Dimension:

The Supervisor needs a broad cultural formation that enhances an integral and contextualized perspective, through which he is able to offer contributions to understand the unique imprint of contemporary cultural transformations in each and every one of the institutions under his charge. This knowledge will enable it to guide institutional changes that strengthen educational institutions as one of the essential places for the formation of citizenship in a changing and uncertain world, contributing

4. Act No.9870 on Education in the Province of Córdoba, adopted in December 2010. Retrieved from <https://filadd.com/doc/ley-9-870-de-educacion-de-la-provincia-de-cordoba>

5. Law No.10.237 on Competitions for coverage as holders of managerial and inspection positions within the Ministry of Education. 2015. Extracted from <https://www.cba.gov.ar/wp-content/4p96humuzp/2016/03/LEY-10237-2014.pdf>

to form responsible and participatory subjects, at the same time as critical and creative. (Resolution No.1020 DGEP ANNEX II, 2016 p.8).

From the political dimension:

The political dimension of the role of the supervisor requires training that actively involves him/her both in the understanding / interpretation of educational policies, as well as in the analysis of the institutional policies of the schools under his/her responsibility, to project actions of contextualization, mediation and adaptation of macro policies, according to the possibilities of the social context of the institutions. Inside the political dimension of the State and educational institutions, it is necessary to recognize the administrative component that always entails the implementation of policies and the maintenance of the entire Education System. Every public policy and the education system needs a set of bodies that make up the state bureaucracy and whose function is to ensure the legal and legitimate mechanisms for the day-to-day functioning of the system and schools. Laws, decrees, regulations, statutes are the bureaucratic components that allow the daily government of the institutions. They represent legal reinsurance to consolidate ways of functioning and resolve some conflicts. They represent, on the one hand, limits to individual behaviors and at the same time, ensure protection against irregularities or excesses that can undermine individual and collective rights. The administrative component of the system and of the educational centers requires the Supervisor to have an up-to-date knowledge of the legal requirements to know how to use them in daily and extraordinary situations. This knowledge does not need to be exhaustive, but global and meaningful enough to know which resource should be used or where to find the corresponding information. In addition, the supervisor must have a sufficient breadth of judgement to appropriately raise the most sensitive issues with agencies and specialists who collaborate and advise in the day-to-day work of the system actors, whose task entails greater responsibility. (Resolution No.1020 DGEP ANNEX II, 2016 p.9-10).

From the Pedagogical Dimension:

It is the pedagogical orientation that must set the course in shaping the ways of doing school. Pedagogy as a theory and practice of education is prescriptive with respect to the relationships that develop in educational centers. It creates order, relationships, and authority in an ethical record. Pedagogical guidance is, then, understood to mean the ways of resolving the issues that arise in relations within institutions whose purposes are educational, always having as north the training of critical, responsible, creative and fundamentally ethical students. In other words, what distinguishes the school from other social institutions is the function of transmitting and acquiring knowledge to form subjects that give value to the learning and practices of democratic coexistence. Despite the current school crisis, no other institution of society is in conditions of trying these effects in a systematic and prolonged manner. The backbone that frames this function is the curriculum. The curriculum is the identity support of the school as a social institution, understood, in a broad sense as Alicia de Alba defines it, as a "synthesis of cultural elements (knowledge, values, customs, habits) that make up a political-educational proposal". The interaction between subjects, institution, curriculum, trajectory and context, provides an approach to the institutional fabric where the limits and the articulations of each of the components, both structural and linkage, are difficult to apprehend if there is no analytical reflection that allows understanding the different processes that, within the institutions, are built. This alludes to the need for collective reflection on the meaning of the aforementioned components for each school and its members. The teamwork and the construction of a school improvement project that will support all of them, show the pedagogical orientation of the institution. In this sense, institutional self-assessment is fundamental in producing knowledge that allows to address strengths, opportunities, difficulties and conflicts, enabling better ways of working and interacting. Another issue that enables institutional improvements is networking with other school and community institutions, insofar as the communication of experiences and decisions can produce a synergy that mobilizes interests and practices. (Resolution No.1020 DGEP ANNEX II, 2016 p.11).

This is the overview of the identity of the supervisor through the laws in force in the jurisdiction where this investigation is inserted.

Inspector's Roles and Functions

As already specified in the previous items, the functions of the school zone inspector have changed over time and according to the government policies through which they were crossed. On this occasion, the aim is to broaden the international focus on supervisory roles and functions.

Regarding the functions of the supervisor, García Martínez (2011), emphasizes a constructivist approach that the school inspector must form. He cites Glickman (1990) to define supervision, from the academic point of view, as the school function that seeks to improve education through direct assistance to teachers, as well as, from the development of the curriculum and from personal advancement and consolidation of groups. This author also conceptualizes the function of surveillance, control and care of the status quo of the school, which is the model that is still in force in Mexico.

For his part, Mogollón de González (2006) talks about the supervisory function with administrative, social, assistance and mediation techniques. This research aims to present the approximation to a model for the functions of school supervision in Venezuela. He categorizes them as follows:

- **Technical Functions**, which cover the curriculum, teacher update, plans and programs, learning resources and administrative organization processes.
- **Administrative functions**: This is the task of enabling advisory, planning, monitoring and evaluation processes that also include administrative processes.
- **Social Functions**: These refer to the areas of the educational community and communication.
- **Assistive functions**: These include pedagogical advice, human relations and institutions.
- **Mediation functions**: they cover the areas where legal regulations are deployed.

But it is Camacho Prat (2014), from Spain, who shows a more comprehensive look and more in line with the data investigated, it is summarized in:

Supervision as verification and documentary control with the director. Evaluation as participation in it, always subject to ideologies of political power. Advice limited to mere legal advice to managers. The issuance of reports, important for improvement often requested by the administration. Mediation and arbitration, along with excessive bureaucratic tasks and administrative routines.

This look is completed by the accompanying perspective that Erazo Juarez (2013) prints. For him, the functions of the supervisor are defined as follows:

The role of advising and accompanying teachers is summarized in the management, the conduct of training to update knowledge and the provision of the knowledge that the inspector has for the professional development of teachers.

The evaluation function in the form of performance feedback to reorient the educational process. The character that imprints the evaluation is integral, relational and complementary, it is to think about the reality of the educational centers, analyze them and turn them into problems to be solved.

The mediation and problem-solving function facilitate dialogue and negotiation, with democratic leadership fulfilling the roles of mediator, counselor, researcher and social promoter.

These selected authors account for the rest of the academic literature that circulates, so they are considered sufficient to avoid repetitions or overlaps.

Inspector's Practices

The CIPPEC (2017), through a virtual map, presents powerful monitoring practices in an interactive experience whose main referents are Rivas and Furman.

An example of the compilation of the "Map of exploration of educational innovation" that they carry out is the following:

Primary Portfolio Level: Zonal pedagogical memory Institutional management: "The need to build zonal pedagogical memory so that valuable experiences and unique moments lived in every corner of the schools are not lost, it was decided to put together a portfolio with narratives of directors and teachers. The slogan is simply to make institutional evaluative cuts, of a quarterly nature, and rescue that magical moment that made the difference through narratives. The result is worked in different staff meetings where the reflective analysis of management and classroom practices is carried out through them. On other occasions they also serve as motivating readings to introduce certain topics to zonal debate. As an extension to other institutions, a copy of those compiled during the first year of implementation has been made and delivered to the local Teacher Training Institute as working material." CIPPEC (2019, my translation).

The topic is also advanced from the practices of the supervisor, Hirschberg (2013), determines three dimensions from where the tasks of the school inspector are carried out: political dimension, as transmitter and implementer of the policy; territorial, in its interaction with the actors of its jurisdiction, municipal authorities, health, minority and social action organizations, non-governmental, among others and the pedagogical dimension as responsible for the implementation of teaching and learning strategies from pedagogical innovations.

Erazo Juarez (2013), from Honduras, presents from the SINASEH manuals the types of supervision as practices that can be identified with the view of corrective supervision, which focuses on seeking and finding errors and weaknesses and thus diagram collective strategies of solution. On the other hand, it presents constructive supervision that provides solutions in a comprehensive way, this includes the teaching and learning process, emphasizes the development of teachers' capacities to improve the task. It also refers to creative supervision, which is the one that seeks the stimulation of teachers to find solutions to the problems that are presented through constant improvement. And finally, it presents preventive supervision that tries to avoid problems before they appear, seeking to strengthen the training of teachers.

And finally, the same author is cited, what he calls supervisory techniques. Supervisory techniques refer to procedures designed to collect data on the practices of different authors: meetings, private interviews, class observation, visits, teamwork, focus groups, among others. And other techniques that are called indirect and have the purpose of providing data on the situation that is being studied: teacher's curriculum, class plans, student learning, possibilities of integration of teaching, recognition of the characteristics of students, notebook of topics, schedules, materials and resources, portfolio, and many others.

The Spaniard, Camacho Prat (2014), presents the professional practices of the supervisor. He places the visit to the school as the most relevant among them, he considers that contact with reality is the basis of his work. Other tasks he mentions are the revision of the action plan and the instances of party and office. Administrative tasks such as incidental ones take up a lot of time on the agenda.

Delgado (2019), which analyzes the situation of supervision in the province of Chaco, Argentina, expresses that, as an organization, a regulatory management model continues to predominate, and elements of the participatory strategic model coexist.

Casal (2019) enables an inclusive look at the supervisor's practices, focuses on school trajectories. It conveys that, in the current times, working together in a systemic key, sustains and enhances practices and proposes joint and responsible imagination.

This tour of the contributions towards the practices carried out by the school area inspector, makes clear the complexity of the same.

Other contributions that complement concepts

There are other studies that allow us to continue thinking about the identity of the school zone inspector from different perspectives.

Pozner (2007) refers to the professionalism of the supervisor:

The new professionalism in the supervision of education, includes the development of skills such as reflection, creativity, decision-making and action capacity, abstraction, systemic thinking, experimentation and the ability to work in a team; in turn, these must be able to be transferred and applied to all situations, problems and action processes, that is, they must be linked to their context and even to the collective performance of a profession. And it will be necessary to consider the critical points that appear in the transition from centralized models to more flexible ones. Their identification and analysis makes it necessary to think about the necessary reconfiguration of educational systems, without which the initiatives of change can fail or be paralyzed (p.18, my translation).

He adheres to the position of Soler Fierrez (1994), who affirms that supervision has sufficient internal consistency and legitimacy to be considered a specialty of the pedagogical sciences. It presents the term of meta-supervision, referring to the meaning, procedure and effect of its own practice. And with the gaze of Aguerondo (2012) and Aguilar Santos (2005), who consider him a key actor with opportunities for innovation and transformation of the system.

The area inspector is then a strategic actor who works on the development of relations between the institutions of the area and the political decision of the management, thus becoming a facilitator in decision-making. It is the school zone inspector who in many cases proposes lines of work according to what he observes in the territory, which can contribute to the operation and improvement of the institutions, since it is he who best knows the schools and their population, who must make the decisions of political management effective and who must communicate to the authorities of the educational system the situations of the establishments, the problems they face and the actions carried out in them.

Torres Hernández (2007), from Mexico, is the one who begins the presentation of a great need to show the function of the supervisor from the complexity that it represents. It does so from the development of the look at the different processes and activities it develops, discovering the different roles it plays and the implications that its presence causes both in the processes and in each of the subjects parts of the system. Likewise, it refers to the construction and collective reconstruction of all knowledge about school inspection, assumptions, prejudices and theories from which they are sustained.

It also broadens the concept from the perspective of thinking of supervision as a shared management space between the actors of the area, thus becoming part of the co-responsibility in the curricular discussion based on the contextualization that emerges from local needs. Inspection is thus recognized as an organizational element that belongs to an educational system, with the particular functions that make greater sense in the complexity of interactions and relationships that are established with each of the members of the school zone: managers, teachers, parents, students. Thus, we can think of the inspection as an institution that represents the principles of organization and operation of schools as an order of control that allows maintaining a socio-educational order.

Conclusions

And in this network of voices that allow us to understand the identity of the supervisor from its essence, from its history, from its functions and its practices, we continue to try to respond to how are the different ways in which the training function of the school zone inspector develops?

Being a supervisor today allows us to think and act in view of a horizon of constant improvement. That is why every teaching professional must believe and seek change with commitment, as well as the training to carry it out and the perseverance to achieve it, discover in daily life, the passion for what is done. Knowing how to decide, perform, reinterpret, generate dialogues, translate, make viable, have reflexive balance, thread, sediment, evaluate and balance.

Its functions of accompaniment and advice to the management teams of its area - pedagogical dimension of the managerial role - enable the articulation between educational policies and the reality of schools. This allows you to manage information from both the system stacks and data collection in the field. It is a strategic place where the construction of educational policies and their development are linked, allowing their contribution to the macropolicy making possible the improvement in the micropolicies. Thus, the inspectors become agents of educational justice from a place that is not neutral, they act from redistribution and recognition within the framework of current social inequality.

In this pedagogical practice, the maintenance of the school trajectories of each and every one of the students of the area is one of the priority challenges from where the intervention of the inspector is thought.

Consequently, it is a builder of democratic environments, of conquests of rights in contexts of rupture of social ties and extension of interpersonal conflicts. For this, he will form good leadership of managers who act in each school, use protocols on what to do in the face of various conflicts and have answers to generate preventive social cohesion and not act only when conflicts arise.

Then, following Nicastro (2019), the area inspection is defined as the specialized and located practice, referring to important points to consider: on the one hand, the inspector attends constantly particular situations within the framework of general regulations, this being the focus of his function. It is the way to carry out the task, which is realized by producing situations of collectivization. It is also necessary to think that the work of the inspector is not only to be alert, diagnose or evaluate the existing institutional conditions, it is also to constantly produce these institutional conditions so that the development of these prescriptions is effective. And it is these conditions that determine the different modes assumed by the inspector's training function.

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