

**ACTION PLAN IN EDUCATIONAL MANAGEMENT TO DEVELOP AN
INTERCULTURAL APPROACH IN TEACHING PRACTICES**

**PLANO DE AÇÃO NA GESTÃO PEDAGÓGICA PARA DESENVOLVER UMA
ABORDAGEM INTERCULTURAL NAS PRÁTICAS DOCENTES**

**PLAN DE ACCIÓN EN LA GESTIÓN PEDAGÓGICA PARA DESARROLLAR UN
ENFOQUE INTERCULTURAL EN LAS PRÁCTICAS DOCENTES**



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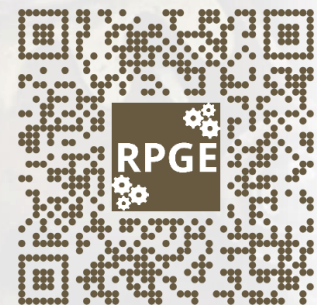
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ABSTRACT: The high enrollment rate of migrant students in the Kingdom of Denmark Lyceum, motivated the realization of a mixed type of research and case study methodology. In the diagnostic phase, a questionnaire was applied to the community of the first basic cycle, to find out how teaching practices are developed around interculturality and its appreciations. After the analysis of the results, the second phase of the investigation begins, implementing an Action Plan in Pedagogical Management to develop an intercultural approach in teaching practices in order to address the educational need presented. Through actions such as; teacher accompaniment, training for all staff addressing axes such as interculturality and methodological proposals for intercultural classrooms. In conclusion, educational leaders are responsible for ensuring access, permanence and educational trajectory of all students for the development of an intercultural approach.

KEYWORDS: Migration. Pedagogical management. Interculturality. Teaching practices. Educational need.

RESUMO: A alta taxa de matrícula de estudantes migrantes no Liceu Reino da Dinamarca motivou a realização de uma pesquisa de natureza mista e metodologia de estudo de caso. Na fase diagnóstica, foi aplicado um questionário à comunidade da educação básica para compreender como são desenvolvidas as práticas docentes relacionadas a interculturalidade e suas percepções sobre o assunto. Após a análise dos resultados, deu-se início à segunda fase da pesquisa, na qual um Plano de Ação foi implementado na gestão pedagógica visando desenvolver uma abordagem intercultural nas práticas docentes, a fim de atender à necessidade educacional apresentada. Isso se deu através de ações como acompanhamento aos professores, capacitação de todo o pessoal abordando temas como interculturalidade e propostas metodológicas interculturais para salas de aula. Em conclusão, os líderes educacionais são responsáveis por garantir o acesso, a permanência e a trajetória educacional de todos os estudantes, visando o desenvolvimento de uma abordagem intercultural.

PALAVRAS-CHAVE: Migração. Gestão pedagógica. Interculturalidade. Práticas docentes. Necessidade educacional.

RESUMEN: La alta tasa de matrícula de estudiantes migrantes en el Liceo Reino de Dinamarca, motivaron la realización de una investigación de tipo mixta y metodología estudio de caso. En la fase diagnóstica, se aplicó un cuestionario a la comunidad del primer ciclo básico, para conocer cómo se desarrollan las prácticas docentes en torno a la interculturalidad y sus apreciaciones. Posterior al análisis de los resultados, se inicia la segunda fase de la investigación, implementando un Plan de Acción en la gestión Pedagógica para desarrollar un enfoque intercultural en las prácticas docentes con el fin de abordar la necesidad educativa presentada. Por medio de acciones como; acompañamiento docente, capacitación a todo el personal abordando ejes como interculturalidad y propuestas metodológicas para aulas interculturales. En conclusión, son los líderes educativos los responsables de velar por el acceso, permanencia y trayectoria educativa de todos los estudiantes para el desarrollo de un enfoque intercultural.

PALABRAS CLAVE: Migración. Gestión pedagógica. Interculturalidad. Práticas docentes. Necesidad educativa.

Introduction

School is a place generally associated with pedagogical knowledge, however, in this space socio-emotional skills and emotional competencies are also developed for the development of people in society. The school was formed as a cultural meeting point where children and adolescents reinforce and put into practice community values, such as respect, tolerance, empathy and recognition. These values are currently becoming relevant in educational institutions and must be developed intentionally to understand current educational needs.

The contemporary educational need is understood as the acute migration crisis of recent years, which has highlighted the implementation of educational policies that take cultural diversity into account. In recent periods, different governments, through the Chilean Ministry of Education (MINEDUC), have generated regulations aimed at inclusion and respect for diversity, such as the Inclusion Law n° 20,845, the General Education Law n° 20,370, which establishes in its article no. 4 "it is the State's duty to ensure inclusive and quality education for all people" and the National Policy on Foreign Students 2018-2022 (MINEDUC) (CHILE, Chile 2009; 2015). This establishes that it is up to educational leaders and their management teams to develop guidelines and actions in educational management that contribute to an intercultural approach, which guarantees learning and school coexistence.

The return to face-to-face teaching in educational centers after the pandemic glimpsed a reality in the national context with the high arrival of foreigners both in daycare centers, schools and secondary schools. According to INE 2021, enrollments reach 57% in the municipal sector, becoming a challenge for the different educational realities, which must guarantee the right to education and the permanence of educational trajectories and, in turn, value diversity cultural.

The biggest challenge is to welcome and include large foreign populations who have had an interrupted school career or, in some cases, no previous school experience. Therefore, the possibility of a truly inclusive education for foreign students with unfinished regulatory processes (EIP) and with initial school trajectories requires adaptations to consider these variables, which are new to our educational system (CHILE, 2022).

In view of the above, it is important to know how the process of interculturality takes place in schools, specifically actions, guidelines and institutional guidelines promoted by current regulations, which is why the reality present in the first cycle of basic education at the

Lyceum of the Kingdom of Denmark was investigated, in the commune of Maipú, Chile, which had a total enrollment for this cycle of 142 students, of which 34.7% were migrant students.

When focusing on schools, it is important to consider that innovative processes must be promoted in terms of school cultures, this way inclusive and participatory spaces are guaranteed for everyone. Poblete (2018) highlights the transformation that the school must carry out as an institution, and in particular within the teaching space, in order to consider the diversity of the student body as a fundamental principle.

In this sense, innovative pedagogical strategies that make the cultures of all children and young people visible must be proposed in different educational spaces. Poblete (2018, p. 61-62, our translation) explains that two difficulties are faced in this process:

[...] on the one hand, the lack of flexibility in the curriculum (at least this is how it is perceived in schools and ratified by some studies); and, on the other, the lack of preparation of teachers to carry out these adaptations, since they themselves indicate that they do not have the tools to do so.

In the educational reality of the Lyceum of the Kingdom of Denmark, there was no evidence of plans and/or concrete actions that respond to the latent need, whether through its Institutional Educational Project (PEI), Educational Improvement Plan (PME), where all annual actions are implemented to achieve the objectives proposed as an institution or Regulatory Plans, which each institution must adjust according to the context, in which training can be found that meets, for example, the Local Teacher Professional Development Plan.

This research seeks to respond from the leadership to the challenging national context, providing educational strategies and guidelines that favor the inclusion of migrant students, developing a work plan that involves students, parents, teachers and education assistants with a focus on interculturality.

This research, then, aims to establish an improvement plan in the field of pedagogical management to develop a culture with an intercultural focus in the community of the first basic cycle of the Lyceum of the Kingdom of Denmark of Maipú, through a case study, identifying pedagogical practices in the interculturality of the establishment's teachers, as well as defining the epistemological foundations of interculturality to develop pedagogical practices and draw up an action plan to catalyze a culture with an intercultural approach that favors the integral learning of the educational community of the first basic cycle of the Lyceum of the Kingdom of Denmark.

Materials and methods

The research presents a mixed paradigm approach. For Bagu, Roselló -Ramon and Paz-Lourido (2021), research in educational sciences comprises complex, dynamic and multidimensional phenomena that need to be approached from different methodological perspectives. Thus, for the analysis of the educational phenomenon, elements are proposed that effectively integrate both qualitative and quantitative data. This study mixes or combines quantitative or qualitative research techniques, methods, approaches, concepts, or language.

Bagu, Roselló -Ramon, & Paz- Lourido (2021) explain the qualitative approach, which uses data collection without numerical measurement to discover or refine research questions in the interpretation process. On the other hand, qualitative research seeks to understand and interpret the research object, and not to describe it, since every description involves, firstly, understanding the object of study.

The research presents a case study design. Case studies are the study of the particularity and complexity of a singular case, in order to understand its activity in important circumstances (ARREOLA SALDIVAR; CORONADO MANQUEROS, 2020).

In the present research, two major phases are visualized, the first of diagnosis, where information regarding the study phenomenon was collected; and the second, where a proposal is presented based on the analysis of the elements collected in the diagnosis.

In this diagnostic phase, a structured questionnaire using Google forms was used as a data collection technique, both for teachers and families in the first cycle of elementary school. This technique allows the formalization of data collection data (PIZA BURGOS *et al.*, 2019). At the same time, this diagnostic stage included carrying out a focus group methodology with representative samples of students per year, from the first to the fourth grade.

Table 1 – The universe of the First Basic Cycle is as follows:

Sample	Amount
Number of courses	6
Number of students	142
Number of teachers	13
Number of Differential Educators	4
Number of Education Assistants	7
Number of Non-Professional Education Assistants	2
Number of non-teaching professionals	3

Source: Prepared by the authors

In the first cycle of the Lyceum of the Kingdom of Denmark, there is a significant increase in the enrollment of foreign students, mainly of Haitian nationality, due to the establishment of a camp near the Lyceum. In detail, of a total of 142 students who make up the first cycle of general basic education, 21 of them have foreign nationality and 43 have direct ancestry, that is, their father and/or mother are migrants, meaning that 45% of the total enrollment in the first cycle requires considering actions and strategies that respond to the demands of interculturality.

17 teachers, including teachers and differential educators, participated in the questionnaire, which contained open and closed questions. All teachers have a higher education level equal to or greater than five years, considering undergraduate and postgraduate courses. The objective of the questionnaire was to identify the intercultural pedagogical practices carried out by teachers.

The sample of students who participated in the focus group was 90, whose ages ranged from four to eleven years old. The objective of the focus group was to understand the students' perception of the concept of interculturality, referring to how they perceive that teachers develop interculturality in their classes and what actions are addressed in the Lyceum to respond to it.

121 parents and/or guardians participated, who answered a questionnaire containing open and closed questions. It is important to highlight that the parents who participated come from places close to the Lyceum, specifically from the rural area of Maipú and the camps, categorizing their social belonging at a level of high socioeconomic vulnerability, and their ages range between 20 and 70 years. The objective of the questionnaire was to identify the appreciation of intercultural practices carried out at the Lyceum.

Each questionnaire was sent by institutional email, in turn, Lyceum facilities were made available to facilitate Internet access and technological support to answer the set of questions.

Results

Next, we will discuss the convergent and divergent aspects reported in the literature review with the data obtained. The second phase of this research will also be announced, which generates an intervention plan that responds to the findings of this scientific investigation.

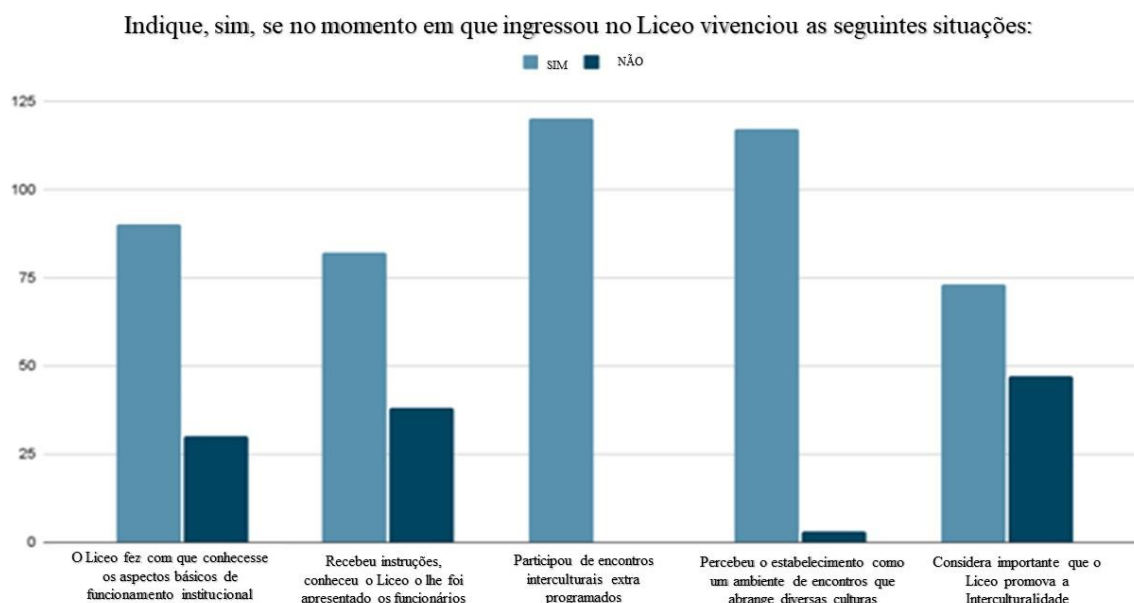
Regarding the results obtained by teachers, the following stand out:

Teachers were consulted about the concept of interculturality, with the aim of understanding their appropriation of the concept; 3 teachers responded that interculturality refers to all students living in the same space; Other teachers consider interculturality as a folkloric sample of different cultures; Another group of teachers indicates that interculturality is understanding that all students can be enriched by others through respect, acceptance and tolerance.

Regarding the question regarding whether teachers have pedagogical material to respond to cultural diversity in the classroom, the total sample states that teachers do not have material provided by Mineduc or of their own preparation.

In relation to the results obtained by parents and/or guardians, the following stand out:

Graph 1 – Questionnaire for fathers, mothers and/or guardians



Source: Prepared by the authors

As for the focus group in which students from first to fourth grade participated, it is noteworthy that all participants believe that the school is an intercultural place, understanding that different cultures coexist in the same classroom. When asked about activities that take place at the Lyceum that address interculturality, the most important thing is the sample or representation of the folk dance of the "Haitian" community in different acts.

Importantly, all students recognize that teachers always teach them to respect differences, share and use inclusive language.

Based on the results obtained, actions carried out by the community, specifically teachers, were identified that contribute to the basic approach to the principle of interculturality, such as promoting a climate of respect and acceptance within the classroom, in addition to contributing to the enrichment of development by students through dialogue and respect for other cultures. However, these are developed intuitively, since teachers do not have specific knowledge about interculturality, such as conceptualization and/or current regulations. Consequently, these pedagogical practices are not institutionalized, as teachers, parents and/or guardians and students declare that they do not see actions on the part of the establishment that promote interculturality in the educational community, despite recognizing that the educational space is a place that houses different cultures.

For research purposes, interculturality is understood as the process of inclusion and educational equality, which is why it is imperative to generate actions that favor the development of this educational principle.

When analyzing current enrollments, a high rate of migrant population is seen, 45% of which are in the first basic cycle (SIGE 2022 analysis); in turn, there has been a progressive increase over the years in this migrant enrollment and it is expected that it will continue to rise as it is an independent variable.

Therefore, it is necessary to view interculturality as an educational process that must be institutionalized, based on an intercultural approach. Interventions must be carried out systematically in the classroom with all students and not in isolation. To this end, it is very convenient to promote intercultural, inclusive and horizontal collaborative projects at a local and global level (SÁNCHEZ, 2020).

To address the results presented above, visits were made to contexts that have developed actions focused on interculturality, in order to encourage research, through the participation of successful experiences and the observation of strategies that allow the generation of a relevant, contextualized plan from praxis and theory. Thus, the researchers participated in a meeting with communities of original peoples, specifically Mapuches, together with representatives of the Department of Indigenous Peoples of the commune of Quilicura, where various issues related to interculturality and education were discussed. The representatives highlight how they were made invisible due to their participation in the classroom, how they had to block their culture to integrate into the regular school and, thus, avoid being discriminated against for their beliefs and roots. Some participants declared that they started to hate/hide/detest their own ancestry because they were not accepted.

Pucará de Lasana School, in Quilicura, was visited. It is a pioneering institution in the development of a culture with an intercultural approach, being the first school to include the Indigenous Language subject established in Supreme Decree n° 97/2021 in the first course of the cycle basic, a subject taught by a Traditional Bilingual Educator of the Mapuche language (CHILE, 2021a). It also has a group of teachers called MAPURBE, responsible for generating actions and/or activities in relation to Mapuche culture, where the entire educational community is integrated. There is also a cultural facilitator to accompany Haitian students and/or parents who do not understand Spanish, in order to break down the language barrier and promote access to education for students.

As a result of the analysis of the collected data, it is proposed to develop an action plan that considers a series of indications whose focus is the strengthening of pedagogical management, considered the heart of educational work, since it is in the classroom that carry out teaching-learning processes, therefore, it is the way to move towards intercultural education, in which inclusion and symmetrical relationships between everyone are promoted.

This action plan considered work with teachers in the first basic cycle, with classroom monitoring actions, feedback and training for all educational staff in that cycle. The dimensions addressed by the classroom monitoring guideline were: preparation of the teaching and learning process, environment conducive to learning, teaching for all students to learn, with the last dimension highlighting teaching responsibilities. All of these dimensions are covered by EDP's Teaching Performance Standards (MBE 2021).

Figure 1 – Guideline for teacher monitoring and feedback

Source: Collection of the authors

Training for the entire first cycle team covered thematic axes, such as: What is culture? What do we understand by interculturality? intercultural education; methodological proposals for intercultural classrooms; How to develop an intercultural approach? What should we reinforce in the classroom?

Figure 2 – Teacher training



Source: Collection of the authors

Discussion of results

Given the pressing need to welcome and provide an educational response to the number of immigrant students enrolled in the first cycle of basic education at the Lyceum of the Kingdom of Denmark, alongside the diagnosis carried out in which teachers, students and parents recognize the cultural diversity existing in the establishment, highlighting practices carried out by first cycle teachers in an intuitive way, such as promoting respect, recognizing diversity and encouraging the exchange of experiences. However, when consulting for class design or approach, it is clear that the Lyceum does not have an established approach based on interculturality that is reflected in systematic practices recognized by teachers. At the same time, there are different paradigms and coincidences in the conceptualization of the issue of interculturality by teachers. Despite all the actions already mentioned, it is important to highlight that there are no institutionalized processes that can be seen in the PEI, educational seals or actions in the PME that meet or are related to the development of the principle of Interculturality.

To face the problem presented, the following general objective was postulated: Establish an improvement plan in the field of pedagogical management to develop a focus on

interculturality in the community of the first basic cycle of the Lyceum of the Kingdom of Denmark of Maipú. This plan is based on the national policy established as standard 4.2 of the Performance Indicators for educational establishments and their directors, which mentions that "the director and the technical-pedagogical team agree with teachers on common pedagogical guidelines for the effective implementation of the curriculum " (CHILE, 2021b). At a satisfactory level, the management team is also responsible for implementing common policies, aimed at developing students' cognitive and social skills, establishing institutional methodological guidelines and strengthening teaching practices, as well as resource management.

Institutionalization is achieved through intentional actions by managers, teachers, students and community allies. It is not the product of chance, but derives from sustained and planned actions. These actions are reflected in institutional regulations and procedures, in the allocation of economic resources and human resources. Consequently, the institutionalization process involves political, conceptual and managerial arrangements (TAPIA; PERREGALLI, 2022).

Among the indications for pedagogical management, emanating from the National Foreign Student Policy (2018-2022), are: issuing reception protocols autonomously, promoting interculturality in a sustained way from reception, implementing curricular flexibility, adapting accordingly to emerging needs and requirements, among others. In addition, developing coexistence plans that generate completeness in the processes of migrant students.

The first action with the objective was to generate training sessions for the development of pedagogical practices for interculturality.

Good pedagogical practice is achieved through actions planned and carried out by a teacher throughout the teaching-learning process, ensuring educational quality and comprehensive learning for all students. To develop an intercultural approach in the classroom, the teacher must be familiar with the contents and regulations that address the conceptualization of intercultural education, which will allow the concept to be appropriated and given new meaning in the classroom.

The Center for Improvement, Experimentation and Pedagogical Research (CPEIP) of the Ministry of Education, specifically in the Good Teaching Framework, defines pedagogical practice as any action that manifests, intentionally or not, knowledge, skills, attitudes, beliefs and representations of the teacher, with the purpose of promoting the learning and integral development of all students. This practice is consolidated through different instances of

collective participation, such as training, allowing critical reflection on their pedagogical practices.

Within the same objective, monitoring and teacher feedback was carried out in the development of pedagogical practices for interculturality. Monitoring was viewed as an instance of teacher training to achieve the purposes and goals established by the establishment. This is a training instance that allows participants to glimpse and reflect on the practices implemented with a focus on developing a focus on interculturality in students and the community.

Teacher feedback includes any communication the teacher receives about their teaching, based on some type of interaction with their work, which may be provided through informal discussions or as part of a structured process (CPEIP, 2019). It is, therefore, a tool that allows teachers to be guided in the implementation of different teaching-learning strategies that impact the integral development of students in an intercultural approach. This action is an opportunity that allows them to make decisions about future actions in the classroom that enhance their students' learning results, establishing improvement commitments around the established objectives.

Although there are regulations at national and local level, these are the will of directors and management teams, that is, regulations are not yet mandatory and depend on the interest, willingness and responsibility towards the educational trajectories of all students.

The aforementioned intercultural policy does not have mandatory mechanisms to advance to the implementation phase, but constitutes a guideline or technical guidance, lacking an action plan, skills, resources and responsible parties (HASBUN; LEITÓN, 2022).

As factors such as teachers' commitment, collaboration and involvement in curriculum development do not directly depend on curriculum policy, it is necessary to move away from a managerial vision of change to adopt a vision of school improvement.

Conclusions

The conclusions of this improvement proposal are framed in accordance with the objectives established for this project. The first specific objective was to identify the intercultural pedagogical practices of teachers in the first cycle of basic education. This objective refers directly to the knowledge of intercultural practices developed in the exercise of everyday pedagogical experience.

Through diagnosis, it was possible to identify conceptual errors surrounding interculturality and how to develop it in the educational process; On the one hand, there is the folkloric vision of the concept, in which spaces for participation are created through dances, artistic exhibitions and exhibitions, which present cultural diversity in a superficial way, which does not significantly impact learning. On the other hand, there is an educational vision, which views interculturality as a process of enrichment, through acceptance, respect and recognition of different cultures, providing integral learning to students. It is for this reason, based on the need raised, that the second objective is born: defining the epistemological foundations of interculturality to develop pedagogical practices in teachers and classroom assistants.

Training was then carried out, which can be included in the teaching professional development plan and does not involve any economic expense for the Lyceum, as well as addressing issues such as culture, interculturality, intercultural education, methodological proposals to develop an intercultural approach, etc. This training was attended by 98% of teachers, who highlighted the relevance of the topic and the contributions to the new nomenclature of intercultural education and specific strategies in the classroom.

Interculturality has been a latent issue for several decades in Latin America and especially in Chile. First with the native people, then with the Latin American migrants who did not represent a great challenge, as the culture and language are similar. However, this process focused only on access to education as a fundamental right. Currently, this principle of interculturality becomes relevant with the General Education Law in 2015 and subsequent redefinition with the increase in migrants, specifically of Haitian nationality, which makes the educational system a barrier to access to the curriculum, specifically linguistic and cultural.

It is concluded that, for the development of an intercultural approach, the first agent that must guarantee compliance with access and permanence for all students are educational leaders, specifically management teams. Although there are national policies that address interculturality, it is still up to schools to address them. However, this should not be an issue to be made invisible, but rather to be interested and concerned in generating plans and/or actions that promote interculturality, ensuring permanence and educational trajectories in environments free from discrimination.

This improvement project sought to generate an intercultural approach at the Lyceum of the Kingdom of Denmark. Initially, we intend to seek to establish the intercultural approach as the first implementation action to later move towards consolidating a culture of interculturality.

A second projection arises from the consolidation of culture, and must be reflected in the educational seals embodied in the Institutional Educational Project, in the actions of the Educational Improvement Plan and in the preparation of Regulatory Plans.

Another projection corresponds to being able to generate processes of constant reflection in teachers, through institutionalized educational practices around interculturality, which allows them to reflect and learn about teaching strategies that favor intercultural learning.

The implementation of this intervention was partial, as it only considered the first cycle of basic education, so the latest projection is to be able to implement this proposal in the second cycle and secondary education.

This research finds limitations in the representation of the national field, since the selected sample corresponds to a case study carried out in a single establishment in a given municipality, however this limitation leaves the possibility of extending the research field to other realities existing in the entire national and/or continental territory, thus managing to contrast this research with other educational spaces and/or realities.

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