

## **2PEC: DEL PLAN ESPECÍFICO DE COORDINACIÓN AL PROYECTO EDUCATIVO DEL CENTRO**

## **2PEC: FROM THE SPECIFIC COORDINATION PLAN TO THE EDUCATIONAL PROJECT OF THE CENTER**

**Almudena Marín Porta.**

**Juan de Dios Cobo Saiz.**

**Vicente Espejo Segorbe.**

**Maria Teresa Forés Maura.**

Education inspectors of the Valencian Community

### **Resumen**

El presente artículo muestra el plan específico de actuación en zona que hemos puesto en práctica un grupo de inspectores de educación de la Comunidad Valenciana. Dicho plan consiste en ofrecer asesoramiento a los centros educativos y su objetivo principal es dotar de herramientas para la participación del claustro y de evaluación, fruto de la reflexión conjunta, que serán el punto de partida para la definición de su línea pedagógica y posterior elaboración de su Proyecto educativo de centro que posibilite la participación de todos los profesionales del centro y de la comunidad educativa, desde una

mirada respetuosa, comprometida y crítica. Todo esto encaminado a establecer una cultura de la mejora continua en los centros y a trabajar por la calidad del sistema educativo.

**Palabras clave:** *PEC, línea pedagógica, inspección de educación, calidad, sistema educativo.*

### **Abstract**

This article illustrates the specific plan of action in the area that a group of education inspectors of the Valencian Community have put into practice. This plan consists of offering advice to schools and its main objective is to provide tools for the participation of the teaching staff and evaluation, the result of joint reflection, which will be the starting point for the definition of its pedagogical line and subsequent development of its educational project of center that enables the participation of all professionals of the center and the educational community, from a respectful, committed and critical view. All this aimed at establishing a culture of continuous improvement in the centers and working for the quality of the educational system.

**Keywords:** *PEC, pedagogical line, education inspection, quality, education system.*

## 1. Introduction

Heraclitus said about 2,500 years ago that "the only constant is change." Becoming aware of this statement should help us approach changes as opportunities and realize that, in education, they are the starting point for the entire teaching/learning process.

We are currently experiencing significant changes on a social, technological, economic, regulatory, and other levels. These changes alter the way we relate, think, work, and, of course, learn. Therefore, schools cannot turn their backs on these changes and must learn to manage them because, as we have seen, change is not optional. The role of educational inspection is not exempt from this paradigm shift and must view it as an opportunity to improve the educational quality for which educational inspection should be responsible.

Now, are educational institutions prepared for these changes? Do education inspectors have the tools and preparation to advise and guide teaching teams through change?

2PEC is an initiative born from a group of education inspectors from the Territorial Directorate of Castellón and Valencia to address issues identified in educational institutions after evaluating and supervising the Improvement Action Plan (*Plan de Acción de Mejora*, PAM). Its purpose is to advise and supervise in a planned and systematic manner.

We understand that change is not easy, and the excess of reforms and regulatory changes we have experienced in recent years has had the opposite effect of what was intended, creating a culture, ideas, attitudes, and feelings about educational change that do little to facilitate its occurrence." (Monarca y Fernández-González, 2016).

The inspectorate has an important role to play in this process of improvement and change in educational centers. It is a relevant figure that can help to promote the transformation that schools need to adapt to the social reality of the 21st century and to the real needs of students in the different educational stages. But for that they need to establish agreed lines of action and contemplate in their Educational Projects of Center (*Proyecto Educativo del Centro*, PEC) all those aspects that will guide the learning process of the students and that will affect, of course, the improvement of the centers.

## **2. Legal framework justifying the development of the project**

The project presented in this article is part of the specific action plan in a group of education inspectors of the Valencian Community. The specific plans of action in the area are established in the normative framework that regulates the action, operation and organization of the education inspectorate of the Valencian Community:

- Decree 80/2017, of June 23, of the Consell, which regulates the action, operation, and organization of the education inspection of the Valencian Community, establishes in article 20. 7 regarding the exercise of the education inspection that, in addition to the activities that are generally included in the annual plans, the inspectors will carry out a planning of actions adapted to the characteristics, circumstances and specific needs of each educational center, thus facilitating a more effective intervention in their contribution to the improvement of each of the centers and, therefore, to the improvement of the educational system as a whole. These actions must be reflected in the action plans of the inspectors.

- Order 17/2019, of 16 April, of the Conselleria of Education, Research, Culture and Sport, which develops the action, operation and organization of the inspection of education in the Valencian Community, establishes in article 12.3 in relation to action plans that the inspectors of education will develop, under paragraph 7 of article 20 of Decree 80/2017, specific plans of action in area based on the detection of the needs and the assessment of the operation of the centers, services and programs that correspond to them.

In current regulations, education inspection is considered as one of the main factors involved in the improvement of the quality of education. From the reading of Title VII of Organic Law 2/2006, of May 3, modified by Organic Law 3/2020, of December 29, specifically of the functions and attributions, it is clear that Education Inspectorate is entrusted, following Magro (2016), with the support in the development of educational projects and the self-evaluation of schools, as a key piece for the improvement of the educational system. This same author links, with increasing insistence, Education Inspectorate with the processes of change and educational improvement thus highlighting a scenario of great complexity. It is also worth remembering that inspection must always work on the basis of its control, evaluation and advisory functions. Nor should we lose sight of the fact that Education Inspectorate has the authority of the administration to ensure compliance with the laws, the guarantee of rights and the observance of the duties of all those involved in the teaching and learning process.

### **3. Project start-up**

The project that we present below is the result of conversations between colleagues after the supervision of the PAM, one of the priority actions of the Education Inspectorate as established in section 2.2.1 of the *RESOLUTION* of

*September 2, 2022, of the Autonomous Secretariat of Education and Vocational Training, which approves the General Annual Action Plan (PGAA) and the Institutional Plan for training and professional updating of the Education Inspectorate of the Valencian Community for the academic year 2022-2023.*

Most of our colleagues coincided in the fact that many of the schools we had supervised in our areas, especially the High School (IES) but also some of the Schools (CEIP), did not have a clear and defined pedagogical line and this fact meant that their PEC was not defined either and, if it was, it was almost always not updated. In addition, it was found that it was a little used document that took up space on a shelf and was retrieved only when the inspector of the area requested it. Therefore, the interventions organized in the PAM, which theoretically should be in accordance with the PEC, showed clear deficiencies. Among the situations detected during supervision were the following:

- Disconnected actions and not always in accordance with the contextualization of the center.
- Poor use of material and human resources.
- The evaluations and proposals for improvement made by the centers were not very significant. Improvement proposals were often aimed at requesting more human resources when the inspection supervision showed that the planning and organization of existing resources was deficient.

One of the most evident needs detected, considered basic and fundamental, was the lack of teacher training. A practical, applied training that truly provided school management teams and teachers with tools to effectively enhance the overall quality of education and their daily tasks as leaders in front of students, in line with the educational project of the school, in particular.

The Educational Project of the Center (PEC) is one of the most important and significant center documents, along with the Rules of Organization and Operation and the Management and Economic Regime Project. Educational institutions have pedagogical, organizational, and management autonomy to develop these projects addressing the needs of their students, educational community, and environment, that is, the contextualization of the center. The autonomy of educational institutions is a powerful double-edged sword because it comes with great responsibility. It involves joint reflection adapted to the socio-educational context and the identified needs, engaging not only the management team responsible for its drafting but also families, students, teachers, local entities, and, generally, the entire educational community.

However, in an educational institution, both coordination and any change are not easy tasks. We also have to consider that regulatory changes in recent years and the proclaimed paradigm shift have generated attitudes, especially among certain teacher groups, that do little to facilitate their implementation. Therefore, inspection plays a significant role in the improvement and change process of educational institutions. It is a relevant figure to help drive the transformation that schools need to adapt to the social reality of the 21st century and the needs of students in different educational stages.

Having a clear idea of the starting situation detected in the supervision and knowing what was our goal to achieve, we decided to go for a specific action plan in our respective areas to help, first to the educational teams and then to the cloisters, in the search for the definition of the pedagogical line of their respective centers and, from there, in the development of their PEC without losing sight of their management autonomy. The functions and powers of the Education Inspectorate set out in Articles 151 and 153 of Organic Law 2/2006, of December 29, 2006, on Education, as amended by Organic Law 3/2020, of May 3, and in Articles 3 and 4 of Decree 80/2017 and Article 2 of Order 17/2019 justified the

intervention model proposed, a work of the Education Inspectorate based on advice, control, supervision and evaluation responding to the condition of improvement and equity factor of education.

#### **4. Objectives and challenges**

The experience presented here is based on the importance of transformational leadership within educational institutions, posing a series of challenges based on the pedagogical activity of the center.

The aim is to rethink the PEC in order to build it on cooperative, participative, deliberative and negotiated foundations. To this end, the motivation and stimulation of the main agents of transformation of the centers, the management teams, must be adequately advised and stimulated to promote the pedagogical and organizational transformation of the centers, from an adequate implementation of the autonomy that protects the Organic Law 3/2020, of December 29th, of modification of the Organic Law 2/2006, of May 3rd, of Education.

The bibliography offers evidence on the transformation processes of the institutions and the elements to be strengthened to lead the change:

*The individual consideration, intellectual stimulation, motivation/inspiration, idealized influence and psychological tolerance are factors that characterize transformational leadership, being considered for the purposes of this analysis, fundamental within the organizational processes and activities, as they leverage the personal motivations of employees, generating in them transformations in favor of personal, collective and corporate welfare. (Bracho Parra y García Guiliány, 2013, p. 176)*



Moreover, in the particular case of schools, this leadership must also be pedagogical. Authors such as Murillo (2006) or Caro (2018) focus their work on school managements determining the priority of pedagogical leadership within the management of school institutions.

Thus, creating a center culture based on the pedagogical element as the fundamental axis of its action will contribute to such transformation. As indicated by Leithwood et al (2006), there are a series of elements that should guide school leadership in establishing this model:

- Establish a direction to set a vision and determine expectations.
- Develop personal resources.
- Redesign the organization.
- Manage the student learning programs.

Therefore, the objectives proposed in this Specific Coordination Plan are as follows:

- To materialize a center educational project from the analysis and reflection of the teaching team.
- To understand the PEC as a necessary document and instrument that gathers everything that has to be contemplated and passed in the different times and contexts of learning.
- To start from theoretical-practical aspects that allow a better coordination and participation in the construction of the center PEC.
- To define the priority actions to develop, as well as the intervention protocol.
- To promote the internal evaluation of the centers, as an instrument of improvement linked to accountability.
- To establish mechanisms to transfer the results of the internal evaluation in a training plan that adjusts to the needs of the center's PEC.

## 5. Methodology

2PEC has been designed as a driving project to review and update the PECs based on reflective and analytical processes of the educational teams of publicly funded schools where the pedagogical leadership of the management teams plays a very important role. And that allows, from these joint reflection processes, to move towards the transformation or change of the educational centers.

### 5.1. Participants

The experience has begun to be carried out this academic year 2023/20204 in the following types of centers:

- Pre-schools of the Generalitat Valenciana (*Escuelas de Educación Infantil de titularidad de la Generalitat Valenciana*)
- Schools of Infant and Primary Education (*Colegios públicos de Educación Infantil y Primaria, CEIP*).
- High School (*Institutos públicos de Educación Secundaria, IES*)
- A total of four educational inspection zones are participating in the development of the actions; two zones belonging to the Castellón Territorial Directorate of Education and two zones belonging to the Valencia Territorial Directorate of Education.

All types of centers participate jointly in the coordination meetings, with the intention of establishing synergies and having a more transversal vision. It is a way of reinforcing the process of continuity between the different educational stages determined by the Royal Decrees of organization and minimum teachings. According to Bolívar (2012), it is a matter of creating spaces, environments and moments that allow organizational and teacher learning, which will increase the learning possibilities of students.

## 5.2. Process

According to Monarca and Fernández-González (2016), promoting educational change is more associated with processes of inquiry, exploration, trust, training, guidance, and collaboration than with surveillance and control processes, which often generate distrust and fear. These, combined with the uncertainty inherent in any change process and the confusion and difficulty in interpreting regulations, can lead to paralysis and inaction. Hence, the importance of the role of educational inspection in this process, which, together with school leadership, acts as a pedagogical leader.

The supervision and evaluation of the Improvement Action Plan (PAM) allowed for the identification and analysis of the center's needs at various levels, not only in terms of resources but also in terms of the functioning and organization of the school by the educational inspection. It provided information on how schools function as a faculty, the established relationships, training needs, existing plans, etc.

In most schools, especially in High Schools (IES), the Educational Project of the Center (PEC) is an outdated and contextless project created by the management team. A step toward change is to involve the entire educational community in the development of these educational projects so that everyone feels part of it.

This is not an easy task for several reasons: due to the inertia of operation in most schools, which intensifies if the school is large. However, it is not enough for us to identify these needs; it is the professionals in the schools who must become aware of them, learn to identify them, and take measures to address them. Throughout the process, tools for participation, needs detection, reflection, analysis, and evaluation are provided.

The work with management teams and schools takes place over the course of a school year, consisting of nine sessions from October to June, one session per month. In these sessions, theory is combined with practice, and management teams then implement the learnings with their teaching teams. In the following session, feedback is provided on the implementation and what has been learned from the faculty, the school, and themselves as a management team. Making these learnings visible is important to prevent them from becoming mere actions without purpose. This approach allows for the transfer of learnings and continuous evaluation.

The structure of this project, before making any changes, allows for the analysis and understanding of various individual and team realities.

Contextualizing needs and establishing the starting point will determine what needs to be changed and why (Marín and López, 2020). The three pillars on which this project is based are inspection, teachers, and ongoing teacher training.



Image 1. Pillars of the project. Source: own elaboration

The contents that are worked on, based on the dynamics designed in the sessions, can be seen in Figure 2.

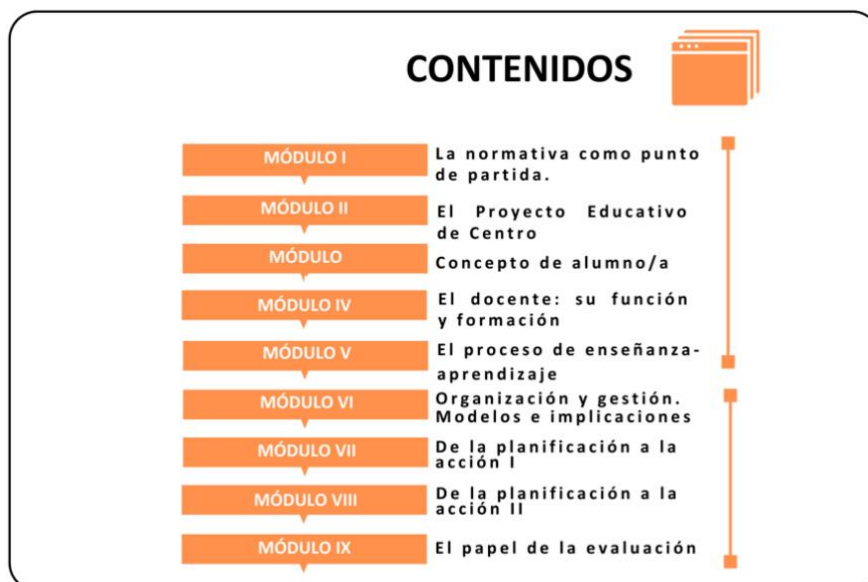


Image 2. Contents of the sessions. Source: own elaboration.

Throughout this process, it is important that the centers become aware of their reality, where they are starting from, where they want to go and what they need for this. This, which a priori seems easy, is not so easy and even more so if they are large centers, since they usually do not establish spaces and times for joint reflection, and this is also something that this project aims to achieve. But educational change will only be significant if it activates the processes of action-reflection-action in the subjects who carry it out in a participatory, cooperative, negotiated and deliberative manner.

## 6. Evaluation

The educational administration plans every year an attempt to improve the educational centers from an inclusive point of view, it does not imply that each center has the same model, but we have to recognize that the evaluation is the most reliable way in any process that contributes to improve the organization and operation of the centers, activating stages and phases in the training, management and coordination with the educational approach of the centers, it also guarantees the best effectiveness in the procedures carried out in each center.

The intervention designed intends to respond to this systematic planning of the evaluation. In this case, it will be carried out following a model focused on the achievement of goals (Tyler, 1950), with an operative process, considering the distinction between formative and summative evaluation made by Scriven (1967).

### 6.1. Formative evaluation of the project

At the beginning of the school year, a map of the center's needs is drawn up. The inspectorate is dynamic in initial meetings, always in collaboration with the teaching team. The objective is to capture as many aspects as possible that the center needs to improve.

Special consideration will be given to different documents recorded by the center at the end of the previous year (report, evaluation of different projects and plans, quality indicators in the center).

Once the diagnosis of the center has been carried out, specific elements of the PEC will be studied in depth, with training proposals to be able to implement the different actions and incorporate them into its design through dialogue and collaboration.

In addition, a specific timing is established by means of an infographic, so that this cascade format can be transferred from the inspection to the participants in the sessions and, from them, to the cloisters as a great transforming body of the PEC from a pedagogical perspective. At the same time, achievement indicators will be established, as well as those responsible for follow-up and agreements to be reflected in the center's pedagogical documentation.

## **6.2. Summative evaluation of the project**

Having described, in the previous point, the importance of a formative evaluation, the evaluation will have a summative character, based on the periodic recording of the degree of development of the actions programmed at the beginning of the course, of their contribution to the achievement of the proposed objectives, of the detection of the causes that facilitate or hinder such achievement and of the introduction of the corrective measures that are deemed appropriate to achieve them. The information gathering instruments are focused on two aspects:

1. Number of meetings of teaching coordination or collegiate bodies (cloister) held as a result of the implementation of the project in the center.
2. Sections that are modified in the PEC as a result of the development of the project. For this purpose, the modified section will

contain an explicit reference to the fact that this modification has been agreed through the mechanisms implemented by the project (2PEC).

## **7. Discussion and conclusion**

This project arises from the intention to establish mechanisms for schools to design an Educational Project of the Center (PEC) through internal coordination and deliberation, with a clear intention of change and improvement. Given the difficulties in introducing innovation in a widespread manner, the aim is to present a sequential design that helps school management teams and faculties feel supported by such an essential agent of transformation as Education Inspection. Since this change is based on collective reflection but requires a long-term center vision, the design has been carefully analyzed to allow it to be embraced by the teaching teams of the schools.

The present work has some limitations and poses a series of challenges. Firstly, the implementation of sessions throughout a whole school year has not yet been completed. This aspect prevents obtaining results from the summative evaluation of the project. When this occurs, the results will need to be extrapolated to the collegial bodies of the school, the educational community, and, if applicable, the Administration at the beginning of the 2024/2025 academic year.

Furthermore, a transformation model for such an essential document as the PEC should be assessed for its continuity. Therefore, the impact of its results will be analyzed at the end of a prudent cycle of change management, coinciding with the designated time for the management project of the educational institutions.



Throughout this paper we have tried to show the dual purpose of 2PEC: on the one hand, as a starting point for the inspectorate to be able to advise, encourage and promote change in those centers that need it or that express the need and, on the other hand, to use the PEC as an excuse to create spaces for reflection, dialogue and consensus among education professionals and to move towards a change or transformation of the centers, respecting their autonomy and participating in the improvement of the education system.

We agree with Marín and López (2020), when they indicate that we are facing a society that demands from education professionals a training that accompanies the changes that society is demanding. Changes that lead to rethinking the role of the teacher in the classroom and to a more flexible organization of the school center with a truly inclusive approach.

Therefore, for these changes to occur, teacher training must be designed for this purpose (Díaz, 2018). From this perspective, a challenge emerges for this collective, to transform the educational processes to respond to the needs demanded by the current times. We believe that excellence in the work of education professionals should be the goal to pursue and for this a continuous attitude of study and research is necessary. Learning to teach well means assuming a commitment to personal and academic growth, overcoming the resistance to change that naturally appears. The responsibility to achieve quality in teaching leads us to be in continuous training. Therefore, this excellence can only be achieved on the basis of work, discussions and reflections carried out as a group, not in isolation.

There is still a long way to go, but collaborative learning and teamwork allow us to move towards processes where intra and intercenter relationships allow the circulation of ideas and experiences aimed at educational quality.

## 8. REFERENCES

- Bracho Parra, O., & García Guilianny, J. (2013). Algunas consideraciones teóricas sobre liderazgo transformacional. *TELOS. Revista de Estudios Interdisciplinarios en Ciencias Sociales*, 165-177.
- Bolivar, A. (2012). *Políticas actuales de mejora y liderazgo educativo*. Aljibe.
- Marín, A. y López, I. (2020). EINES PER AL CANVI: Un modelo de formación permanente de educación infantil en la comunidad valenciana. Eloy López Meneses, David Cobos Sanchiz, Laura Molina García, Alicia Jaén Martínez y Antonio Hilario Martín Padilla (Eds). *Libro de Actas INNOVAGOGÍA 2020. V Congreso Internacional sobre Innovación Pedagógica y Praxis Educativa. Libro de Actas. 27, 28 y 29 de mayo de 2020*, 91.
- Caro, M. T. (2018). La comunicación argumentativa en la Sociedad del Conocimiento, clave del liderazgo distribuido para un cambio educativo desde el desarrollo profesional. *Revista de Educación a Distancia (RED)*, 56, 1-30. <https://doi.org/10.6018/red/56/8>
- Díaz, M. V. (2018). Escenarios para la transformación. Cómo provocar cambios en un centro a través de la formación. *e-CO: Revista digital de educación y formación del profesorado*, 15, 428-443. <http://revistaeco.cepcordoba.org/wpcontent/uploads/2018/04/Valdes.pdf>
- Leithwood, K., Day, C., Sammons, O., Harris, A., y Hopkins, D. (2006). *Leadership: What It Is and How It Influences Pupil Learning*. London.

- Magro, C. (2016). *La Inspección, palanca del cambio educativo*. Co.labora.red. [La Inspección, palanca del cambio educativo | co.labora.red \(wordpress.com\)](http://co.labora.red)
- Monarca, H.; Fernández-González, N (2016). El papel de la inspección educativa en los procesos de cambio. *Cuadernos de Pesquisa*. v.46, n.159, 212-233.
- Murillo, F. J. (2006). Una Dirección Escolar para el Cambio: del Liderazgo Transformacional al Liderazgo Distribuido. *Revista Electrónica Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 4(4), 11-24.
- Scriven, Michael (1967). "The methodology of evaluation", en R. W. Tyler, R. M. Gagne y M. Scriven (eds.).
- Tyler, R. (1950). *Basic principle of curriculum and instruction*. Chicago: Chicago University.
- Ley Orgánica 2/2006, de 3 de mayo, de Educación. *BOE* núm. 106, de 04 de mayo de 2006.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. *BOE*, núm. 340, de 30/12/2020.
- Decreto 80/2017, de 23 de junio, del Consell, por el que se regula la actuación, el funcionamiento y la organización de la inspección de educación de la Comunitat Valenciana. *DOGV* núm. 8077 de 05.07.2017
- Orden 17/2019, de 16 de abril, de la Conselleria de Educación, Investigación, Cultura y Deporte, por la cual se desarrolla la

actuación, el funcionamiento y la organización de la inspección de educación de la Comunitat Valenciana. *DOGV* núm. 8534 de 24.04.2019

- RESOLUCIÓN de 2 de septiembre de 2022, de la Secretaría Autónoma de Educación y Formación Profesional, por la cual se aprueba el Plan general de actuación anual (PGAA) y el Plan institucional de formación y actualización profesional de la Inspección de Educación de la Comunitat Valenciana para el curso 2022-2023. *DOCV* Num. 9424, de 09.09.2022.