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SEMINARIO DE TÍTULO

Historical evolution of the Head Teacher`s role and suggestions for a future handbook of the Students Counseling in the current Chilean society.

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Abstract

In our country, the educational system has suffered many changes which have involved most of the contestants of that process. One of these is called “Head Teacher”, which today is not as relevant as past times. Consequently the education goal has been put on getting results more than helping students to reach their aims.

Currently, in Chile many teachers are recognized as subject teachers (someone who teaches any particular topic in a school) rather than being Head Teachers. That is the reason why this research is based on Head Teachers` competences, qualities, and roles for the effective development of Students` Counseling at Chilean society.

This study shows historical and transversal data of Head Teachers in three different periods of time in Chile (from 1957 to1973; from 1973 to 1990; from 1990 to2013). This information has the purpose to show specific background about the practicum in the classroom.

The research approach is to apply a data collection instrument to nine Head Teachers with at least five years of experience; those teachers belong to three types of schools in Chile: public, private and, subsidized schools.

The final goal of this study is to propose ten suggestions for a future Head Teacher`s Manual in order to create a potential handbook for the Head Teachers´ current Chilean society. Due to this, teachers will improve their labor inside the classroom and will have a concrete instrument to develop their job.

Chapter I

Introduction

1.1. Introduction

“A good teacher is like a candle – it consumes itself to light the way for others”

Unknown author

Nowadays the education is an important topic in our country, in this time, students fight for a better education, for quality and for free education too. This is one of the most important issues for a country because that is the way by which people build the bases of a society, it is regarded as a social process that tends to adapt the individual formation and helps people to develop or improving their potential.

The following research is based on the Head Teacher’s role and Students Counseling of the Chilean education system, starting from 1957 until now.

If we compare the historical evolution of Head Teacher`s role in our country, we realize that there is a huge difference between less and more experienced Head Teachers. In 1957, Head Teachers had the orientation labor and many tasks to perform. For instance, he/she had to deal with medical tasks, socioeconomic tasks, familiar aspects, and vocational labor.

At the same time, the students had an active participation in the Students Counseling because they were prepared for civic education, that fact involved that students had a dynamic participation in the society as a well prepared citizen. In that period of time, students were able to express their ideas and opinions loosely.

After that, the Head Teacher’s role changed. He/She lost autonomy because Chile was living a difficult political and social period. In 1973, students did not have an active participation in the Students Counseling and they could not express their ideas and opinions.

Nowadays, it seems that Students Counseling does not have a clear objective, that is the reason why there is not a concrete document which helps teachers about what they have to do in that particular class, which is called Students Counseling and Headship course.

In the twenty-first century, new political reforms appear with the main purpose to establish the civic formation as the past years, but until now these ideas have not been stated in any official document.

As a consequence, the real objectives have been distorted, Teachers feel forced to be Head Teachers and they do not value what Students Counseling represents. Besides, they need a good training to perform an effective Head Teacher's role.

The National Curriculum establishes one hour a week to develop Students Counseling activities. However, this time is not enough to develop an effective work.

1.2. Problem statement

The problem to be studied lies in lack structure that Head Teachers have to perform the Headship in Chile. Moreover, this project studies the structure and function of Students Counseling and Head Teacher role in three different kinds of school: public, subsidized and particular; from 1957 to 2013.

Thus, our intention is to give suggestions that include some particular characteristics that someone who works as Head Teacher should have in order to perform a good job in the Headship. Those suggestions are recommended for developing a future handbook about the Head Teacher role and Students Counseling in Chile.

Also, we try to give answers to following question: What makes a good Head Teacher?

1.3. General Objectives

- To explore and describe the key concepts underpinning Head Teacher's performance in Students Counseling in Chilean schools.
- To describe the historical development of the Head Teacher in Chilean educational system.
- To establish recommendations to improve Head Teacher's labor.

1.4. Specific Objectives

- To apply a survey in order to know the perceptions that teachers have, related to Head Teacher's role and Students Counseling.
- To identify periods and characteristics of Head Teachers' evolution in Chile.
- To analyze the different realities of three types of schools in the Region Metropolitana according to work as Head Teacher.

1.5. Hypothesis

Our hypothesis is to explore through a study, on the one hand by a Bibliographic research and on the other hand by the application of an instrument to know if Head Teachers apply a working plan for Students Counseling and if teachers care about students' interests in the Headship.

1.6. Justification

During this year, we did our practicum in different schools from Santiago, and we have realized that Students Counseling do not have the importance that it should have. Besides frequently, teachers develop improvised tasks without coherence; especially when they performed their role as. The explanation of that episode is that Head Teachers have academic freedom, that is to say, they do what they want or they think is the best during Students Counseling.

For us, as future teachers it is important to know what to do in Students Counseling and Headship because at any moment we will be Head Teachers and we have to know and how to apply the tools that are necessary for developing our labor in this subject.

Chapter II

Theoretical Framework

Head Teacher and Students Counseling from 1957 to 1973

2.1. First words

The purpose of the theoretical framework is to give an account of Students Counseling and the role played by the Head Teacher during this period of time.

Between the fifties and seventies, the teaching practices in the activities of Students Counseling had shown an advance in the Chilean Education, where the Head Teachers had incorporated new techniques for the development of orientation and conflict resolution in educational tasks, between students and teachers.

Teachers had introduced many new techniques in that decade, which had allowed school life organization, to open better possibilities between students, improving the relationship between members interested in the educational task, to consider individual differences, solve students' problems and guide them during their school life.

In those years, the Head Teacher's role was like a counselor, as the students formed their own governing boards. Each student performed a role inside of the Students Counseling, because these had ingrained the democracy concept, during the age of the fifties and beginning of the seventies. Unfortunately, in 1973 a Military Coup against the government led by President Salvador Allende Gossens, broke abruptly the democratic scheme, in the schools, high schools and universities in Chile, giving way to the age of military dictatorship.

2.2 . Students Counseling fundamentals (1957)

The establishment in 1953 Produced some innovations:“la creación de los Consejos de Curso y la incorporación de los Servicios de Orientación Vocacional, obedecen al sentido a los fines de la educación secundaria, ya enunciados en el decreto N° 22 del 8 de enero de 1929” (Ministerio de educación pública; dirección general de educación secundaria, 1957). The main objective is to provide a guide criterion to Students Counseling activities.

The Students Counseling enforces democratic life preparation, personality development and economic life preparation, these three concepts are valuable resources which give opportunities to students to acquire new experiences with social development, further, these Students Counseling offer chances for teenagers to be self-confident, develop the social aspect, respect the environment, habit acquisition, abilities and conducts. As a result, it will be assigned the Students Counseling a value indeed, susceptible to be enriched, in order to give orientation and functional organization according to secondary school and school needs, like a dynamic entity and evolution.

The secondary school, embraced the task of forming teenagers with integral personality development, active participation in a democratic society, able to keep them economically or the future group.

Clearly, this task requires all efforts and offer to students a life plan with a lot of possibilities. The main question is how the students counseling can serve for these purposes? It is necessary to analyze the fundamentals of such resolutions.

2.3. Personality development

The most important factor of the human being personality development is school. We have to recognize that school life has to be understood as a phenomenon of “Social adaptation”.

There are many factors contributing to this social adaptation; “El plan de estudio, el método, la disciplina y el profesor mismo como guía del proceso educativo y como elemento humano, están condicionando las respuestas habituales de los niños. El producir una integración armónica de estos elementos, cimentada y orientada con criterio científico es, sin duda, labor permanente de los maestros y de todas aquellas personas interesadas en la educación.” (Ministerio de educación pública; dirección general de educación secundaria, 1957). However, teachers have been watching the limitations of the school as a formative institution, a limitation which affects the study plans (considered antique), to the overcharge of subjects, to the poor psychological knowledge of the students and other analogue factors.

On the other hand, the complexity of modern life is creating new demands, and it has produced a conflicting climate and social pressure, a phenomenon that affects educational institutions. The school labor has to develop a special care. It has to integrate important issues occurring some inconsistencies; we talk about personality integration in a world that seems to disintegrate. The family as a former institution suffers a crisis and economic insecurity so it is not the best setting to achieve the proposed objectives in the school.

The students’ life in those years showed students undergoing to a study plan poorly correlated, due to an overloaded program of subjects which was inflexible. In that sense, teachers did not allow to use a method able to give opportunities to the student’s creativity.

As a result, the course purely an administrative organization, lost its rigid structure and became an organic institution, capable to plan their lives as human

beings and study groups. The main objective is to develop human contact between teachers and students, to achieve safe relationships that should be the framework that supports their present and future work.

Finally, Students Counseling gives different elements to satisfy this fundamental need to the harmonious development of personality. As a consequence, it is required the application of many instruments to allow the integrated development of students.

2.4. Democratic life preparation

The importance of social environment is essential for the personality development, and push to a deep knowledge of a society where we live and how it is related to our lives through the culture along the history.

The purpose of this social environment is the democratic coexistence. Therefore, it is necessary to think about personality development; and this it is a necessary function of the environment related to democratic ideals.

The democratic concept is based on the social mobility, because the human reality changes constantly, however there are different laws that guarantee the existence of democracy that must be fulfilled by the citizens.

Moreover, man becomes man, because he/she participates openly in his/her social group, with the allocation, assignment and development of common tasks.

“El sistema democrático es en suma un intento de organización de la sociedad, para que cada uno de sus miembros pueda desarrollar plenamente su personalidad” (Ministerio de educación pública; dirección general de educación secundaria, 1957), this through different activities that have a purpose of a common interest.

This concept of education does not try to transform the person but to fit in an established social order; however, education becomes a process of adaptation of the established order for the integral development of the individual's abilities.

On one hand, it is highlighted the importance of the group as a fundamental part of democratic coexistence, on the other hand, it is emphasized the school experience as a social order established, that make changes in people who develop holistically.

The most important factor is that the school adapts to the student characteristics, the process has been reversed; the student has had to adapt to the environment in which coexists; however, it is not the purpose of democracy.

The democratic order involves respect for human personality, freedom, autonomy, critical sense and initiative. The educational institutions have had the need to adapt to social pressures and catch up on contemporary life. These schools have to achieve these characteristics of flexibility; in order to provoke a sense of freedom and democracy in their personality.

The main task of the school will be to apply a democratic lifestyle to the integration of functional groups, those concerned with the well-being of the students and the group.

2.5. Economic life preparation.

One of the main features of a democratic state is its concern with the economy, an economy that is looking for an integral development of people, also recognizes all citizens' needs that belong to the democratic system.

Democracy as an ideal state integrates and balances three main attributes: political, social and economic aspects.

“Este ideal crea a la educación, como función del Estado, una tarea más. La planificación de la función económica supone, no solo la creación y ordenación de los medios de producción, sino, además, la formación del elemento humano, motor de la actividad económica”. (Ministerio de educación pública; dirección general de educación secundaria, 1957), for this reason it is taken into account the education in

the economic function of the state, for educating people able to act ethically and to be an honest citizen of the country.

Democracy helps in the development of human's vocations, giving people the tools to progress in the sphere that manifest greater interest and greater abilities. The vocational orientation is especially dedicated to this area, which forms part of the educational system.

The school had the assignment of this task, which had to develop strategies for implementing the Vocational Guidance Plan, this labor corresponds essentially to the Students Counseling, which consists of exploration and vocation training of students.

2.6. Students Counseling objectives

2.6.1.1. The main objectives of student counseling

An analysis of secondary school characteristics, allows us to establish, Student Counseling purposes:

1. Que la educación secundaria continúa el proceso de evolución y desenvolvimiento del educando.
2. Que la educación secundaria reconoce en cada adolescente una personalidad con características propias que aspira a conocer en la forma más científica posible las capacidades y limitaciones de cada individuo.
3. Que la educación secundaria asegura la participación eficiente del alumno, mediante actividades, experiencias y conocimientos diferenciados en que cada cual actúa guiado por sus intereses y capacidades.
4. Que la educación secundaria implica una orientación educacional acertada del adolescente por los causes más inteligentes de su vocación, sus diferentes capacidades y aptitudes.

5. Que la educación secundaria debe crear y dar oportunidad a todo tipo de situaciones- las más variadas posibles- que conduzcan a la formación del hombre capaz de actuar en las diferentes situaciones de la vida, con criterio científico al reconocimiento de los problemas humanos y a la comprensión y enriquecimiento de la cultura.” (Ministerio de educación pública; dirección general de educación secundaria, 1957). Consequently with these characteristics in secondary school, the Head Teachers as advisors and guides of Students Counseling have the opportunity to individually and collectively guide their students from the educational, vocational, personal and social point of view.

In addition to that, different problems related to adaptation, learning, discipline of the different members of the group, attention to the needs and aspirations of the students are concerns that must be solved by the Head Teachers, counselor, subject teachers, management, inspectorate staff, etc. all of them go through a group labor, supervise and fulfill the objectives of Secondary School.

2.6.2. Specific objectives of Students Counseling

2.6.2.1. In general, Students Counseling by Head Teachers are expected:

- To develop study habits, ideals and students’ attitude, according to values in their environment and in their own personality.
- To expand the general culture beyond the school program.
- To organize and foster the teamwork or the group.
- To give the Students Counseling the most appropriate environment for the accomplishment of an activity plan between teachers and students.
- To teach students an effective participation in general activities, considering their skills and individual differences.

2.6.2.2. Head Teacher orientation in Students Counseling session should:

- Foster a better knowledge of students by the Head Teacher, subject teacher and counselor, collecting the necessary information about them.
- Improve, intensify and lead the group activities.
- Give information to satisfy the concerns and needs of the student in class.
- Ensure the achievement according to personal experiences in the case of individual problems.
- Seek an adequate educational, vocational, social and personal orientation.

2.7. Head Teacher functions

2.7.1. General function

The Head Teacher is the counselor of a particular course, advisor and coordinator of possibilities make them more effective.

This function is manifested at several levels:

2.7.1.1. Students Counseling

- To advise, guide and supervise the Students Counseling.

2.7.1.2. To attend to its organization and operation:

- To participate as a Counseling component, giving the students experiences and opinions to guide in a better way its development.
- To actively participate in preparation of work plans in Student Counseling, Committees, Working Committees, etc. contributing to adopt these plans according to the interests and abilities of each group.

2.7.1.3. To guide the students to solve administrative problems in the class: bimonthly test distribution, distribution of teaching materials, school mobility improvement, information files, achieve adequate school hygiene and so on.

2.7.1.4. To do different activities and units emerged from the course interests and adequate to their characteristics. These units should be done in the following units:

- Educational Guidance
- Personal Guidance
- Social Guidance
- Vocational Guidance

2.7.1.5. Students Counseling analysis in specific personal situations, mentioned as general information which serves to give information in maladjustment situations, bad marks and free time activities.

2.7.2. Technical organizations of teachers.

The functions described in these organizations are allocated exclusively for Head Teachers.

2.7.2.1. General Teachers Counseling

- To report on the specific characteristics of course: Students from the grade repeaters, new students, general capacity of the course, forecast success or failure at school.

2.7.2.2. Head Teachers Counseling

- To activate the Head Teacher committee assignment integrated by three teachers and one counselor, responsible for promoting the orientation activities planned.

The adaptation and supervision Guidance Units must have special regard;

- To contribute in Head Teachers Counseling to study specific problems of this function, solving problems about Student Counseling, Student Government and student's problems.
- To activate pedagogical meetings planning.

2.7.2.3. Subject Teachers Counseling

- Bimonthly meeting to give complementary qualifications, these meetings are guided by the Head Teachers.
- Proportionate and receive information about personal characteristics of students, this data have to be incorporated in the course book.
- Group labor to solve problems of students.

2.7.2.4. Supporting services.

- Medical service:

- To review health and vaccination certificates.
- To know the dental health of each student.
- To concern with medical examinations that are done in the school,
- To write all the information in the students' file.
- To achieve the coordination between all professional inside of the school in therapeutic cases.
- To collaborate with all participants to help the feeding of students in the school. To stimulate the cooperation of Parenthood Course Parent Counseling, Unicef.
- To stimulate the creation of First Aids Course and Red Cross.

- Social assistance service:

Working with Social Workers, the Head Teacher will try to do the following activities:

- To know the socioeconomic situation of the students.
- To care about the socioeconomic problems found in the course.
- To translate all information and treat in a socio-economical tab that will be attached in the file.
- To coordinate a professional network necessary in treatments or diagnosis that require specialists.

- To obtain physical and psychiatric information about the students and the social entities.

- To do educative labor when it is necessary.

- To request community collaboration and offer it when it is necessary.

- To attend specific functions of the Student Wellness.

- To request economic help: Reception, registration and resolution.

- To increase the social funds available.

- Educational and vocational guidance service:

In the school that exist this service, the functions of the Head Teachers have to be coordinated with its functions for a greater efficiency in education.

Some of the specific relations established are the following:

- The Head Teachers have to inform to the Counselor the hard cases that will need a specific attention.

- The counselor should belong to the Head Teachers Committee and has the aim of solving problems related to general purposes stated in the preceding paragraphs.

2.8. Complementary activities.

Beside all previous the activities already the Head Teachers will try to do the following activities:

“1.- Llevar un control en el registro de apoderados, manteniendo al día las direcciones, solicitando cambios en los casos que haya lugar, verificando responsabilidad, etc.

2.- Establecer un control en las calificaciones parciales y bimestrales obtenidas por los alumnos.

3.- Analizar y comentar las observaciones colocadas en el libro de clases o en el libro de vida de los alumnos.

4.- Promover o supervigilar los cursos de recuperación para alumnos atrasados o con exámenes previos, utilizando adecuadamente el Comité de Estudios y demás medidas que se precisen.

5.- Confección y control de libretas bimestrales y certificados de Estudios.

6.- Controlar, analizar y evaluar la participación de los alumnos en las actividades extra programáticas del liceo o planes variables (Caso Tercer Año).

7.- Elaborar a comienzos de año, con ayuda de los alumnos, el panorama del curso en gráficos, que permitan un mejor conocimiento del curso.” (Ministerio de educación pública; dirección general de educación secundaria, 1957).

2.9. Relationship between Head Teacher and students.

2.9.1. Students' individualization.

The Head Teacher has to develop a crucial labor related to his/her students; to know all of them, their characteristics and individualizations. The direct contact between the teacher and the students create a satisfactory environment of mutual sympathy. Through this knowledge, the teacher has the opportunity to know how the student reacts in different situations.

2.9.2. Information Documents.

2.9.2.1. School record

It is important to collect information about each student; this has to gather a large number of backgrounds.

The first part of the record is constituted by personal and family information, after that student's participation in co-programmatic activities are mentioned and finally school background.

2.9.3. Teacher's file

The Head Teacher has the exclusive use of this document. The teacher's file contains a School record summary. Positive or negative students' acts are recorded in this paper.

2.9.4. Class book

This document also has to be managed by the Head Teacher. In the first part personal information is written, in the following pages, the teacher has to register the student participation in Students Counseling organization and list of boards and committees. The last part of the book is focused on highlighting positive and negative attitudes in the different subjects.

2.10. Relationship between Head Teacher and subject teachers.

The Head Teacher has to achieve all his functions, necessarily has to be in contact with the internal organization of teachers. Consequently, the Head Teacher has to inform about each student and the course to the General Teachers Counseling, Subject Teachers Counseling and Head Teachers Counseling.

a. In General Teachers Counseling have to be the reporter to inform the school performance (Grades), socioeconomic situation and general preparation of the course.

b. In Subject Teachers counseling main problems such as: personality qualification of students, possible solutions for special cases as low school performance, learning fails, poor behavior, repeated absences, must be discussed.

c. Head Teachers Counseling is very important because is focused on annual planning of Head Teachers.

2.11. Students counseling operation.

2.11.1. Student counseling organization.

2.11.1.1. General suggestions for the Head Teacher.

- The Head Teacher should organize a meeting with his/her students.
- Maintain a conversation where the main objective is to talk about study problems, attendance, welfare, behavior and other issues.
- The debate originated by the students, the Head Teacher will encourage them to make a classification of problems in order to organize the work of the year.

- Point out that the solution of the various issues will be possible thanks to the recognition of responsibilities through working groups or teams.
- The team work will be called committees, and shall consist of students which show personality characteristics most suitable for the tasks they should carry out.
- The Head Teacher takes notes on the blackboard, while groups or committees identify problems.
- Will be explained to large features, objectives and ways of working of each of the committees.
- The students have to be incorporated in a committee of their pleasantness; students will not subtract his participation, with exception of the President and Vice President.
- Committees then submit a work plan to the course.

2.12. Motivation.

The previous experiences about Students Counseling, allow most appropriate method recommended as a conversation around the following problems, to understand its importance and usefulness of distributing responsibilities, as also to develop a well-organized work:

- a) “El lugar dentro del liceo en el cual residirá nuestro segundo hogar, será la sala de clases. ¿Qué problemas se presentaran en el hogar? ¿Quién, o quiénes son los responsables de dar solución a estos problemas? ¿Es más junto que todos los capaces se responsabilicen de la buena marcha del hogar?
- b) Los miembros de la familia deben solucionar los problemas del hogar. ¿Quién tiene la responsabilidad de solucionar los problemas nacionales? ¿Cuáles son los

distintos ministerios o secretarías de estado? ¿Qué funciones desempeñan? ¿Qué papel desempeña el presidente de la república? ¿Quién lo elige? ¿Cuánto tiempo dura? ¿Se ciñe en su mandato a algún cuerpo de disposiciones reglamentarias?

c) ¿Qué problemas han tenido Uds. En los años anteriores? ¿Qué hacían cuando se deseaba concretar algún partido de fútbol? ¿Cómo organizaban sus pequeñas veladas? ¿Quién cuidaba por el aseo y de adorno de la sala de clases? ¿Quién ayudaba económicamente a los compañeros más necesitados?

d) ¿Por qué aseguramos que la sala de clases es el hogar de los alumnos en el liceo? ¿Qué conveniencia recomienda organizar el consejo de curso?

e) ¿han oído hablar del gobierno estudiantil, o centro de alumnos? ¿Cómo es su organización? ¿Qué objetivos persigue?

f) ¿Conocen alguna otra organización de alumnos dentro del liceo?" (Ministerio de educación pública; dirección general de educación secundaria, 1957, págs. 33-34).

2.13. Performance.

a. Students Counseling performance should be guided by student president and advised by the Head Teacher. During development of the session, the Head Teacher will be placed anywhere in the classroom, and may intervene as often as deemed necessary, as one of the members.

b. Session process.

The session process of a student's counseling shall be conformed by the following order:

- Session opening
- Reading of records (approval, as modifications)
- Reading correspondence
- Accounts
- Vote tabulation
- Incidents
- Close the season

c. Students Counseling types.

According to the content of the different students counseling, this can be classified in:

- General Students Counseling: is led by student president, in this counseling are displaying problems, suggestion, account.
- Students Counseling committee: the different groups will constitute work, led by the president, and generally advised by the Vice president of the course, to treat specific problems, questions and solutions which should be submitted to the course.
- Students Counseling orientation: is guided by the Head Teacher, and he will be dealt with recommended units of activities developed by the counselor and other professionals. Problematic situations are led by the advisor.

d. Time distribution.

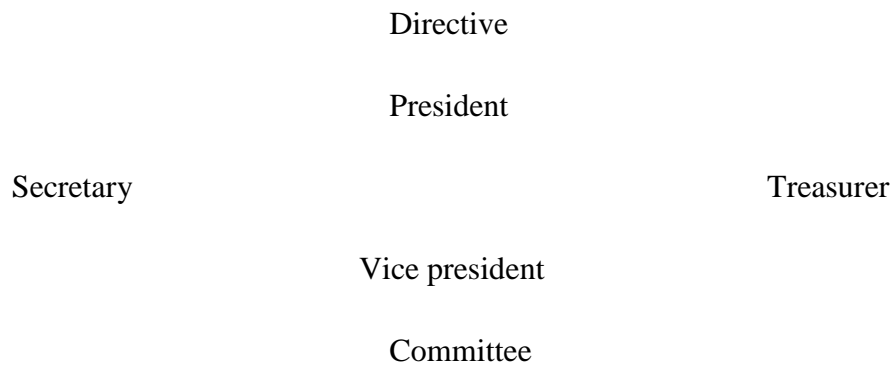
The Students Counseling can be distributed in time one month, as follow:

- First week: General student counseling.

- Second week: Student counseling committee.
- Third week: General student counseling.
- Fourth week: Student counseling orientation.

2.16. Presiding officers

- a. Students Counseling should have presiding officers, whose members could be:



- b. Qualities most representative of each board member.

The Head Teacher analyzes with students the characteristic most convenient that should have each member. This activity should be developed by the students, besides will be convenient to write on the board the qualities required. The Head Teacher completes the suggestions given to some of the following:

b.1. President :

- To have leaders own characteristics

- To be respectful of their classmates.
- To recognize cooperation.
- To attend the interests of the groups.
- To distinguish the most important issues.
- To be able to accept the other person.
- To be interested in school activities.
- To be able to capture ideas, synthesize and transmit.

b.2. Secretary:

- To keep good attendance sheet.
- To attend regular meeting.
- To have clear speech and good diction.
- To write, draft and synthesize well.
- To be responsible for work
- To have abilities to express in appropriate language
- To be tolerant and respectful to accept the most varied points of views.

b.3. Treasurer:

- To be trustworthy
- To accept responsibilities

- To have great qualities to be good seller and collector
- To be organized in his/her book or notebook.
- To possess initiative.
- To have sympathy and social intelligence.

c. Duties and responsibility

c.1. President:

- To lead all meetings.
- To keep a style relevant documentation.
- To be a reliable person.

c.2. Vice president:

- To replace the president.
- To advise the committee.

c.3 Secretary :

- To take notes of matters dealt.
- To read the proceeding or session proceeding.
- To read other types of documents.
- To lead the correspondence.
- To make necessary announcement.

(It is advisable that in first and second year of humanities, there are two secretaries, in order to correct errors or fill gaps that lack of experience can make any of them.)

c.4. Treasurer:

- To be responsible for all financial matters.
- To collect fees and contributions.
- To sell tickets and magazines.
- To keep a day book.

2.17. Election.

Students have already suggested the requirements of each member of the directive and some of their duties and then they will proceed to the conduct of the election.

That work may take one or more class periods, then will proceed to elect by secret ballot the members that will constitute the directory and candidates will enroll on their own volition.

The choice of directive will always be a valuable opportunity for the Head Teacher. It makes a process of information, in appropriate terms clarifying the meaning and responsibilities they have as "leaders" and "guided".

Finally, a well organized election will allow young people highlight the individual and group qualities, the importance of a direct and fair election, promoting civic and moral values that this entails.

2.18. Students Counseling regulations

The Students Counseling can have the organizational structure and the ordinance that allows developing their activities in a climate of respect and limited tolerance, for which purpose it is essential to a body of rules that the students will pour into the following statements.

- a. General provision
 - a.1.what is allowed.
 - a.2.what is prohibited
- b. From directory (attributions inside of Students Counseling)
- c. of the assembly
- d. of the season
- e. of the committee
- f. of the elections
- g. Sanctions and distinctions.
 - g.1 verbal
 - g.2 written

2.19. Students Counseling reset

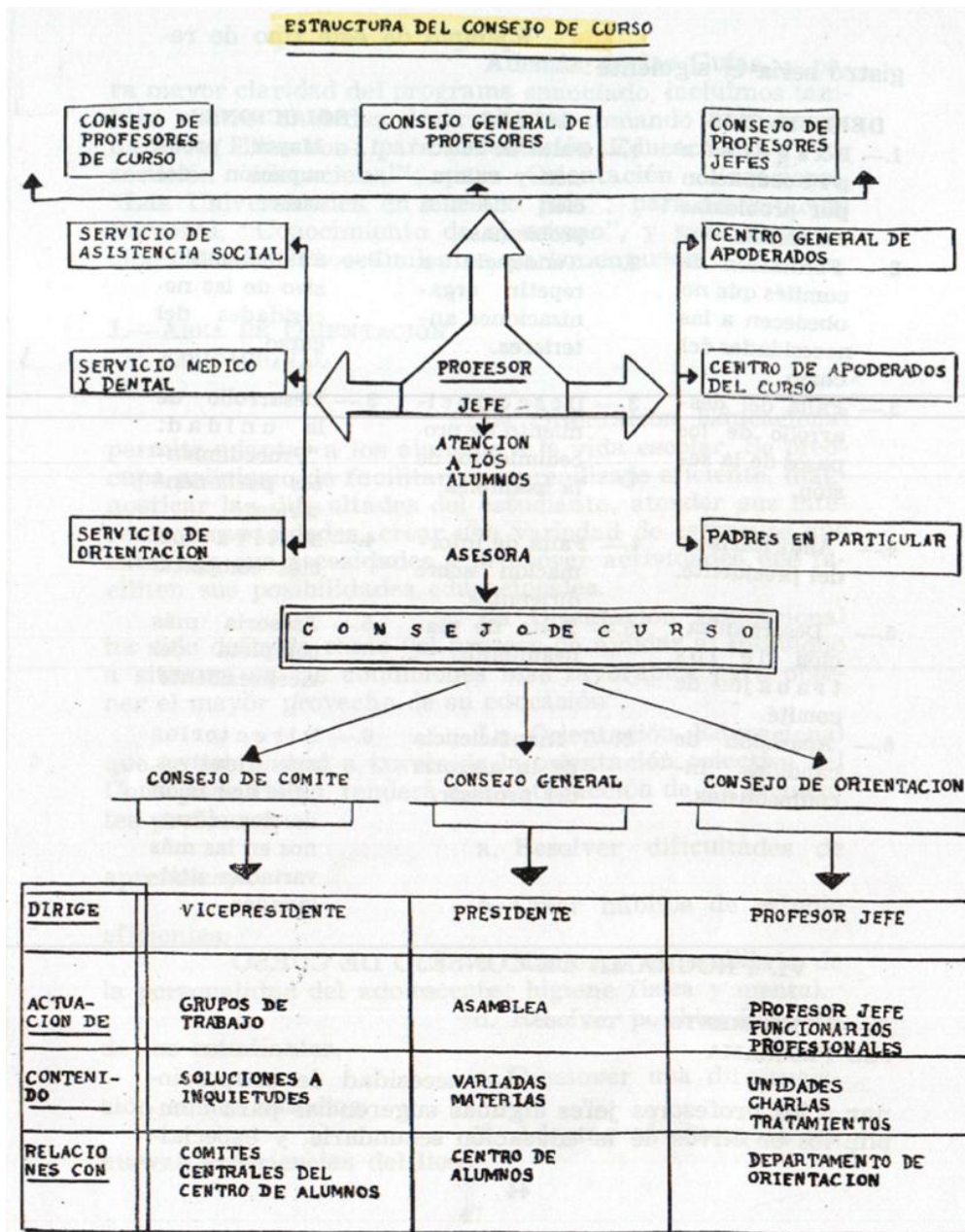
At the beginning of the year students should choose their leaders, but before that should make an overall assessment of the previous year according to the record, a report should contain the following: statement of the problem-cause-solutions.

“ejemplo de este tipo de registro sería el siguiente:

Deficiencias	Causas	Soluciones
1.- Exagerada preocupación por problemas rutinarios.	1.- Falta de selección y valorización de los problemas.	1.- Mayor preocupación del asesor.
2.- Formación de comités que no obedecen a las necesidades del curso.	2.- Tendencia a repetir organizaciones anteriores.	2.- Análisis intensivos de las necesidades del curso.
3.- Falla del desarrollo de los pasos de la sección.	3.- Desconocimiento de procedimiento de la asamblea.	3.- Desarrollo de la unidad: “procedimientos parlamentarios”.
4.- Autoritarismo del presidente.	4.- Falta de información sobre los dirigentes.	4.- Motivación más completa.
5.- Desorganización de los trabajos de comité.	5.- Falta de planeamiento.	5.- Asesoría más completa del vicepresidente.
6.- Aparición de caudillos informistas.	6.- Insuficiencia de la asesoría del profesor.	6.- Directorios más rotativos. Participación de los alumnos en las más variadas actividades.”

(Ministerio de educación pública; dirección general de educación secundaria, 1957, pág. 44)

2.20. Students Counseling structure



(Ministerio de educación pública; dirección general de educación secundaria, 1957, pág. 43)

2.21. Students Counseling action

The goals they aspire to reach should not be limited to the course or at school, but rather to the family, the school community, to life itself.

2.22. Students Counseling difficulties.

a) To begin the functioning of student counseling, it is necessary to solve the problem of producing the integration of the group through psychological and behavioral adjustments. This allows efficient development course work.

b) The difficulties that arise will be considered by the Head Teacher objectively. Rectify their study allow directions, i.e. orient towards constructive activities. The study made by the Head Teacher will correct paths to take, that is to say, guide towards constructive activities for the course.

c) With prudence the head teacher will be able to avoid useless discussions and debates that could become a political or personal statement.

2.23. Analysis result.

a) The Students Counseling should periodically carry out a balance of their work, in order to overcome the work done.

b) The Head Teacher should make a general review of the issues, their conclusions, their pros and cons, consider the organization and operation failures.

c) The presiding officers drafted a report that describes the activities carried out according to the plan traced in this document should be recorded the dedication, hard work and efforts of certain members.

2.24. Critical comment.

We have to start from the basis that the rules have not had previous training in the work. For this reason, the suggestions and instructions should be very specific, sufficiently explained, indicating working techniques and tools to be used to produce an improvement in the method of work of the head teacher during this period (1957-1973) followed the plan and program with absolute normality creating manuals for Head Teachers.

Later, Chile underwent a change in the political field to military coups, therefore, completely restructuring the work and functioning of Students Counseling. Then, you will see the possible differences between the two periods in the history of Head Teacher in Chile.

Historical, political, and social context in Chile. (1973 – 1990)

On September 11, 1973, the constitutional government of President Salvador Allende was overthrown by General Augusto Pinochet. This period is known as “The Dictatorship Government”. A Period which ended on March 11, 1990.

The coup d'état (Golpe de Estado) brought consequences in different scopes:

Relating political aspects, the political parties were dissolved and the National Congress was disintegrated. Additionally, the right to strike and vote was revoked.

Concerning social aspects, human rights were violated in different ways, freedom of expression was limited, and social meetings between citizens were forbidden. At the same time, the government established night curfew, that is to say, people could not leave their houses after at certain times.

Regarding to education, important changes occurred as the decentralization, that is, the school were controlled by the Town Council. However, The Ministry of Education began to regulate the implementation of the National Curriculum and text books. Besides, the Government implemented another type of school, “Subsidized schools”, it means privates schools with state funding, in other words, the state provides a portion of money for every student that attend the school.

In addition to that, “El Programa de Evaluación del Rendimiento Escolar” (PER) was established in 1982, “Sistema Nacional de Evaluación de Resultado de Aprendizaje” (SIMCE) was created in 1988, and finally, “Ley Orgánica Constitucional” (LOCE) was approved in 1990 which lasted until 2009 because it was replaced by “Ley General de Educación” (LGE).

2.25. Head Teacher Definition

The Head Teacher is defined as a tutor, advisor, helper and intermediary. He/she has a formative role in the classroom. In other aspects, he/she is a maker of life projects and assumes responsibilities for student's human formation. The Head Teacher establishes relationship based on trust with all people related to the school atmosphere.

According to Reglamento General de Educación, art. 47 Los profesores jefes “deben observar las manifestaciones del desarrollo físico y mental de los alumnos, las capacidades que en ellos se revelan, las fallas orgánicas de que pueden adolecer y las inclinaciones malsanas que sea necesario corregir, todo lo cual pondrá en conocimiento de la dirección y de los padres o apoderados ”.

Another important information about the head teacher according to Reglamento General de educación, art. 48 “El Profesor Jefe deberá seguir de cerca las actividades de los alumnos a fin de estimularlos y orientarlos debidamente y tratará de despertar o de fortalecer en ellos todo sentimiento que perfeccione o ennoblezca su personalidad moral en un ambiente de sana alegría y de franco compañerismo”.

As a general rule the Head Teacher labor is focused on providing an educational process and being a guide for students. His/her is framed in four abilities; leadership, coordination, orientation and evaluation, of the learning process.

2.26. Personal conditions for a Head Teacher

A Head Teacher has to have certain work conditions to play an effective role as a Head Teacher. According to Parraguez, y Ubilla, (1985:23) “Las condiciones básicas que tiene toda persona, redundaran en el ejercicio de la pedagogía, ya que condicionaran el logro del aprendizaje y desarrollo de los alumnos. Es así, como todo profesor y, más aún, si asume la responsabilidad de ser profesor-jefe, debe tener presente sus condiciones básicas para interrelacionarlas al proceso integral de enseñanza- aprendizaje”.

2.26.1. Human Principles: A Head Teacher needs to have solid values and principles in and out of the classroom. In this case, the Head Teacher has to be a good-integrated person. Primordially, a Head Teacher has the responsibility to be someone who guides a group of students in the process of becoming adults.

2.26.2. Humanity: The Head Teacher has to keep an open attitude in front of his/her students. Be comprehensible and understand students, because they are certain age where they feel afraid, weak, impulsive and arrogant. The most important issue is that the head teacher should accept his/ her students as close people.

2.26.3. Reliability: Constantly, students trust of their Head Teacher and students believe in this authority as an adult. For that reason, the Head Teacher listen confidences from students, and he has to be careful with student’s confidences.

2.26.4. Emotional Aspect: The Head Teacher has to be someone who is an emotionally and psychologically balanced, because he/she deals with teenagers and that implies to be aware of problems from this particular age. Rather than being worried about his/her problems, is worried about someone else’s problems. A Head Teacher with a well-integrated personality has to reflect a good emotional and psychological balance.

2.26.5. Affability: Another important condition to be an effective Head Teacher is related with the idea of being someone who is willing to help people, and the Head Teachers should have a growing spirit of kindness and fairness with their students.

At the same time, it is important to recall that a Head Teacher with a well-integrated and stable personality should be reflected in every occasion and situation in front of his/her students and colleagues. According to Dintrans, (1974: 33) ‘Un profesor que posee las características esbozadas anteriormente, será fácil poder cultivar en sus alumnos los llamados’, ‘principios de vida solamente establecidos’. Para lograr esto, debe mostrar una personalidad íntegra, en cuanto a su pensamiento y acción, demostrando con sus propias actitudes y expresiones corporales, los principios de vida que desea inculcar en sus alumnos”.

As a consequence, if a Head Teacher acts as a balance person, he/she can motivate his/ her students to develop effective life patterns. According to Gambino, (1975: 10) ‘todo profesor jefe debe poseer una personalidad individual y socialmente madura, libre e integrada que lo capacite para continuar y completar esta integración y madurez. Contar con un conocimiento específico del nivel al que pertenece y de sus metas con un buen espíritu de superación; inquietud por la búsqueda y posesión de la verdad; tendencia y aptitud para transmitirla.

2.27. Professional conditions for a Head Teacher

The Head Teacher role is not only manifested in transmitting knowledge and values, also a Head Teacher has to deliver a plain vision and a meaning from their students about the world they live in. It is necessary to give some professional conditions to the Head Teacher to develop an efficient role. A Head Teacher in his pedagogical work has to develop two dimensions, related to his specific role:

- A. The first dimension is related to the formative role as a subject teacher.
- B. The second dimension is related to the responsibility of being a Head Teacher.

According to González (1982:83). El profesor de asignatura ‘asume, frente a un curso determinado, la responsabilidad específica de ayudarlos en su tarea formativa tanto personal como grupal, en la cual también asume el rol de ayudarlos en la planificación vocacional de sus vidas’.

Therefore, some professional conditions are required:

2.27.1. Current society: The Head Teacher has to understand the actual society, to notice problems and he has to have a critical spirit. In this role, a head teacher has to be critical with world and local news. Students have to realize that in the actual society, humans can understand each other if they keep the values from the beginning, from the origins of humanity. Meanwhile, students have to be able to understand the world that they live in.

2.27.2. Educational understanding: In essence, a Head Teacher has to know the educational system and being informed about curricular reform, plans and programs and possible modifications that might exist in the system. That is to say, a head teacher has to be professionally committed to what the nation demands in education.

2.27.3. Learning psychology: The Head Teacher works with kids and teenagers, for that reason he needs to understand his/her students to develop a good job. A Head Teacher requires watching, knowing and understanding their students’ needs and main characteristics, Parraguez, J (1985: 35), said that ‘Los alumnos necesitan desarrollar sus potencialidades individuales, y que mejor guía que el profesor-jefe que lo comprende en su evolución y desarrollo psico-social. El conocimiento del alumno como individuo, sus capacidades y limitaciones, reacciones

ante distintas situaciones o aspectos positivos y negativos del medio ambiente que pudieran influir en el, permitirán al profesor buscar las formas de establecer una mejor comunicación y lograr también un mejor aprendizaje”.

2.27.4. Groups’ psychology: The Head Teacher has to achieve a suitable environment in the classroom. In this case, he/she has to create a cohesive group, where everyone can progress at different rhythms according to their cognitive, motor, emotional and even spiritual growth, because every student has his/ her potentialities and singularities, the important thing for the Head Teacher is to know what to do in every situation.

2.27.5. Techniques and methods of Counseling: As Head Teacher, has to be responsible for the different methods and techniques of counseling, principally to help his/her students with problems related to; personality, social interaction and problems that surround students. The important issue is that the Head Teachers realize the problem and keep a good educational level to stimulate the progress of their students.

2.28. Head Teacher’s Role

The major roles of the Head Teacher are orientation and coordination activities related to students and subject teachers.

According to Ministerio de Educación de Chile “Decreto Exento N° 300” Título III, Artículo 15, 1981 “El profesor jefe tiene la responsabilidad de conducir el Consejo de Curso y de resolver las tareas de Orientación que le hayan referido los profesores de asignatura y las que sean presentadas por los alumnos”.

One of the main tasks is to assume responsibilities with the students at individual and group level. At the same time, Head Teacher has to communicate with technical

and direction agencies; also Head Teacher has to incorporate parents in the educational process of the students.

According to Revista de Educación N°99, 1982, “la tarea de formar al individuo como persona y miembro útil de la sociedad no es de la exclusiva competencia de los maestros. En este alto sentido, comparten responsabilidades de educadores, en primer lugar, los padres a través del grupo familiar, profesores, gobernantes nacionales, autoridades locales y de barrio, por cuanto de ellos depende el desarrollo de una actitud de disciplina, de trabajo y de estudios”.

To sum up, Head Teacher labor is focused on the student’s educational process, in this sense; Head Teacher has to establish connections with all the people that belong to the teaching and learning process at school.

2.28.1. Head Teacher’ role as advisor

The Head Teacher plays a guiding role for every student, for this reason has to know through interviews, questionnaires and surveys as much as possible information about his/her students. As a Head Teacher, has to have documents with information about the student’s life, in this case a file to gather personal, family and health information, other important thing is to collect evidence about a student’s personality. All the information written in the file is objective, it cannot be misunderstood, or create false assumptions and judgments for the Head Teacher.

The interviews are part of the collection of information, through interviews with parents, children and teachers. The Head Teacher is responsible for helping every student in their different areas of their development. In this case, the Head Teacher has to guide students in and outside of the classroom, in order to support their personal, educational and vocational needs.

Dintrans, (1974: 45) said that “En lo posible, los profesores han de procurar evitar el considerar a cada alumno solo como miembro del grupo, factor positivo o negativo dentro de la actuación general del curso. No se puede olvidar que es responsabilidad del maestro descubrir en cada alumno a la persona, y hacer todo lo posible para lograr un contacto valioso entre esa persona y el. Solo así su acción orientadora puede desarrollarse en forma eficiente”.

According to Reglamento General de Educación, art. 48 “El Profesor Jefe deberá seguir de cerca las actividades de los alumnos a fin de estimularlos y orientarlos debidamente y tratará de despertar o de fortalecer en ellos todo sentimiento que perfeccione o ennoblezca su personalidad moral en un ambiente de sana alegría y de franco compañerismo”.

The Head Teacher has to ensure that his/her course will be a harmonious group. The relationship in a group should be characterized by respect, understanding, tolerance and trust between classmates. The importance is to encourage a good fellowship, to accomplish a sense of unity, a “we” instead of an “I”. When a head Teacher encourages his/her students the sense of unity and knows his/her students a common view is achieved.

2.28.2. Head Teacher’s role in Student Counseling

As a definition Student Counseling is a student democratic organization. The Head Teacher plays an “adviser” role. The meaning of adviser is an educator who advises students in academic and personal matters. This role for the Head Teacher implies to be responsible for getting the ultimate goal of education: the man formation. According to Revista de educación (1984: 51). “El área de formación de hábitos y actitud social recae en el consejo de curso. El guía del mencionado programa es el profesor jefe porque en el descansa la responsabilidad de llevar a cabo

esta labor formativa, complemento indispensable de todo proceso verdaderamente educativo”.

The rules in the Students Counseling are related to;

- A) A Students Counseling cannot start without an adviser; if the adviser is absent the session cannot start. As the first objective of Students Counseling is the proper training of students and the Head Teacher is in charge of getting this objective, is compulsory his assistance.
- B) A Students Counseling should not address matters of technical/pedagogical, political and religious nature. The first part technical/pedagogical, students do not have to talk about this topic, because they may not have enough preparation or knowledge about these topics. The second part, the political and religious nature, are not appropriate topics for a group of people, these topics may divide them.

As a fundamental part, a Students Counseling has to be absolutely democratic, the Head Teacher has to avoid imposing his/ her personality and beliefs, his/her role is as “advisor”, in this role he/she has to guide Students Counseling. The advisor has to respect and consider problems and agreements from Students Counseling.

Obligations of the adviser;

- To check once a month the proceeding notebook, the secretary files, treasury notebook and committees notebook.
- To check collaborations for bulletins before these are published.
- To meet with the directional board, to take decisions.
- To asses students work.

The Head Teacher has to avoid certain aspects about this work;

A) Marginalize: The Head Teacher has not to exclude from the guiding Students Counseling; his/her role is to lead students to find answers and solutions as a group.

B) Monopolize: The Head Teacher has to avoid taking decision for the students, they as a unit have to take their decisions.

El Ministerio de educación “decreto exento n° 300”, título III, artículo 15, 1981. “En cuanto a los nuevos planes y programas de estudio de la educación media de enero de 1982 en el artículo 15° se afirma que el consejo de curso, el profesor jefe desarrolla el mismo rol que cualquier maestro y que “al programar el consejo de curso con sus alumnos debe apoyarse en las indicaciones del orientador y los consejos de profesores jefes”. Durante la enseñanza media se permite introducir las “asambleas diarias” para desarrollar las unidades tipos de orientación, cuya máxima duración es de 15 minutos”.

2.29. Transition from civic and moral formation to human formation

The main objective of education is to promote an integral development of human beings based on their preferences in order to achieve the maximum intellectual perform, in other words, worthy human beings which work actively in the society for the common well being.

According to Reglamento General de Educación, art. 5 “La educación—como función propia del Estado—se orienta hacia los diferentes tipos de producción, proporcionalmente a las necesidades del país”.

At the beginning, in Chilean schools civic-moral formation was established with the intention to prepare students to play an active role in the society.

The civic-moral formation was based on personal and national values, focused on educational attitudes and habits called “basics” for human life. It is important to mention that one of the basic habits is the national organization.

The main objectives of civic-moral formation were:

- To develop a reflective and critical thinking.
- To develop a general conception about the world and society inspired by the highest values of our culture.

The civic-moral formation is integrated in a specific reality: “La Comunidad Solidaria”, this was focused on Christian community values, like; the human value, the freedom love value, educational family value and solidarity value.

A few years later, human formation was established as basic process. According to ODEPLAN, 1979, “La finalidad de la FORMACION HUMANA” consiste entonces en desarrollar en cada individuo un conjunto de valores culturales que motivan un comportamiento digno y solidario con los restantes miembros de la sociedad, adquiriendo simultáneamente los conocimientos y actitudes necesarias para hacerlo eficazmente”.

The national system included:

- Permanent education
- Values

Personal education involves: familiar education, general formal education, work education, and personal education.

Education involves important aspects such as family values, general formal education, responsibility, and motivation.

Values involves: basic instincts, personal motivation, and society conception about values.

At last, the Guidance subject was established in 1980, it was defined as the searching of human being vocation through a social and vocational interaction. MINEDUC claims that “La orientación es el progresivo acercamiento a la preparación y realización del proyecto personal de vida que cada ser humano debe utilizar frente a sí mismo, frente a su familia y frente a las personas con las que se interactúa”.

2.30. Students Counseling

The society demands that education form a man for living actively in a democratic regime, which adapts to the social changes, that is, the democratic citizen has to be honest, responsible and tolerant. Besides, that citizen has to accept critics and transform it, in a positive critic choosing common good above their own selfish interests. Finally, he has to accept and obey decisions of the group and respect law. Besides, this man has to be critical to his acts and decisions because he has to accept and obey the law.

According to Dintrans R. “El Consejo de Curso es un espléndido método de orientación de grupo que facilita a la educación el cumplimiento de su finalidad esencial: la formación integral del hombre” (1974: 75).

Therefore, Students Counseling allows and helps students to develop an integral formation, because they have a Head Teacher that guides the orientation process and motivates students to act as outstanding people. Moreover, Students Counseling is the place in which students have to act with a sense that prepares them for real life decisions, work groups, and to respect and obey the defined rules and agreements.

In other words, human evolution is developed by education, to be exact, education involves all areas: personal, social, politic, and educational.

Education involves a personal area; because students are prepared in different ways: behavior and personality.

Education involves a social area; because students have to share with other people for a long time. For instance, they share different opinions, beliefs, feeling and knowledge.

Education involves a politic area; because education has the intention to prepare students in order to be good citizens.

Finally, education involves an educational area: because students through the years learn different subjects and contents.

2.30.1. Objectives of Students Counseling

The main objectives are:

1. To promote a natural environment in order to achieve learning about democratic coexistence.
2. To counsel students personality formation.
3. To motivate students to express and act in a natural way.
4. To provide the opportunities to decide their own behavior.
5. To solve student's problems related to school life.
6. To participate in different activities which are guided by the Head Teacher.
7. To lead, preserve, and respect different opinions.
8. To acquire values like solidarity, tolerance, respect, fellowship, and love for homeland, parents and family.

During their lives, students develop maturity to understand what the main objective of Students Counseling is: the formation of a valuable and integrated personality.

2.30.2. Students Counseling Organization

In the first place, Students Counseling was divided in the following way:

One hour was designated to Orientation subject, that is to say, it was a time, in which students were prepared to develop the personal life Project. The following hour, was designated to Students Counseling, in which students were working with their committees with the intention that everyone performed a specific role.

In 1980 a new reform was introduced, it claimed that one hour of orientation was substituted by a “Daily Assembly”, which established 15 minutes. That time was intended to talk about some students’ problems, disciplinary rules, future plans of the class, and established the contents of the Orientation subject focus on values. As a consequence, Students Counseling and Daily Assembly were the curricular tools of the Head Teacher.

Besides, the new reform added two hours for administrative tasks and attention to students and parents in order to answer students and family needs which helped Head Teacher in developing his/her formative role.

2.30.3. Student Organization in Students Counseling

All human groups need to organize in order to achieve the maximum performance of their work. Generally, these groups have a directive and work groups, which in Students Counseling are called committees.

Students Counseling is composed in a certain way:

Directive Board can be composed by:

- President: someone who represents the class and he/she is responsible of the operation of the course.
- Vice-president: someone who replaces the President when the President is absent.
- Secretary: someone who takes notes about what happens in the Students Counseling.
- Financial Representative: someone who has the responsibility in financial tasks. He/she has to have a special notebook, collects money, and does cost budgeting.

The Directive Board can develop its functions each time class approves their work. If there are not problems, the course will not change their representatives.

The rest of the class is distributed in different work committees. Each committee has one representative that is responsible for the correct operation. Besides, each student that belongs to committees has a specific task with a specific function. Inside the committees, students have the opportunities to express their ideas and opinions and guide the group. It is relevant to say, that students which accept any responsibility have to perform for a specific period of time, it could be one or two months, because before that period, there is no way to know how the personal work is.

It is important to mention that changes in the Directive Board prevent a good integration of the group. However, the Head Teacher has to be aware and sensible in case if necessary changes should be done in the class organization.

2.30.4. Students Counseling Operation

All classes should start the year with a motivation period because each year presents new challenges to achieve.

Some classes are going to live for the first time the experience of the Students Counseling, this is, the case of Fifth Grade, whereas other classes/groups have more experience.

So, the first session of the Students Counseling is divided in two parts:

The first part, Head Teacher guides the meeting and talks about the school, giving information in terms of the locations of Direction, Library and Computer Lab; practical things that all students; new and antique have to know.

The second part corresponds to students with the purpose of asking questions and solving doubts related to the information given by the Head Teacher.

The next sessions are related to Students Counseling, Head Teachers explain the definition, the general ideas, the operation, the students' organization with the intention that students know how is the process. After that, the course assigns two or three students observe other Students Counseling of the school. Then, students comment with their classmates the different Students Counseling and finally, they choose the Directive Board of the Course in order to have a small group of people who will represent the class and will start to work on the class projects. Simultaneously, the rest of the students were divided to work in different committees that helped the Directive Board of the course.

The Head Teacher's role and Students Counseling have changed over the years. Nowadays, objectives and approaches are different because society, students and teachers have evolved.

Head Teacher and Students Counseling from 1990 to 2013

With the return of democracy in the country, one of the main objectives related to education was to modify the educational system in order to reinstate some values and the participation of the students in the society, according to the new challenges that the country needed. With some new political reforms in 1996 and the next three national decrees (40, 220, 240), the government gave new responsibilities to schools in order to work in the civic formation, values and behaviors of the students for the benefit of the country and the systematic return of rights that were violated by the military state. In this new scene, Head Teachers had the mission of giving the appropriate tools, create the instances for the teaching of these new elements to their students and in some cases, became the nexus between the student, the school and the student's families according the situation.

On the other hand, the Students Counseling and guidance were taken again as places where Head Teacher could work with their students. The Students Counseling, as the guidance class, had a series of roles and functions to work with. This made the Students Counseling a fundamental element for the implementation of the diverse tools that Head Teachers used with their students.

2.31. Head Teacher

The Head Teacher is defined as an educator of any learning subject, who has the goal of directing and guiding a group of students. The teacher has a guidance and coordination work in those activities which are related to students and/or teacher's colleagues. According to Navarro y colaboradores, the Head Teacher has "...la responsabilidad de conducir el Consejo de Curso y de resolver las tareas de Orientación que le hayan referido los profesores de asignatura y las que sean

presentadas por los alumnos” (2010:23). By doing this, is expected that Head teacher`s labor should be focalized in the educative process of a group of students. Consequently, Head Teacher has to generate closely relations with those who are involved with the teaching and learning process.

2.31.1. Head Teacher`s role

The main Head Teacher`s role is to educate people and allow them to reach an integral development as a person. The experiences and knowledge of the teacher should be available for students, in order to help them to reach the best side of themselves.

The Head Teacher is seen as a guide and a leader who is always available for their students. He/she is always looking for justice and at the same time, needs the competence of listening to the student`s requirements, especially those who are related to their problems, doubts and crisis due to their growing process.

According to Navarro y colaboradores, that is the main reason why “...la actual Reforma Educacional enfatiza la transversalidad que posibilita la formación integral, es decir, el desarrollo del cuerpo, la mente y el espíritu. Junto al saber científico debe darse el saber ético, constituyendo un todo inseparable” (2010:24).

Consequently, students are able to integrate their knowledge in a progressive way, and understand they will become an integral person by developing themselves, as much as possible, in all areas of their lives.

2.31.1.1.Head Teacher as a tutor

Head Teacher's role as a tutor is proposed because of crucial aspects of students' development. The teacher needs to realize that he/she has a mediator and facilitator role in students' lives, mainly between those aspects based on their personal and interpersonal process. Due to teacher's tutor labor, it is expected that students develop a better understanding about themselves, according to their processes, their internal and external changes, and their conditions as adolescents.

In accordance with student's personal field, the Head Teacher has to support each student in order to help him/her to reach his/her integral development. Connected with the students as a group, Head Teacher has to accompany them for getting their group goals, besides that the teacher has to know their interpersonal behaviors and/or ways in which students interact with others and help them to develop constructive relationships among them. Associated with familiar field, Head Teacher has to connect family and school. Furthermore, he/she has to be aware about students' needs, and their hesitations related to their developmental process and the future.

2.31.1.2.Head Teacher as a counselor

Head Teacher's task as counselor is connected with his/her inherent role as a guide, that is to say, to be a facilitator of the students learning process, and go with them as much as the teacher can. Below there are some suggestions that teachers have to keep in mind in order to improve their labor as a counselor:

- To encourage students to express their opinions freely, because all what they say, or think will be appreciated, and take into account for their classmates, in both, group and individual work.

- To teach students to learn about life, valuing personal and classmates' lives as a personal formation source.
- To promote in students the ability of listening, speaking and learning.
- To motivate students to involve in their personal, and peer reality.
- To persuade students to assume collective projects, and/or challenges.

2.31.1.3. Head Teacher as a mediator

A mediator is someone who acts as a third person in the process of solving differences. Besides he/she is a well known person and freely accepted, whose most important task is to help people to find the way to solve any trouble, by giving them all the necessary communications tools to get to the bottom of their dilemma and giving a proper solution.

Head Teacher as a mediator has to deal with a lot of personal and interpersonal problems; giving them an appropriate solution, he/she needs some basic functions, as follow:

- Head Teacher has to encourage and contribute to communication.
- Head Teacher does not judge.
- Head Teacher needs to develop empathy.
- Head Teacher has to be a reliable person.
- Head Teacher has to guarantee his/her confidentiality.

2.31.2. Head Teacher characteristics

Head Teachers have to be careful with some qualities that they should develop related to their work with students in class. These abilities could help teachers to guide students according to the learning and developmental process of each one of them. These Head Teachers` abilities have the purpose of making their job more effectively.

2.31.2.1. Head Teacher`s personal characteristics

Head Teachers have to develop in their personality certain positive qualities which will make their job more effectively. Also, their characteristics have to be well integrated and with solid values, because all of them will influence on their jobs in the classroom.

- Head Teachers need a well-integrated personality; this personality should reflect on their work an emotional and psychological equilibrium. This condition is important in the relationship between the teacher and the student, because in most of the cases, the students feel insecure, they could have learning problems, they could be stressed or need the support and care of Head Teachers.
- Head Teachers have to work for people and they should develop a humanitarian sense with all the actors inside and outside the school; in that way, they always can help their students and their families.

- Head Teachers should have a kind spirit with people. Head Teachers should have an appropriate professionalism, with a severe sense of personal integrity and fair judgment.
- They should be able to recognize others as human beings. This attitude is necessary to establish with interest and comprehension, a healthy and effective interpersonal relationship. The exchange of experiences with students, even though teachers belong to another generation, will help teachers to act in different situations.
- The approach with their students should produce in Head Teachers a retrospective personal analysis, because if Head Teachers observe how they were in the past, they will be able to understand better the present of their students. In that way, the teacher`s interest will be focused on students` comprehension.
- Head Teachers should promote, evaluate and ask for certain behaviors and avoid the negative ones; but at the same time they should be able to analyze their own behavior.

2.31.2.2. Professional characteristics.

There are some professional characteristics that make more efficient the Head Teachers` work. Those roles are defined in two dimensions:

- The formative role for the pedagogical development of their students.
- When Head Teachers accept the responsibility of the class.

According to these two dimensions, the characteristics are:

- A continuous professional improvement, in this way Head Teachers should have the mechanisms required to face any problematic area.
- Information and comprehension of the national goals of the education, that means, a complete professional engagement with the national standards.
- Head Teachers should develop enough comprehension, of “development psychology” and “learning psychology” of young people, to activate the positive and negative characteristics in function of how the person is.
- Head Teachers should know and apply different methods and orientation techniques to help their students in their personality issues and their problems with social interactions, not only to correct, but also to prevent any problematic situation.

2.31.3. Head Teacher’s functions

Head Teachers do not have just a pedagogical labor; most of them are in charge of a class with the purpose of organizing and guiding students. By doing this it is expected that students reach their level of development as integral people. Then, there are six functions associated with six different items of Head Teachers.

2.31.3.1. Functions related to Head Teacher

The guiding labor inside of the school is a task that belongs to a huge amount of people and professionals. All of them need to work based on certain pedagogical and formative objectives, for achieving that goal they have to develop some specific tasks.

At primary level the Head Teacher is the person who guides, directly and indirectly a child, because it is in Navarro y colaboradores where we find that “...técnica y prácticamente el orientador de los alumnos es el maestro que está con su curso. Técnicamente, porque la orientación es inseparable de la educación y el Profesor de curso es el educador de su grupo” (2010:49). At the same time, teachers` secondary education labor is also to lead and guide students` performance both inside and outside the classroom.

2.31.3.2.Functions related to Dirección de la Unidad Educativa

At primary education, Head Teacher performs a collaborative role with teachers of Unidad Educativa, because his/her job in the consolidation of values, habits and attitudes, gives teachers the chance of executing a relevant task. Moreover, Head Teacher acts as a co-worker both theoretical and practical foundations in the primary educational system.

At first steps of Chilean primary education, Head Teacher guides his/her job under two complementary standards:

- Collective formation; that is a task which Head Teacher has to develop both at school and inside of the classroom. To achieve that goal, the teacher has to get in contact with other professionals and people who belong to the school, and who are associated with the students` environment.
- Personal development that teacher has to perform in his/her guidance, and people`s growth labor. It means that Head Teacher has to be aware about students` personal and academic changes. He/she should be available to support students when they require his/her assistance. This standard has two

basic functions, the first one is the guidance function, and the second is the administrative one.

Besides, at primary education, Head Teacher has to perform a collaborative work with headmaster and UTP (Unidad Técnico Pedagógica) of doing the task of integrating all different items of Chilean curriculum and achieve the most important students' needs.

On the other hand, guide course has a central role in students' lives. That subject has the purpose of providing a big amount of experiences that make students to develop themselves in a proper way; moreover those experiences are in charge of school. According to Navarro y colaboradores "...estas experiencias y actividades procuran promover un desarrollo equilibrado y armónico de la personalidad del alumno, de su identidad, autoestima y confianza en sí mismo. Pretenden, además, estimular y encauzar las actitudes y capacidades personales del educando para que adopte decisiones vocacionales, de estudio y, en general, relativas a su proyecto de vida..." (2010:50).

2.31.3.3. Functions related to other teachers and professionals

The Head Teacher is an essential person in the learning and teaching process, as well as other teachers and professionals who work collaboratively with students, to achieve the main goal. That is the reason why it is important to develop those relationships in a suitable way. For acquiring that task, the UTP principal and Head Teacher should encourage a good work environment to enhance the interaction between students, teachers and other professionals. It is crucial to stimulate good relationships between school workers, mainly because it is in Navarro y colaboradores where we find that Head Teacher "...es el centro de la labor de todos los profesores del curso; recibe observaciones y quejas, disipa nubarrones, suaviza

asperezas y soluciona dificultades, dentro de lo posible, reemplaza la labor de los demás colegas, encargándole todo según las necesidades de los alumnos, como cada uno aspira y necesita...” (2010:53)

2.31.3.4. Related to a group of Students

Head Teachers should be the string that brings together the comprehension of all their students, in that way, they can work growth and development of the students. It is necessary to study the individual characteristics. According to Navarro y colaboradores “la participación de los alumnos se expresa en la asunción de responsabilidades directas...que varían en sus funciones y en su temporalidad” (2010: 54). In relation to this, the teacher’s functions related to the students are:

- The formation of civic consciousness as a person with duties and rights who is part of a social and political organization that demands his/her active participation.
- The development of a civic attitude, feelings, and engagement with principles, ideals and traditions of a social group or culture. Acting in favor of the class, eliminating selfishness and being a person of liberating attitudes, with some limitations according to the well-being of the group.
- The formation of civic abilities and competences to teach their students how to interact in the social life according to with their duties.

2.31.3.5. Related to guidance of a group

Head Teachers need to guide the group of students and they should make certain counselor functions, which are specific tasks that will serve to improve their roles as educational counselors.

- To diagnose the individual reality of the students: Head Teachers should develop some educational psychologist tools to find not only student's problematic areas, but also their potential as a person. In that way, Head Teachers can guide and participate in the formation of their students, and also, diagnose the educational and cultural environment that surrounds their students.
- To organize the information of their students with registers: Head Teachers should work with faithful and clear information to make their decisions according to the organization of their students and their roles that they should develop inside the class. This registers can be done in several ways, including the technology nowadays, but they cannot deny the use of regular tips, like the class book, observation file cards, or the individual files.
- To improve the relationship between parents and children or representative and students: Head Teachers in their works need to stay in contact with parents and representatives of their students to have a better and comprehensive relationship with all of them. The teacher becomes an intermediary between school and families.
- To get harmony and cohesion with the group of students in class: Head Teachers should suggest their students to be a united class. The group of students should have goals, a harmonious coexistence, a group organization and some behavior regulations to enrich their relationship.
- To make orientation units according the students problems and interest detected: this will help students to know better their environment and work in

their life projects. Head Teachers should establish a direct relationship with their students.

2.31.3.6 Related to Students Counseling

Head Teachers should make a series of basic functions to contribute to teacher's efficiency according to the relationship with their students and also the relationships between the students with their classmates. In some cases, only a small group of students has the sense of responsibility, but not the whole class and Head Teachers should supervise that these levels of responsibility should be connected with the individual capacities of the students. According to this, some functions of Head Teachers are:

- To solve problems of student's learning process.
- To watch over the comfort and the integration of the students in the class.
- To organize activities related to the maturing levels of their students.
- To give time to students to make a self-evaluation and to know better each one of them, in that way, students can manage their own personal goals.
- To make his/her job of integrator in the development of their students, because students need help and sometimes, comprehension.
- To work in the process of every student to contribute in the development of their own personality.

2.32. Students Counseling

Students Counseling is well known as a pedagogical-group activity which has its roots in the interaction between Head Teacher and students. This relationship is shaped due to a big amount of experiences that involve both, Head Teacher and students.

Furthermore, Students Counseling has nowadays some objectives which belong to the formative student's process, rather than the academic one. Nevertheless, and based on Navarro y colaboradores; this guidance group activity needs "...una mayor profundización, tanto en sus alcances como en su metodología, ya que es una tarea que no ha desarrollado un alto nivel de operacionalización en el contacto personal entre Profesor Jefe y sus alumnos" (2010:183).

2.32.1. Counseling definition

Students Counseling is a collective guidance, in which Head Teacher is in charge of the mission of transforming the class into an integrated group full of control and planned learning. It is in Navarro y colaboradores, where we find that Students Counseling "...es un espléndido método de orientación de grupo que facilita a la educación el cumplimiento de su finalidad esencial: la formación integral del hombre" (2010:183). That ambition could be achieved by having efficient relationship between teacher-students and students-students, and also when a democratic and participative organization is promoted among them.

2.32.2. Counseling general objectives

In general terms the Students Counseling duties are all those which refer to students' organization, problems that belong to the class, analysis, planning and

execution of those activities that are faced by the class itself; benefit activities and everyday participation in democratic life.

According to Navarro y colaboradores, “las tareas y objetivos del Consejo de Curso tienen relación con las exigencias de la comunidad, con el desarrollo integral de la personalidad de los alumnos y con las necesidades inmediatas de la vida del grupo” (2010:186).

It is important to say that Students Counseling’s exclusive objectives do not exist. It means that each class has to point out what main objectives are. Moreover, it is in Students Counseling where they have to elaborate an appropriate schedule for satisfying class needs.

Nonetheless, it is in Navarro y colaboradores where we find some general objectives about counseling’s functions:

- “Favorecer el desarrollo de actividades encaminadas a lograr en el alumno un autoconcepto que le permita superar limitaciones, afianzar cualidades, cultivar valores personales y sociales, éticos y morales, que le lleven a la búsqueda de su vocación.
- Contribuir a crear las condiciones que permitan que todos los alumnos, sin excepción alguna, obtengan éxito en sus experiencias de aprendizaje.
- Apoyar a los alumnos en la definición de su proyecto de vida.
- Contribuir a crear las condiciones que permitan a todos los alumnos incorporarse exitosamente en el mundo del trabajo.
- Contribuir a estimular su educación permanente” (2010:187).

The previous objectives were formulated with the purpose of developing integral students in every period of their lives; at every moment and also, because of the

relevance of educating worthy, reliable and responsible citizens. They belong to the society, they will participate democratically on it and, in a near future, and they will accomplish the changes that are necessary for any country.

2.32.3 Head Teacher and Students Counseling

Students Counseling will be developed in a suitable way when Head Teacher performs an amount of basic functions, which will help him/her to develop a proper relationship between teacher-student and student-student.

For achieving that goal, it is essential that head teacher organizes responsibility's roles fairly. It means that inside of the classroom should have different levels of responsibility, based on students` abilities, interests and ways of working. That aim, has been created for getting students` best integration and development of themselves. To attain that goal there exist some functions associated to Head Teacher, such as:

- Head Teacher has to deal with academic and personal student`s process.
- Head Teacher has to contribute to student`s incorporation in the class.
- Head Teacher has to organize activities according to students` maturity. Due to this, he/she will help student`s best development.
- Head Teacher has to promote students` self-knowledge and self-assessment.
- Head Teacher has to act as a mediator and guide. He or she has to be available for students` requests.

2.32.3. Counseling functions

Students Counseling objectives are also related to societal and environmental understanding of what surrounds the students according to their culture. For those reasons, the Students Counseling has five other functions: Cooperation, organization, guidance, intervention and evaluation.

2.32.3.1 Cooperation functions

- Members of Students Counseling should support, develop and promote a series of collaborative activities. According to Navarro and colaboradores “hacia las iniciativas emanadas de la dirección, cuerpo docente, del propio gobierno estudiantil, del centro de padres y apoderados y del resto de los grupos cursos de su mismo nivel u otros” (2010: 197)
- Members of the Students Counseling should contribute to a fair and equal solution of the troubles that they must confront inside of any educative unit as a group.

2.32.3.2 Organization functions

- Coordinate the use of the human and material resources in function of the responsibilities that the group or class have with the school. Coordinate the rules and information related to the realization and regulations of any program inside the school. Coordinate the different activities made by any educational and student’s organisms in function of specific projects.

2.32.3.3 Guidance functions

- The institutional organization of schools should provide the conditions for the observation of the students' behavior and contribute to their growth. Detect the difficulties originated in the group and the reasons. Then make the units. Promote the active participation of the students and their integration in the development of guidance topics, selected by the same students. Make activities in order to contribute to a better knowledge about themselves and the other students.

2.32.3.4 Intervention functions

- Head Teacher should allow that students have a conversation, express their ideas and clarify their doubts. Students must promote their reflexive thought to link the different points of view or any other information. Head Teachers must allow several actions and didactic methods for the development of the Students Counseling. Students should have the freedom of expression, emotion and positive interactions between other classmates.

2.32.3.5 Evaluation functions

According to Pizarro y colaboradores there are some direct and indirect functions linked to counseling evaluation`s functions:

- a) “directas: determinar el grado en que se han ido cumpliendo las actividades programadas por la directiva y los demás comités” (1970: 25)

- b) “indirectas: determinar el grado de cumplimiento de los objetivos educativos”
(1970: 25)

2.32.4 Students Counseling as guidance

Especially in Students Counseling, Head Teacher’s labor has a crucial role. Indeed it is the professor who becomes the students’ guide. Besides Head Teachers mission consist on directing and guiding Students Counseling according to a specific topic. The main idea is that students work with it in a reflexive way. In order to achieve that goal there exists Unidades de Orientación; in accordance with Navarro y colaboradores, they are “un conjunto planificado de situaciones de aprendizaje que se desarrollan en torno a un tema central y en un tiempo dado, con el fin de lograr objetivos educacionales que se desprenden de las necesidades del grupo” (2010:239). It is important to say that Unidades de Orientación must be applied following students’ maturing process as well as their interests. It means that the topic should be relevant for students, in order to develop a real impact on their lives.

Furthermore, Students Counseling as guidance has some objectives which will help Head Teachers to achieve his/her main goal; they are presented as follow:

- To get students a harmonic personality development, in order to help them to reach their integration to their near environment.
- Head Teachers has to answer students’ interests and needs. He/she should give the chance of expressing students’ opinions, ideas, doubts and creativity.
- Head Teachers have the role of motivating students to be aware, and also to be responsible about their own education. By doing this they will be able to value both, their own and others integrity.

- Head Teachers have to encourage students the dialogue and socialization with their classmates. Students should be able to realize that they need to get in contact with others in order to develop as human beings.
- The Head Teachers counseling's labor should be an integrated one. That involves the incorporation the OFT (Objetivos Fundamentales Transversales) in all educational subjects.

2.33. Head Teachers in the Educational Reform

The transversal fundamental objectives and the obligatory minimum contents, form the core of the curriculum, or what Head Teachers have to work within the curriculum. Designed by the Chilean state ministry, these are minimum areas of the development and formation that all schools should teach and promote in the students, in order of the different educative levels. This curricular core was developed and worked since the educational reform of 1996 (decree number 40) and with this reform, the education is connected to the democratic citizen formation.

2.34. Transversal Fundamental Objectives in the Educational Reform

The transversal fundamental objectives are originated from the necessity of kids and young people to confront the world and life. Nowadays, the world lives in constant changes related to the productive process, jobs or goods and services. According to Navarro and colaboradores, this changes "...obligan a insertar al alumno en la sociedad más preparado en actitudes y valores, que favorezcan su libertad social e individual, su promoción social, su desarrollo integral y su vida democrática" (2010: 89). The transversal fundamental objectives are separated in two categories:

- Related to the ethic/moral formation of the students, inside the context of values, traditions and ideals shared by the Chilean society forming the cultural identity.
- Related to the development of personal and social capabilities that contributes to the strengthening of a sane and fair coexistence and to the proper behavior according to modern life and society.

The transversal fundamental objectives appeal to all the departments that define the school and according to the MINEDUC “...compromete a todos los actores en la visibilidad y desarrollo de ellos en la unidad educativa. Cuando los docentes dialogan sobre transversalidad, implícitamente se le da énfasis a los códigos morales” (Ministerio de educación, 2011). The transversal fundamental objective invites Head Teachers have to work these objectives in detail according to the cultural and social needs. In the national curriculum the fundamental objectives should be related with any learning area according the transversal contents (themes and topics that improve students’ experiences), transversal tools (abilities that students require to apply in their life) and transversal values (human, moral or ethics necessary to students’ social life).

2.34.3 Transversal Fundamental Objectives of elementary education.

At this level, the main objectives of the transversal fundamental objectives are related to the personal development and the social and moral behavior of the students. Some of these objectives are:

- Personal growth and self-reinforcement: according to the national decree “se busca estimular rasgos y cualidades potenciales de los estudiantes que conformen y afirmen su identidad personal, favorezcan su equilibrio

emocional y estimulen su interés por la educación permanente” (Mineduc, 1999).

- Ethic formation: according to the national decree “se busca que el educando desarrolle capacidad y voluntad para autorregular su conducta en función de una conciencia éticamente formada en el sentido de su trascendencia, su vocación por la verdad, la justicia, la belleza, el espíritu de servicio y el respeto por el otro” (1999:8).
- People and their environment: according to the national decree “ se busca favorecer una calidad de interacción personal y familiar regida por el respeto mutuo, el ejercicio de una ciudadanía activa y la valoración de la identidad nacional y la convivencia democrática” (1999: 9).

2.34.4 Transversal Fundamental Objectives secondary education.

The objectives of secondary education are related with the goals of education, knowledge, abilities, attitudes, behaviors and values which are expected in students according to their intellectual, personal, moral and social level. The Transversal Fundamental Objectives of secondary education are:

- Personal growth and self/reinforcement: according to the national decree “se estimulan los rangos y cualidades que conformen y afirmen su identidad personal, el sentido de pertenecer y participar en comunidad...” (1998:20).
- Knowledge development: according to the national decree “se busca que los alumnos desarrollen y profundicen las habilidades intelectuales de orden superior relacionadas con la clarificación, evaluación y generación de ideas; que progresen en su habilidad de experimentar y aprender a aprender...” (1998:21).

- Ethic formation: according to the national decree “se busca que los alumnos afiancen su capacidad para autorregular su conducta y autonomía en función de una conducta éticamente formada en el sentido de su trascendencia, su vocación por la verdad, la justicia, la belleza, el bien común, el espíritu de servicio y el respeto por el otro” (1998: 22).
- People and their environment: according to the national decree “se refieren al mejoramiento de la interacción personal, familiar, laboral, social y cívica, contexto en los que deben regir valores de respeto mutuo, ciudadanía activa, identidad nacional y convivencia democrática” (1998:23).

2.35. Head Teacher’s challenges

Inside and outside the classroom, the person who is closer to his/her students, shares their everyday wishes, dreams and concern is the Head Teacher. He or she has to deal with some challenges according to his/her profession, those are:

2.35.3 Related to their students:

- To keep high hopes in all his students
- To support and check the academic development and social relationships of his/her students inside the school and look for any necessary backup to deal with the students issues.
- To know the student’s characteristics, especially things related to their personal, affective and socio cultural development.
- To create instances of guiding and communication, effective and systematic.
- To support the student’s methods of organization and help with their participation in these methods.

2.35.4. Related to their parents and representatives:

- To find tools or ways to help parents to support the knowledge and learning of their students.
- To talk to parents about the participation of their sons and daughters, giving clear and appropriate information of them.
- To know the sociocultural characteristic of the student's family.

2.35.4 Related to the teacher's group inside the school:

- To keep high hopes in all his students
- To ask for instances to design, and evaluate any action of the school related with the students, their parents, the community or any other institution.
- To maintain a good communication with the directive and other teachers to talk about problematic areas according of the student's academic issues and scholar behavior inside the school.

In this chapter three different periods of time have been presented to illustrate Head Teachers and Students Counseling characteristics as well as functions, have changed from 1957 to 2013 in Chile. There are different motivations why Head Teacher's role has been modified. Those, answer to multiple factors which have their roots mainly on political and social causes. As follow, we will present the most relevant conclusions, which will show similarities and differences among those three periods of time in our country.

2.36. Comparison chart

Period	Head Teacher's Role	Student Counseling
<p>1957 - 1973</p>	<ul style="list-style-type: none"> • To advise, guide, organize and supervise the Student Counseling. • To report in General Teacher Counseling the specific characteristics of his/her course. • To activate the Head Teacher committee assignment integrated by three teachers and a counselor, responsible for promoting the orientation activities planned. • To contribute in Head Teachers Counseling to study specific problems of this function • To activate pedagogical meetings planning. • To attend supporting 	<p>Students Counseling types are:</p> <ul style="list-style-type: none"> • General Student Counseling: is led by student president. • Students Counseling committee: led by the president, and advised by the Vice president. • Students Counseling orientation: is guided by the Head Teacher. • <p>The Students Counseling should have the organizational structure:</p> <ul style="list-style-type: none"> • To develop study habits in the students. • To organize and foster teamwork at the school • To create a positive environment between

	<p>services such as; Medical service, social assistance service, Educational and vocational guidance service.</p>	<p>teachers and students.</p> <ul style="list-style-type: none"> • To help students to develop their personality. • To help students to be integrated in society, in social, educational and economic aspects.
<p>1973 - 1990</p>	<ul style="list-style-type: none"> • The Head Teacher is defined as a tutor, advisor, helper and intermediary. • He/She has a formative role in the classroom. • Head Teacher's labor is focused in providing an educational process and being a guide for students. • His/her work is dimensioned in four abilities; leadership, coordination, orientation and evaluation, about learning process. 	<ul style="list-style-type: none"> • Students Counseling prepare them for real life decisions, work groups, and to respect and obey the definite rules and agreements. • Students Counseling allows and helps students to develop an integral formation. <p>The main objective are:</p> <ul style="list-style-type: none"> • To promote a natural environment in order to achieve learning about democratic coexistence. • To counsel students personality formation. • To motivate students to express and act in a natural way.

<p>1990 - 2013</p>	<ul style="list-style-type: none"> • To Direct and guide a group of students, according to three different areas <ol style="list-style-type: none"> 1. Personal: Head Teacher supports students 2. Group: Head Teacher guides and helps them to reach their goals 3. Familiar: Head Teacher acts as a connector between family and school <ul style="list-style-type: none"> • To encourage Students to express their opinions freely. • To encourage Students to assume collective challenges. • Head Teacher should have a full knowledge about Chilean education`s objectives. • Head Teacher should have a full knowledge about psychological as well as learning students` characteristics. 	<ul style="list-style-type: none"> • To solve problems related to the learning process of the students. • To stimulate students civic consciousness. • To support the students with the activities related to their life project. • To encourage the student`s permanent education • To suggest different levels of responsibility inside the class (assign duties). • Cooperation function • Guidance function • Intervention function • Evaluative function • Integrate the student counseling according to the fundamental transversal objectives and the vertical fundamental objectives.
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	<ul style="list-style-type: none">• Head Teacher has to consolidate a civic conscious in his/her students (rights and duties).• To register and organize Student's information• To guide Student's vocational, study and life project decisions.	
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2.37. Conclusions

Between 1957 to 1973, the Students Counseling integrated the various activities of high school with a view of forming the democratic citizen in order to be able to act with scientific criteria in all the situations that were presented in life. Also, achieved the objectives to plan their activities contemplating human reality (students-teachers), prepare the material (classroom, laboratories, libraries, gym, special services, and teaching material.) worked with administration (regulation, schedules, working day and school calendar.) and the high school social-economic and community that form part of the school.

Furthermore, the Students Counseling facilitated understanding of problematic situations and can solve them through the analysis and integration of information acquired in a systematic way (subject, development of orientation unit) or unsystematic (radio, home activities and accidental discussion.) The evaluation of the Students Counseling are good to measuring scientifically the results according to some periods of time, searching the improvement of the habits, ideals, concepts and skills fully or partially met. Also, served as a diagnostic to find the difficulties encountered in the implementation of the objectives, adequate and improve future activities of Students Counseling.

According to Head Teacher, we observe many specific characteristics, one of this is the time assigned to Students Counseling. The current curriculum in education seems insufficient to develop the activities and work that correspond to the Head Teacher. So they need to plan the activities of the Students Counseling using a previous study to apply the activities.

Head Teacher counseling is itself an important space for studying and improving. Also, it should be used to disseminate the most appropriate instruments for the knowledge and individualization of students. Finally, the most important functions of Students Counseling depend on the students and teachers compromise in some

important tasks like teacher`s organization, the integration skills and the sensitivity to capture and solve the student`s individual problems and to select and adapt programs content and activities in student counseling. After this first period, Students Counseling has suffered another crucial division which started from 1973 to 1990. At that time, Chile was living a difficult political and social moment, for that reason, the political perspective changed.

In that period of time, some Students Counseling objectives were associated to motivate students to express themselves and act in a natural way, at the same time Students Counseling had to promote a natural environment in order to achieve learning about democratic coexistence. However, there was not democracy in the country; that is to say, people, students, and teachers could not express themselves. As a consequence, there was not coherence between public, politics and educational objectives.

Before 1973, students were prepared to be active citizens through the civic-moral formation, in simple words; the idea was that students expressed their opinions and preferences and participated in political elections. Nevertheless, after 1973, it was not possible to participate because the right to strike and vote was revoke. As a result, civic-moral formation was focused on human formation related to values.

During 90`s decade, Chile was suffering a progressive change in order to restore its democracy, in both, Chilean culture and human rights which belong to our country. Those variations have influenced schools and Head Teacher`s participation according to the educational reform of 1996, which changed schools objectives associated to students` formation. At the same time those changes have emphasized students` return to their civic values and attitudes as well as the objectives that each school requires for their programs. Besides, with the next creation of the 220 decree for elementary school and the 240 decree for high school, the government searched a relationship and a cooperative work of the student`s training with the fundamental

transversal objectives and the minimum obligatory contents of each subject. Head Teachers became a fundamental guide of their group of students to help with their personal needs, with their integration and consolidation as a class group and with their parent's relationship. Besides, Head Teacher had an active role in the development of the learning process in their students, evaluating their progress and the later results. At this time, Head Teachers were the Students Counseling guide to promote the student's active participation and to express their opinions freely.

Related to Students Counseling, this period was characterized as a place to planning and analysis of teacher's activities to help the resolution of student's conflict inside their class. Besides, Students Counseling is used for cooperation development, the guide of the students, as well as the evaluation of each one of them according their behaviors and learning process. They used the Students Counseling like an opportunity to develop life projects formation and professional project and also, a place where Head Teachers can create and work with the civic consciousness of their students according to their attitudes and their role in the society.

Over the years, those changes are focused on developing students' attitudes and the Head Teacher's role as a guide. Moreover, the main goal was to restart what had been lost as a consequence of the military dictatorship, which deprive to all citizen of critical thinking as well as civic formation. Nowadays, this process is in continuous improvement according to the educational matters and the personal formation related to the cultural reality in the country.

Chapter III

Methodological Framework

3.1. Introduction

In this chapter, we will give details about methodological framework, which is composed of research approach; it means what type of research is, research method; it is about the type of instrument that was created in order to collect information, research design; it concerns the instrument structure, sample: it defines the criteria and participants besides in this case describes the different schools; data collection, it explains in detail the procedure, and data analysis method: it describes the procedure of analysis and results.

Through the years, as students and now as future teachers, we have realized that Head Teacher's role and Students Counseling have lost the principal focus because there is not clear and accessible information about what they have to do. To be more specific, Ministerio de Educación establishes a precise time for Head Teacher to develop Students Counseling and Headship and it gives materials to develop these subjects. However, this institution does not give tools to teachers that help, guide, and prepare them to perform an efficient role.

In that sense we chose three different schools located in the Metropolitan Region. The first school Escuela República de México E- 71 is a multicultural public school which offers primary education. The second school is Colegio San Andrés Maipú. It is a subsidized school which brings primary and elementary education. The third one is Academia de Humanidades which is a catholic and private school which offers primary and secondary education.

We applied a survey in these schools in order to explore the present situation of the teachers' perceptions related to Head Teacher, Headship, and Students Counseling.

At the end of this chapter, we are going to analyze the survey's results and give answer our hypothesis according to our research.

3.2. Research Approach

The type of investigation is exploratory.

Our work is divided in two parts; first, we decided to make a bibliographic research because we searched for bibliography that describes the evolution of Students Counseling and Headship through time the years; from 1957 until now, that is to say, we collected relevant and necessary information that concerns what happened in Chile during past and present period checking the Head Teacher role and Students Counseling though the years. Data collection was done through books and official documents. For instance, “Revista de Educación, “Reglamento Ministerio de Educación” and other books related to the topic.

At the same time, according to Hernández. R. (2006:101) “La investigación exploratoria se realiza cuando el objetivo consiste en desarrollar un tema poco estudiado”. Our research has not been studied in detail because many people are not interested in the Head Teacher as a change agent, so that, teachers are not valued and do not represent an important role in our society

It is exploratory because it helps us to familiarize with this unknown phenomenon, in our case; we want to know the perceptions of Head Teachers, according to their labor in Student Counseling and Headship. Another important thing is to acquire information concerning a particular context; remember that our research is based on 1957-2013, and finally it helps future researchers in case that they want to develop another study related to Head Teacher and Students Counseling.

3.3. Research method

According to the information that was gathered, we use a mixture of investigation between qualitative and quantitative. Each one of this type of research was created in order to collect and analyze the information given by Head Teachers. Brief questions were chosen and applied to a small amount of teachers, all these teachers were selected under narrow requirements, such as, they should have at least five years of experience as Head Teachers and the survey should contemplate three kinds of schools (public, private and subsidized). By doing this it was expected head teachers will answer according to their particular reality inside of their schools. Thus, we will display three different perspectives about Students Counseling and Head Teacher`s role.

By the time that we carried out this research, the instrument questions were brief, to a small margin of Head Teachers according to a series of requirements, in that way the teacher can deliver the information and we could observe the different realities of the schools and the Head Teacher`s role.

To elaborate our research, we chose three schools of different administrative dependence, in order to apply the survey in each social and cultural context. The selection of these three schools allowed us to gather the information that can be similar in any other schools of these three types of dependences.

First, we use quantitative investigation to separate and analyze the three realities of the schools that we use to apply the instrument, according to the information that we asked to Head Teachers to answer. This method allowed us to analyze the result in a faster and more efficient way. We used the quantitative method to analyze the results statistically and generate graphs and diagrams to present our results. According to Baptista y colaboradores “los datos son representados en forma de

números que son analizados estadísticamente” (2010:13) and “la presentación de los resultados se realiza a través de tablas, diagramas y modelos estadísticos” (2010:14) The bibliography information that we searched, allowed us to generate the instrument for applying to Head Teachers in a quantitative way. In accordance with Baptista y colaboradores “...se utilizan instrumentos que han demostrado ser válidos y confiables en estudios previos o se generan nuevos basados en la revisión de la literatura y se prueban y ajustan” (2010:13)

The other research method was the qualitative investigation that we used in one open question to gather general antecedents of the role of Head Teachers in head counseling. This type of investigation is useful to find an observation and not a measuring of the result according to the question. Based on Baptista y colaboradores “existen varias realidades subjetivas construidas en la investigación, las cuales varían en su forma y contenido entre individuos, grupos y culturas” (2010:11). In this situation, we asked a question in order to analyze the results depending on the administrative dependence. This open question will give us the information to observe and analyze the reality of Head Teacher`s point of view. Finally, this question gives us the opportunity to research the experience of the interviewers or the participants, as Head Teachers, their ideas and perceptions. According to Baptista y colaboradores, the qualitative investigation is an opportunity to “describir, comprender e interpretar los fenómenos, a través de las percepciones y significados producidos por las experiencias de los participantes” (2010:11).

3.4. Research design

This research is focused on a survey development which contains certain questions that guide our investigation, by doing this it is expected to measure a group of variables in order to answer our hypothesis, which is to explore through a study, on one hand by a Bibliographic research and on the other hand by the application; if a Head Teacher apply a working plan and if they care about the student's interests in the Headship.

Besides, questions are also connected with our hypothesis; those will reinforce what we have established according to the unsatisfactory period of time assigned to Students Counseling and the development of activities linked to that subject.

That is the reason why we formulated questions for finding relevant information that helped us to support our hypothesis. It involves determining how many hours are really necessary for developing Students Counseling, to establish if its activities are certainly effective and if it is important for teachers have a manuscript which guides them into their labor as educators.

The survey contains both kinds of questions, open and close. In close ones, we presented two or more possible answers. The idea was, respondents had a guide to answer the questions. Then, we as interviewers defined the answer categories.

Moreover, it is important to say we chose those sorts of questions because they are which will guide our investigation in order to answer our hypothesis. Furthermore, they require a low level of effort for respondents, because they just have to decide the alternative they think was the best. Another advantage about close questions it is the fact that answer's ambiguity is reduced and at the same time those kinds of questions promote comparison among them.

On the other hand, we also chose an open question. The main goal was to search, observe and know deeply Head Teachers' opinion according to their experiences as

Head Teachers. Those kinds of questions, in contrast to close ones, did not restrict answers possibilities. Because, they can change due to different reasons, one of them was the sociocultural schools context.

Likewise, the open questions gave us wide information for just one topic, they mainly help us when close questions information it is insufficient or poor. In fact, open questions allowed us to deepen and enhance our theme.

3.5. Sample

This research is based on some bounded criteria, which have been defined by applying a group of specific features until getting the proper sample. As follow, there will be four characteristics which have been chosen as the sample.

1. The sample`s teachers belong to three different schools. Three of them belong to Private School, the other three belong to Subsidized Private School, and the final ones belong to Public School.
2. The sample is integrated by 9 teachers.
3. The chosen teachers live in Santiago de Chile, Metropolitan Region.
4. The chosen teachers have, at least, 5 years of experience as Head Teachers.

As follow you will find each schools´ description. There we included administrative dependence, sociocultural description and general characteristics of them.

Escuela República de México E-71

Escuela República de México E-71 was founded in 1963. It is a public school located in Santiago. It is an elementary school which has a great cultural diversity because the major part of the students is from different countries like Colombia, Peru, Bolivia, Argentina, etc.

However, this feature is not good at all when we talk about teaching and learning process, so that, at first time students are not motivated to in our country, because the weather and food are very different in their countries and they say that the Chilean people often make them feel discriminated.

About teachers, the most important part is between 40-60 years old, in this case, they have been teaching there for many years.

Colegio San Andrés de Maipú

The school name is San Andres, located in Maipú suburb. This school was founded in March 03 of 1997 and in 2002 it became a subsidized school.

The school has an elementary and high school and works in full time study. The students came from medium and high class families. This school was built to cover the needs of villa Las Rosas.

This school has more than 600 students and the three teachers that we ask to complete the survey have more of 10 years of experience as head teachers (9, 11 and 13 years each one of them).

Academia de Humanidades Padres Dominicicos

Academia de Humanidades is a private school which has promoted solid and traditional values since its foundation in 1915. This school has focused focuses its attention especially on the family's educational role.

This educational institution is governed by the rules of the Ministry of Education, the Guidelines of the Church, especially the "Educational Project" as the Episcopal Conference of Chile and the laws of the Order and its Bylaws.

The Dominican Order has the inescapable and the transferable mission of providing from the treasury of secular experience and ability to read the present reality, the values that give meaning to the person and help them to develop themselves, in all its dimensions, to reach their best as human beings.

3.6. Data collection

First, we took a decision to do a bibliography and exploratory research thesis, because this research aims to make a historical overview about Head Teacher` role and Students Counseling. Therefore, an instrument was made including close and one open question and quantitative type, leaving one question for comments, which is qualitative character. The main aim of this instrument is to know perceptions that Head Teachers have about Students Counseling and how this takes place.

In this data collection were chosen three types of schools in the metropolitan area, including: Private school, Subsidized and Public school. In which a questionnaire was applied to three Head Teachers of each school with more than five years of experience. The schools were chosen for two simple reasons: first, five members of the thesis group are conducting practicum II in such institutions, while one of the members in a particular way addressed his ex-practicum center (subsidized) to

perform the research. Second, because the available time to make the thesis is not enough, take into consideration the aforementioned point.

The method used for data collection was:

1. Prepare an authorization letter in order to apply a questionnaire in each kind of school with the approval of the headmaster or rector, as shown below:



ESCUELA DE EDUCACIÓN EN
HUMANIDADES Y CIENCIAS
Pedagogía en Inglés

Autorización para el desarrollo de encuesta

Sr(a) _____ Director(a) del Establecimiento _____

_____ por medio de la siguiente carta solicito a usted autorización para realizar una encuesta a algunos profesores jefes pertenecientes a su establecimiento, documentación que nos ayudará para desarrollar nuestro seminario de grado.

Agradezco su disposición para que mis estudiantes puedan realizar dicha encuesta.

Saluda atentamente a usted,

Verónica Abbott

Directora de Escuela de Pedagogía en Inglés,

Universidad Católica Silva Henríquez

Nombre del Director _____

Firma _____ Timbre _____

Santiago, _____ de 2013.

2. A questionnaire was created with eight close questions and observations (acting as an open one) as follows:



ESCUELA DE EDUCACIÓN EN
HUMANIDADES Y CIENCIAS
Pedagogía en Inglés

Cuestionario

Fecha: _____
Años de experiencia: _____
Años de experiencia como profesor jefe: _____
Nombre del Establecimiento: _____
Dependencia Administrativa: _____

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso?

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

- a) Si
- b) No

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?

4. El número de horas que Ud. dispone actualmente responde a una normativa:

- a) Ministerial
- b) Del Colegio
- c) Propia del Profesor

5.¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?

- a) Si
- b) No

Si su respuesta fue “no” ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7.El enunciado que a su juicio mejor define la función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si, mensualmente.
- b) Si, semanalmente
- c) No realizo planificaciones.

8.El enunciado que a su juicio mejor define la función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
 - II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
 - III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.
- a) I y II.
 - b) Sólo II.
 - c) Sólo I.
 - d) Sólo III.
 - e) I, II, III.

Observaciones:

Once approved the letter, a meeting was held with the Dean or Head Master of the institution who read and validate the instrument, and inform us which teachers were the most appropriate to answer this instrument.

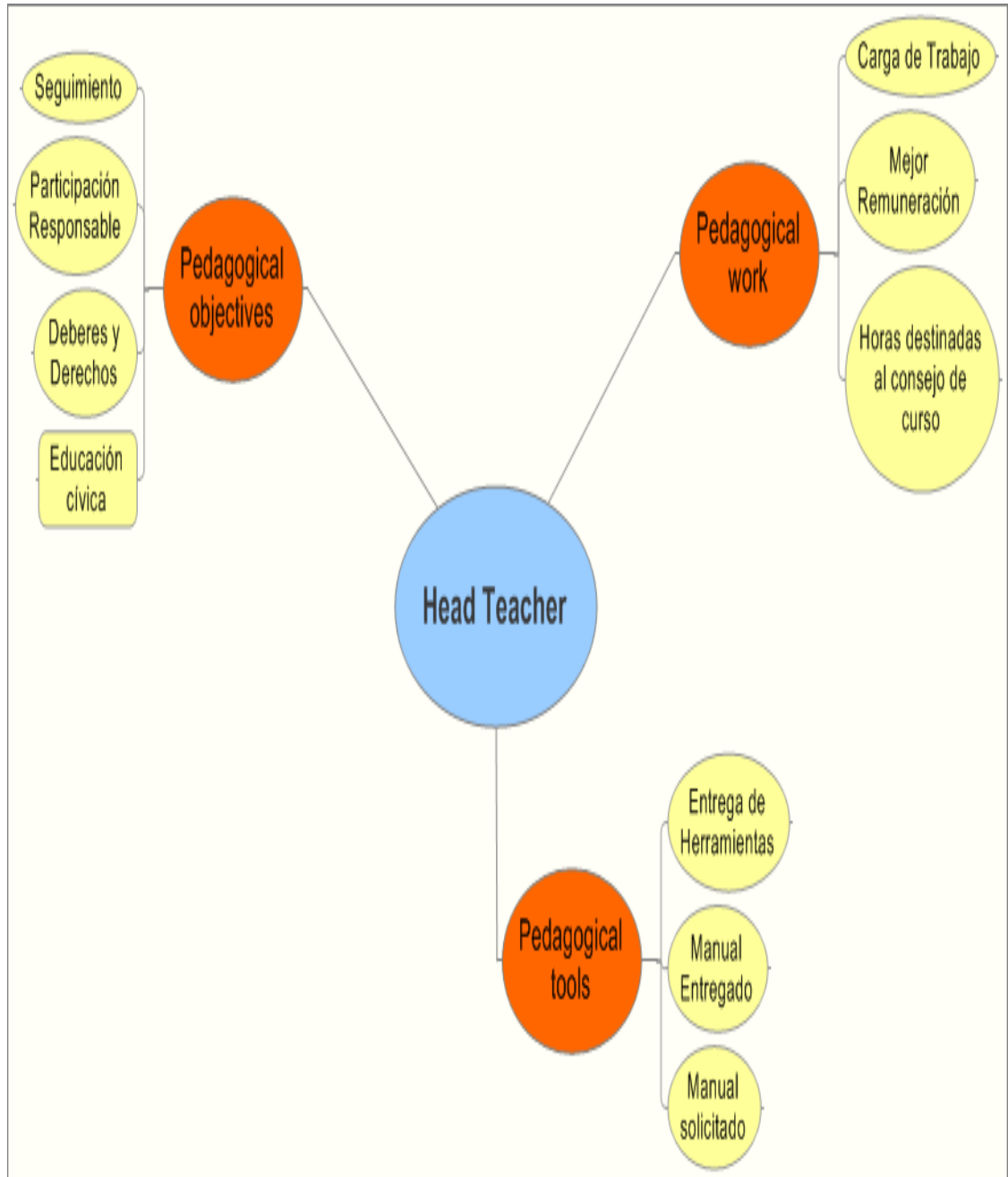
3. Three teachers are chosen at the private school called “Academia de Humanidades”, subsidized school “San Andrés, Maipú”, and public school “República de México E-71”, which applied the questionnaire individually.
4. Once delivered the instrument, teachers had two days to respond to the instrument.
5. Teachers delivered the completed questionnaire to each of the members of the thesis.
6. We hold a meeting to tabulate the results of the questionnaire.
7. We make the decision to divide the questionnaire separating the close questions and the open answer.
8. For close questions such Pie charts are made and separated by the establishment
9. Bar graphs are made in response to the question from the three schools previously mentioned.
10. Once the graphs are made we proceed to make the analysis of each of the qualitative questions.
11. On the other hand, observations are classified each key concepts mentioned in each questionnaire.
12. We assign codes to each concept and put in a special category to develop a diagram chart.
13. It is analyzed and aforementioned the questionnaire one by one.

Chapter IV

Data presentation and Analysis

4.1. Diagram based on qualitative comments

Based on those comments we will create a diagram in which we identify the key concepts of teachers' answers. By doing this was is easier for us to read in the teacher's comments.



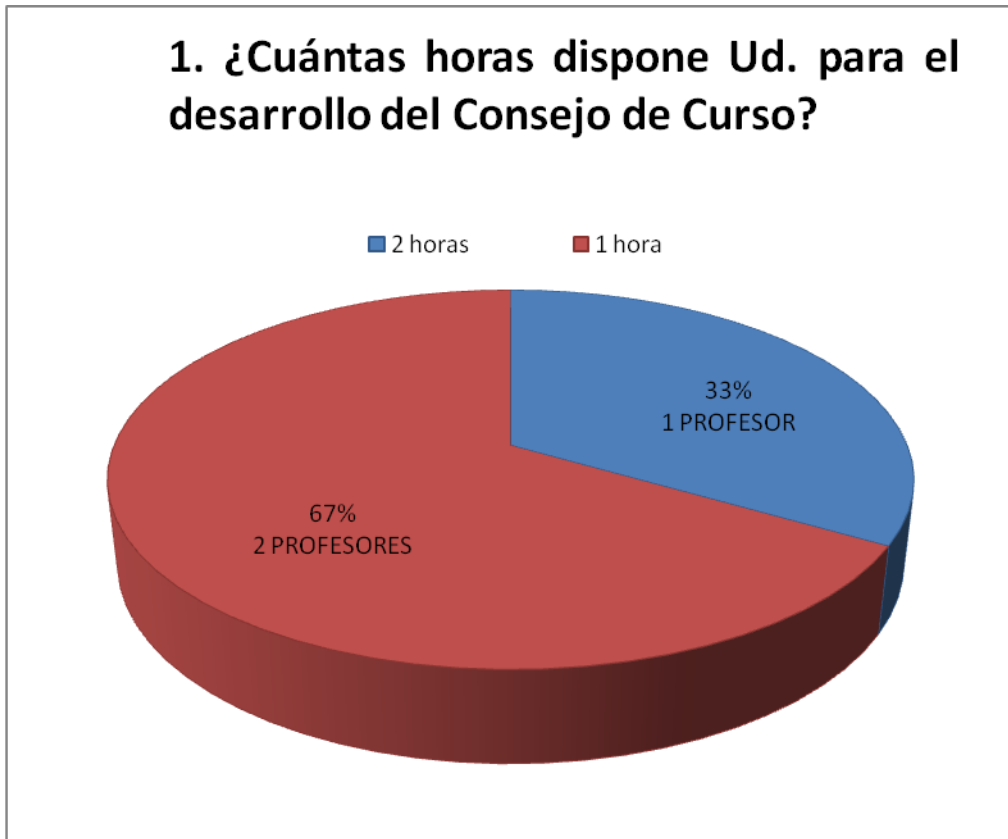
As follow you will find an analysis about the previous diagram:

Head Teacher involves three different categories:

- Pedagogical objectives: some teachers claim that one of the main pedagogical objectives must be the sub category “participación responsable” and “educación media”. According to one of private school teachers [el consejo de curso es una instancia para fomentar también la educación cívica y la participación responsable, en las cuales, el respeto y la tolerancia son fundamentales].
- Pedagogical work: some teachers claim that one of the main pedagogical work should be the sub category “carga de trabajo” and “mejor remuneración”. According to two of subsidized school teachers: [...la experiencia de 13 años como profesor jefe debiera ser mejor remunerada, ya que, es mucho el trabajo...], and [...creo que debería ser un horario con una remuneración especial, debido a la cantidad de trabajo adicional que significa...].
- Pedagogical tools: some teachers claimed that one of the main pedagogical tools should be the sub category “entrega de herramientas” and “manual solicitado” According to one public school teachers: [...“el trabajo con los alumnos y alumnas en el horario determinado para consejo de curso debería estar dispuesto entre otras cosas a la entrega de herramientas hacia los alumnos y alumnas, para que sean capaces de desarrollar la habilidad de liderar y organizar sus propios proyectos, de tal manera de ser capaces en el futuro de trabajar en forma activa en la sociedad en la cual ellos decidan vivir...]”.

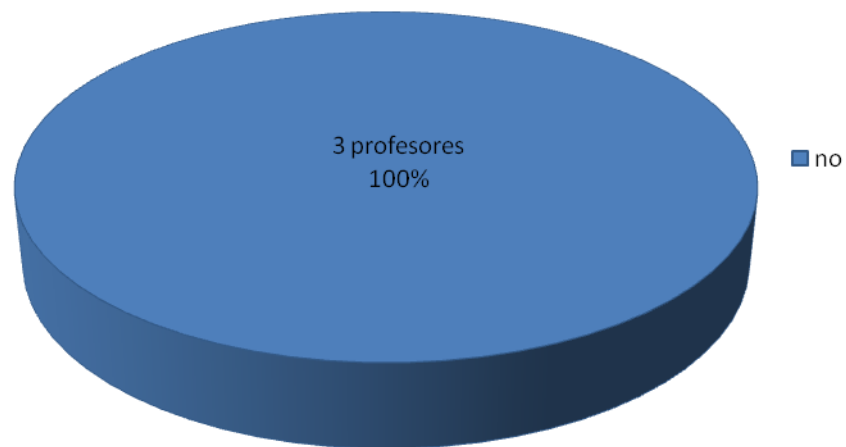
4.2. Data analysis method

Escuela República de México E-71



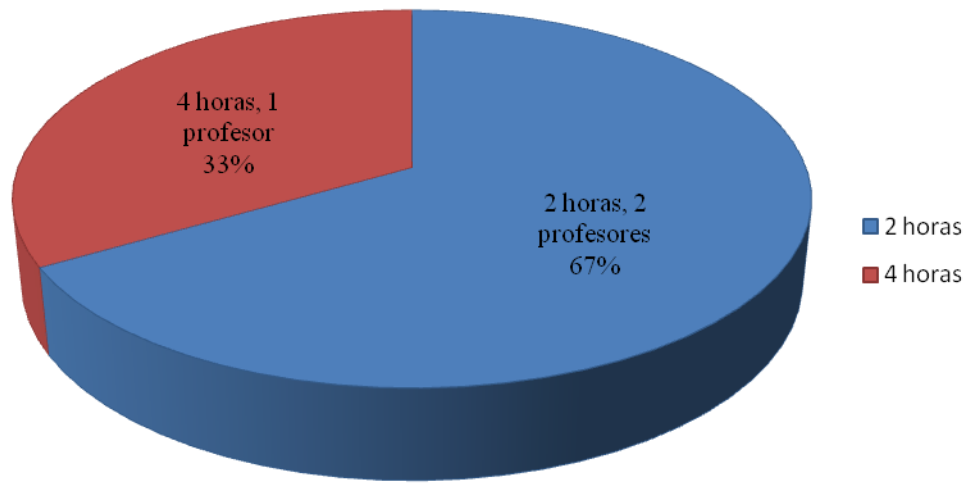
This graph represents that two of three Head Teachers have just one hour of Students Counseling.

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?



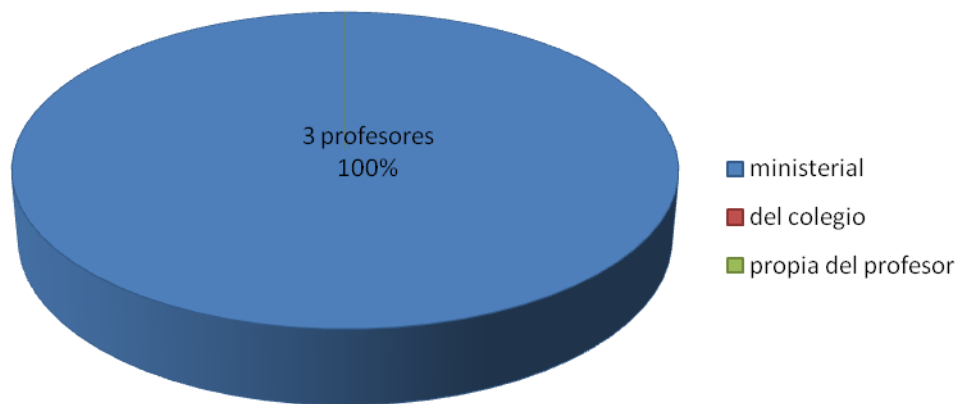
There is a clearly defined pattern of the graph, one hundred percent of the sample said that time is not enough to develop Students Counseling.

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?



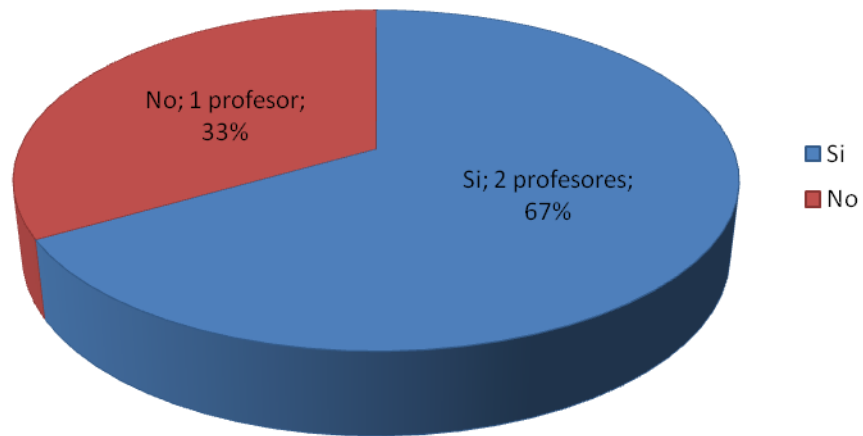
The shape of the graph demonstrates that most of the teachers consider that the ideal time to develop Students Counseling is two hours per week.

4. El número de horas que Ud. dispone actualmente responde a una normativa:



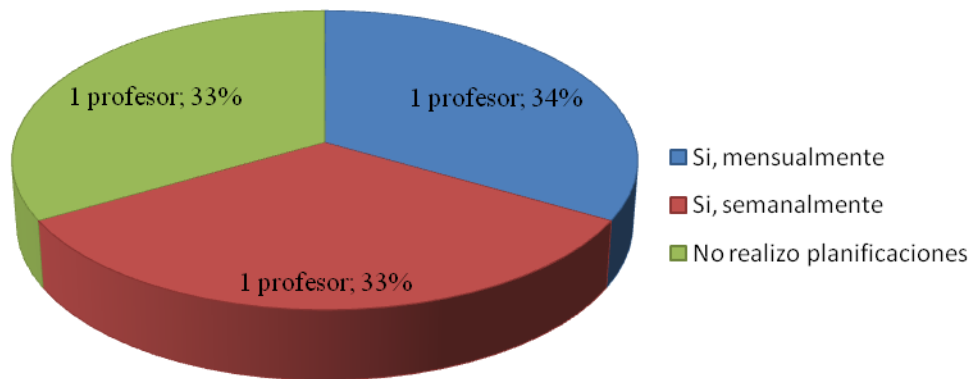
There is a clearly defined pattern, the graph means that teachers do not have the autonomy to choose the hours of Students Counseling.

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?



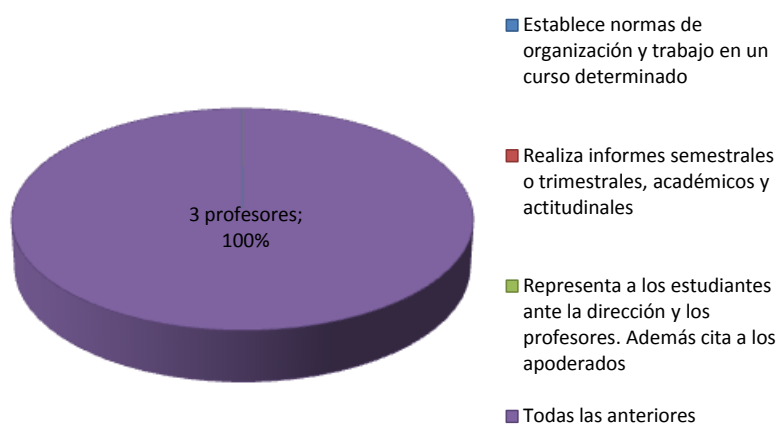
One can interpret the graph in several ways. Firstly, it shows that two teachers have a handbook to guide their Students Counseling and one of them does not have this material. For us, this information is very confusing, because three teachers belong to the same school.

6. ¿Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso



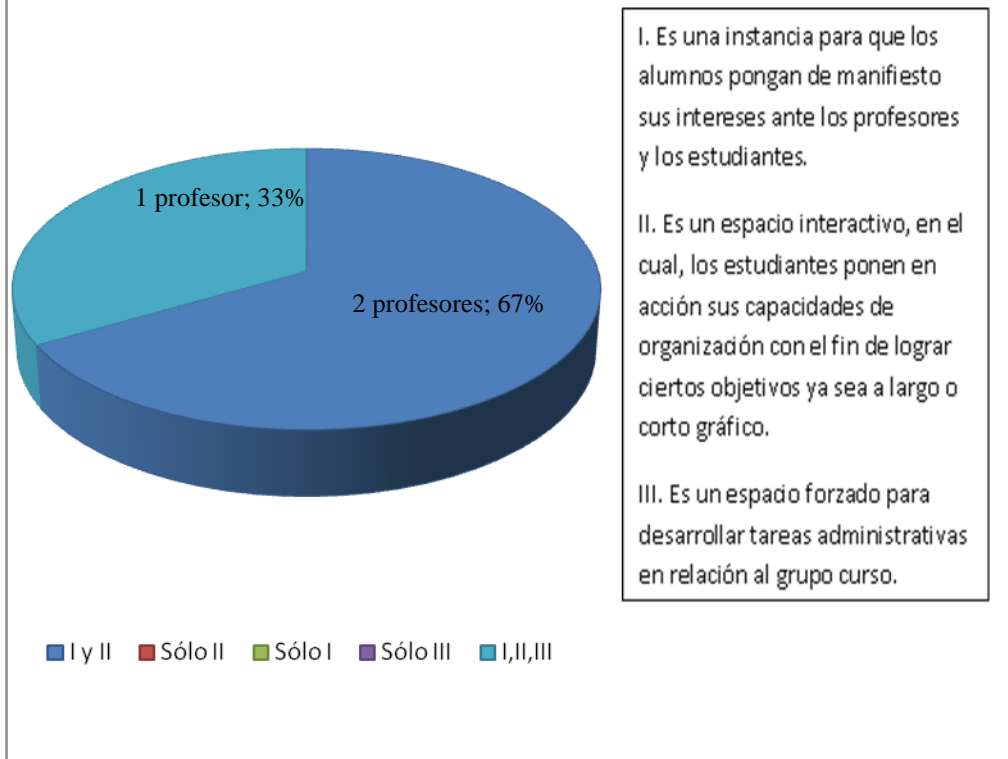
In this graph there are three different answers, the first teacher said that he does not plan his class in Students Counseling, the second one claimed that he plans their class monthly. And the last one said that he does his lesson plan weekly. As a result, we can interpret that Unidad Técnica Pedagógica (UTP) does not monitor the lesson plans about Students Counseling.

7. El enunciado que a su juicio mejor define la función del profesor jefe es:



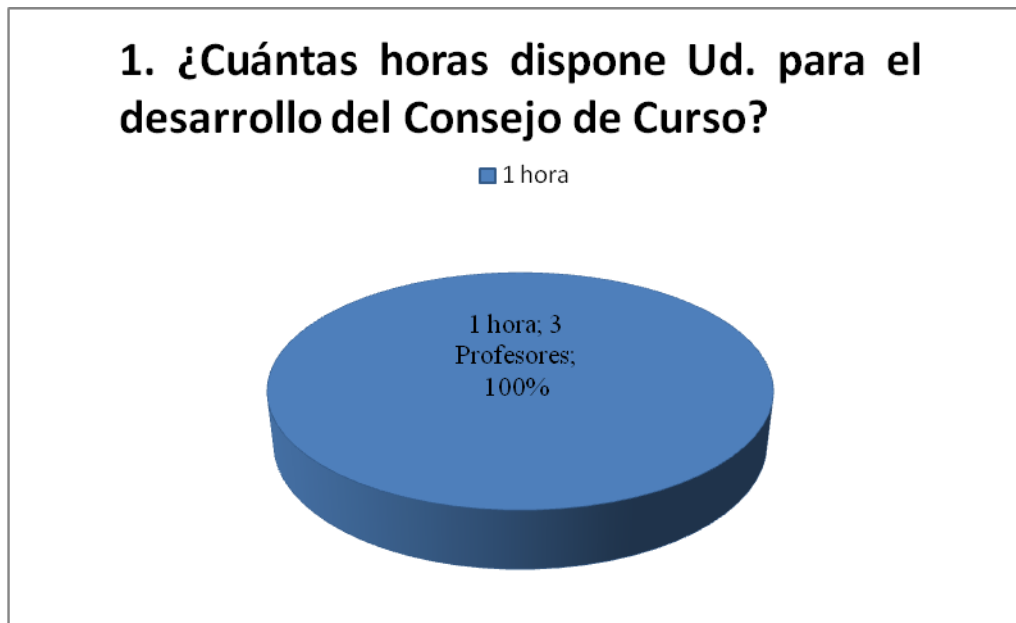
There is a clearly defined pattern of the graph, one hundred percent of teachers claimed that all the alternatives define better the Head Teachers functions.

8. El enunciado que a su juicio mejor define la función del Consejo de curso.



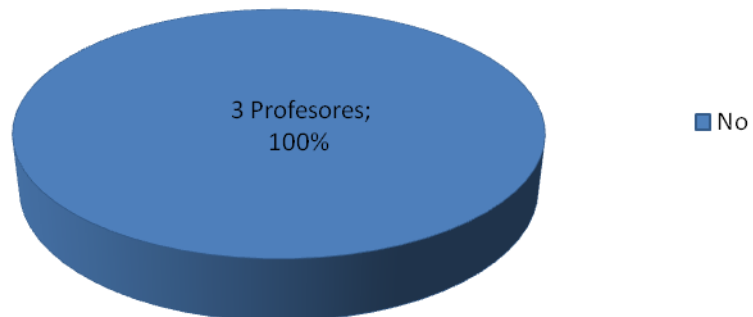
In this graph, two of three teachers answered that the first and second statements are correct, and one teacher claimed that all statements are correct.

Colegio San Andrés



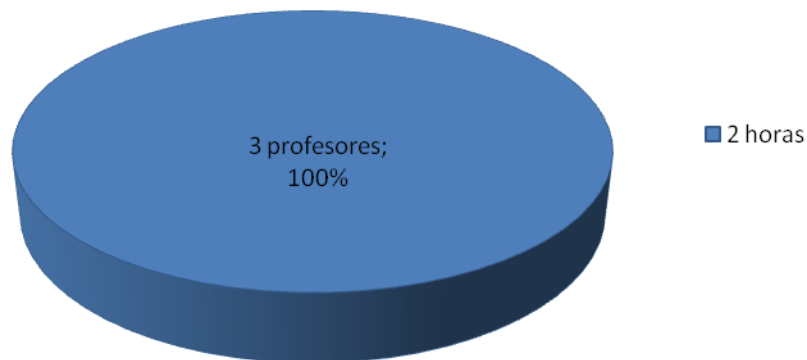
This Pie graph represents the hours that each Head Teacher has to the development of Students Counseling, and therefore shows that the three Head Teachers of San Andrés School agree that the school assigned only one hour to develop the Students Counseling.

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?



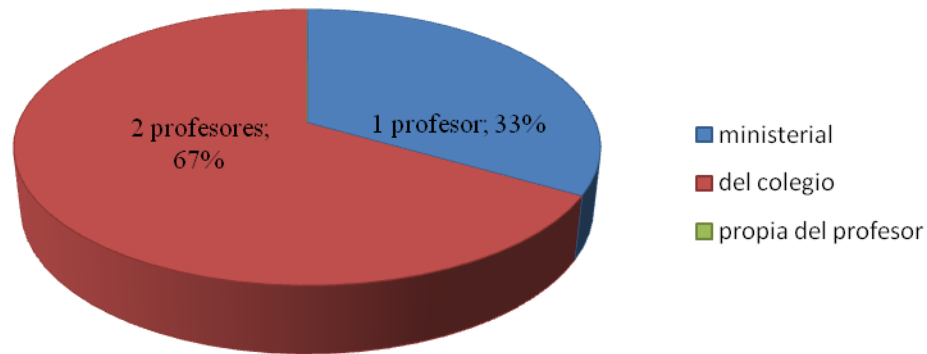
There is a clear answer on this question and this means that the three Head Teachers of San Andrés School agree that the number of hours (just one hour) to develop the Students Counseling is not enough.

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?



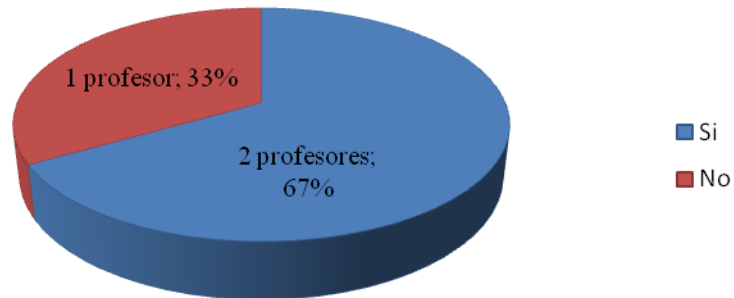
This Pie Graph represents the ideal number of hours to develop Students Counseling and therefore shows that the three Head Teachers of the San Andrés School agree that the hour necessary to develop the Students Counseling are two pedagogical hours.

4. El número de horas que Ud. dispone actualmente responde a una normativa:



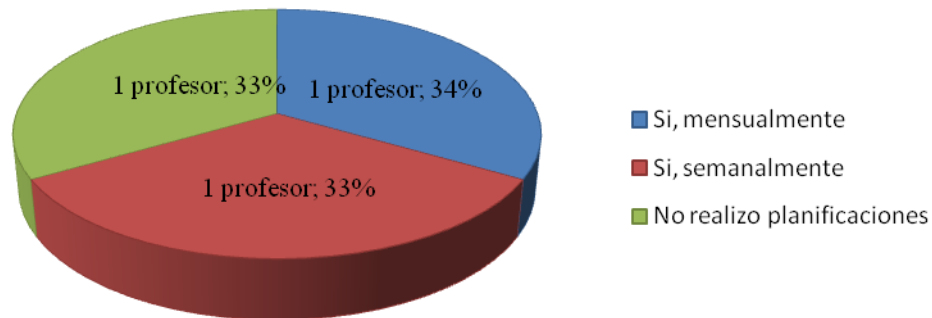
This Pie Graph represents the department that is in charge of the distribution of time to Students Counseling. In this question, two Head Teachers answered that the school is in charge of the hours to develop the Students Counseling. On the other side, one Head Teacher answered that the hours to develop the Students Counseling is a resolution of the Ministerio de Educación.

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?



In this question, two Head Teachers answered that they do not have any official document that mark their functions as Head Teachers in the school. On the other hand, one Head Teacher answered that he or she had an official document that marks his or her function in his/her class

6. ¿Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso



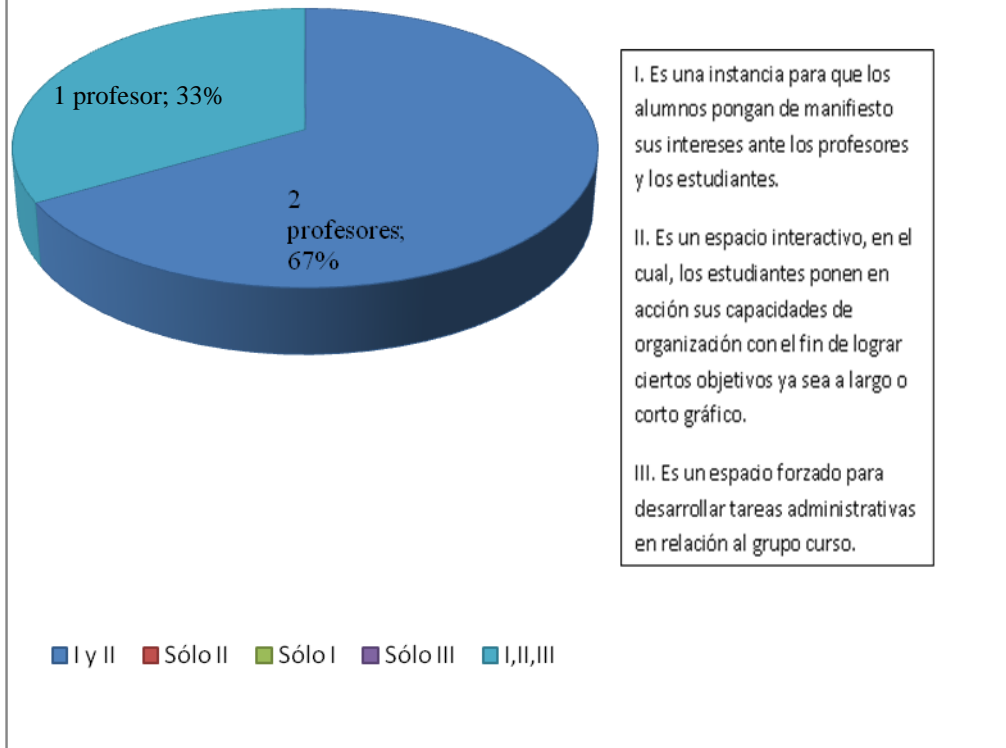
This Graph represents the Head Teachers that make a planning of Students Counseling activities and therefore shows that there are three answers according to each Head Teacher. One answered that he or she made a monthly planning of the Students Counseling. Other Head Teacher answered that he or she made a planning of the Students Counseling week by week. And the last Head Teacher answered that he or she did not make the planning of the Students Counseling.

7. El enunciado que a su juicio mejor define la función del profesor jefe es:



In this question the graph represents that the three head teachers agree that according to each definition of the Head Teacher's function, the three definitions are appropriate. The Head Teachers said that the functions are established organization and work regulations in any class, prepare biannually or trimester reports, according to academic and attitude behavior and represented their students in front of the direction and other teachers, and also, set a date with the student representative.

8. El enunciado que a su juicio mejor define la función del Consejo de curso.



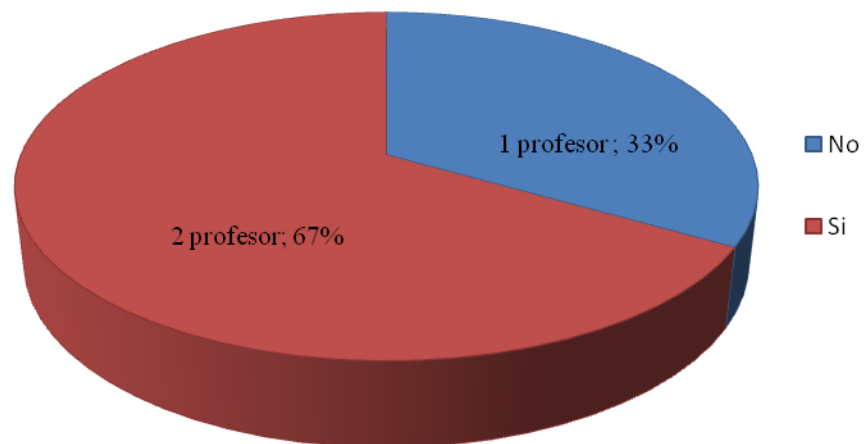
This Graph represents the wording that better defines the function (or functions) of Students Counseling and therefore shows that three Head Teachers agreed that the best definition of the function of the Students Counseling is the interactive space, in which the students' practices their organizational capacities in order to accomplish certain objectives in long or short time. In addition to this answer, two Head Teachers think that the best definition is also the place in which the students claim their interests in front of teachers and other students. Also, just one Head Teacher thinks that another wording that can define the Students Counseling function is the development of administrative works related to the class.

Colegio Academia de Humanidades



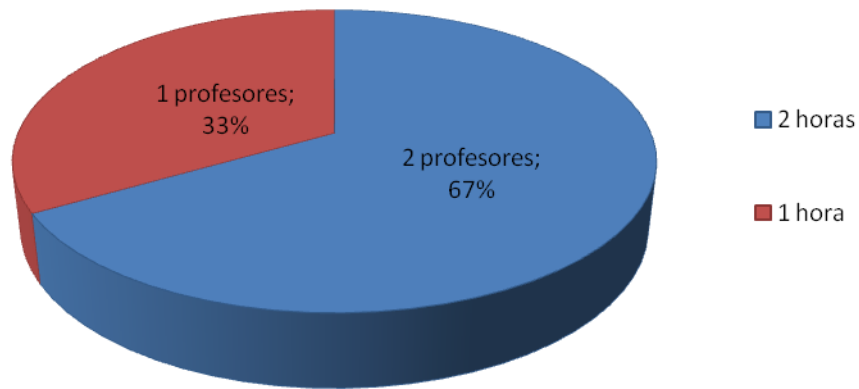
The shape of the graph demonstrates that from a total sample of three Head Teachers, all of them said that he/she had one hour for Students Counseling in high school and just one teacher said that he/she had one hour for Students Counseling in elementary school education too.

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?



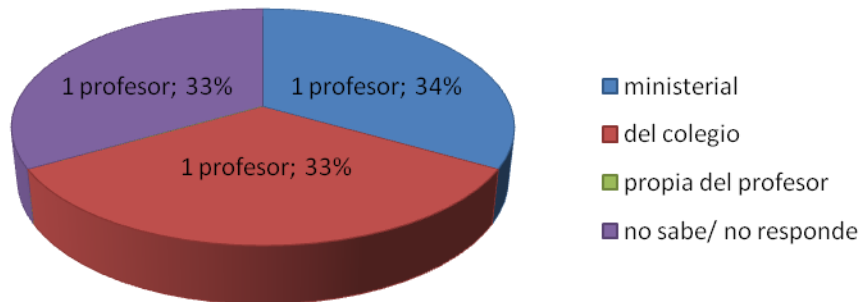
The shape of the graph demonstrates that from a total sample of three Head Teachers, two of them thought that the number of hours devoted to Students Counseling is enough; on the other hand just one of them said that the number of hours devoted to Students Counseling is insufficient.

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?



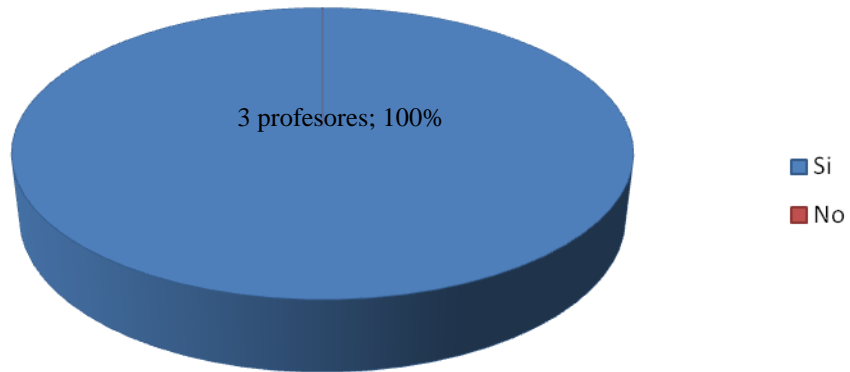
The shape of the graph demonstrates that from a total sample of three Head Teachers, two of them thought that the ideal numbers of hours for Students Counseling should be two hours, instead of one of them who said that the ideal number of hours for Students Counseling should be just one.

4. El número de horas que Ud. dispone actualmente responde a una normativa:



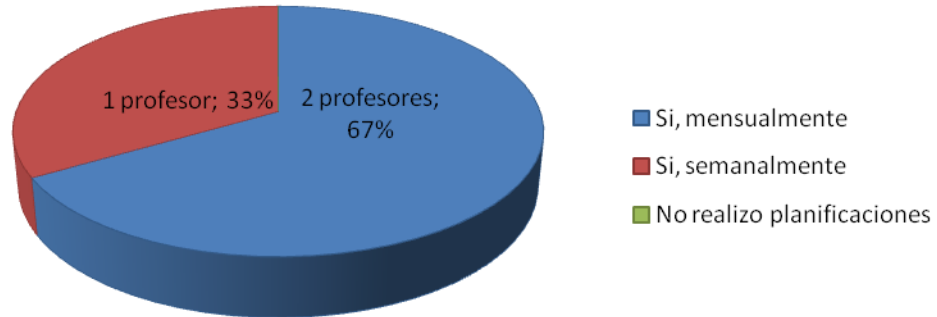
This graph represents from a total sample of three Head Teachers, all of them have a different point of view to this question, and therefore showed that one of them said the number of hours he/she has for Students Counseling belong to the ministry regulation. The other teacher said the number of hours he/she has for Students Counseling belonged to “del colegio” regulation. Finally, the other teacher said the number of hours he / she has for Students Counseling belonged to “no sabe/no responde”.

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?



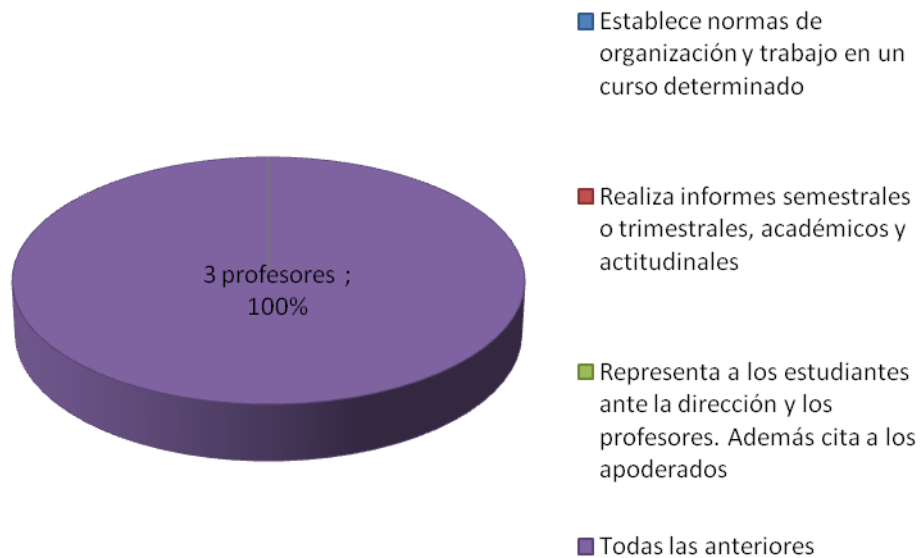
There is a clear answer on this question; it means that all the teachers have an official document which indicates them their functions as Head Teachers.

6. ¿Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso



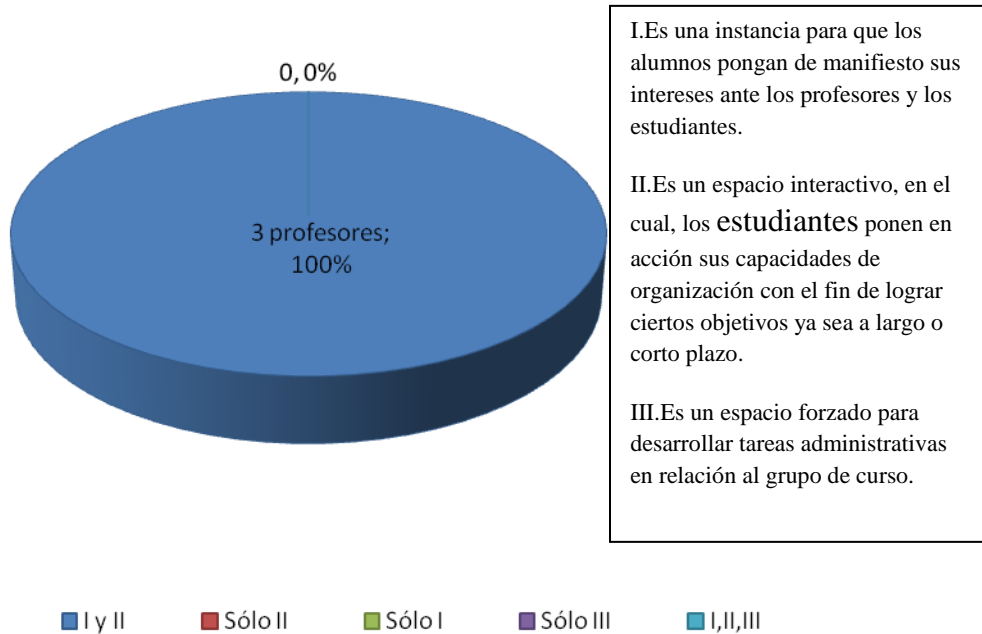
The shape of the graph demonstrates that from a total sample of three Head Teachers, two of them said that they do their lesson plan monthly. On the other hand, just one of them does his/her lesson plan weekly.

7. El enunciado que a su juicio mejor define la función del profesor jefe es:



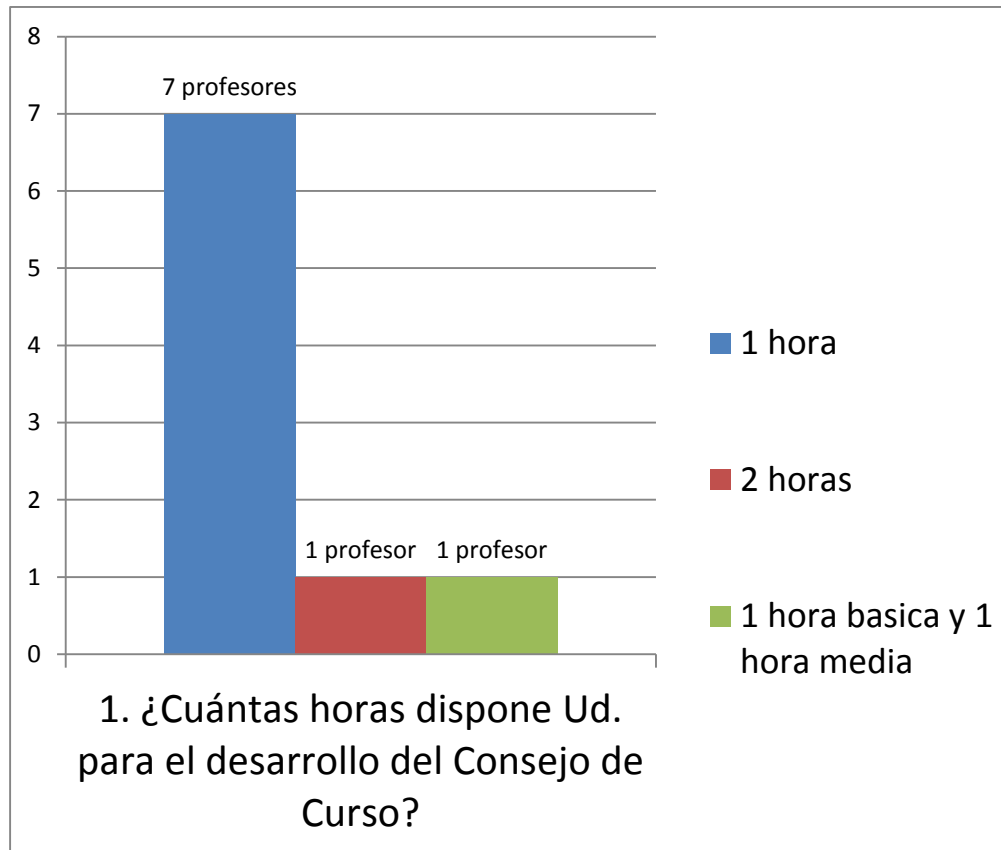
This graph, shows that all teachers think all the alternatives related to Head Teacher's functions were correct.

8. El enunciado que a su juicio mejor define la función del Consejo de curso.

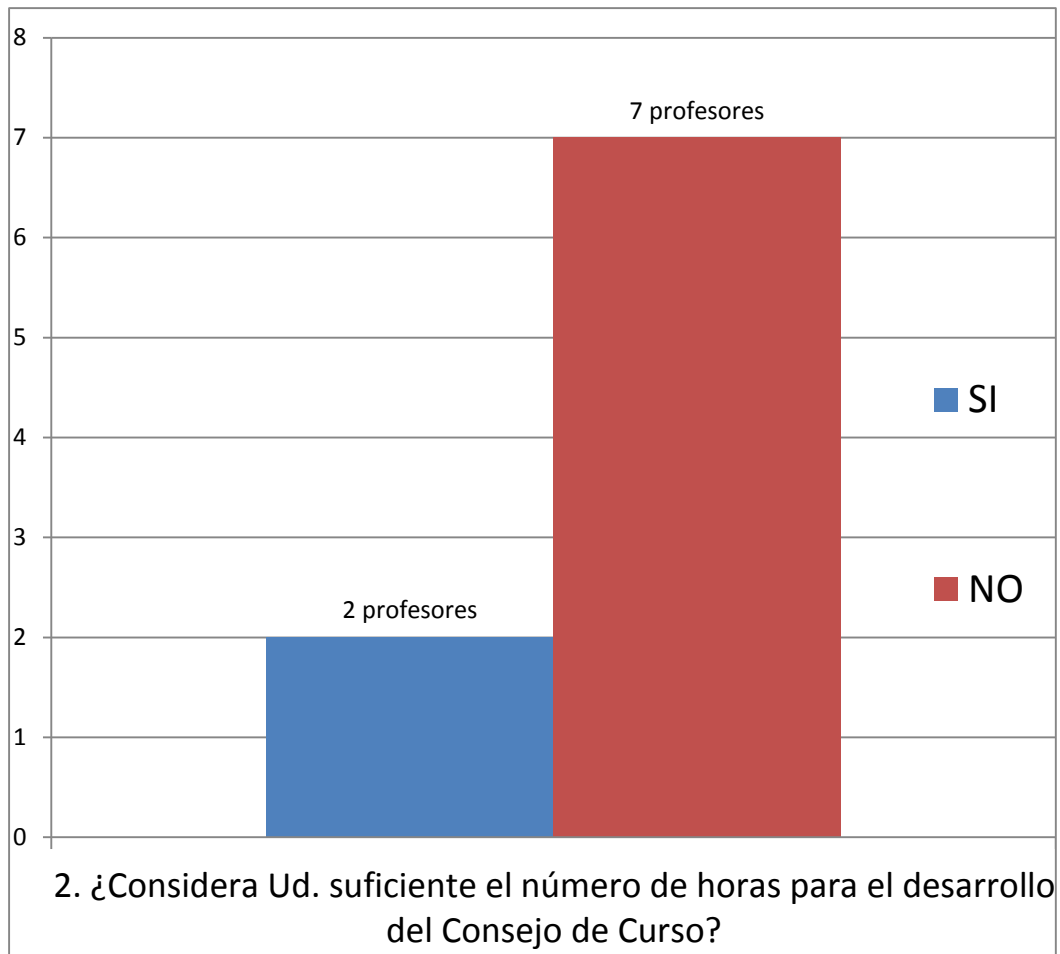


The graph shows the best alternatives which define Students Counseling functions were I and II.

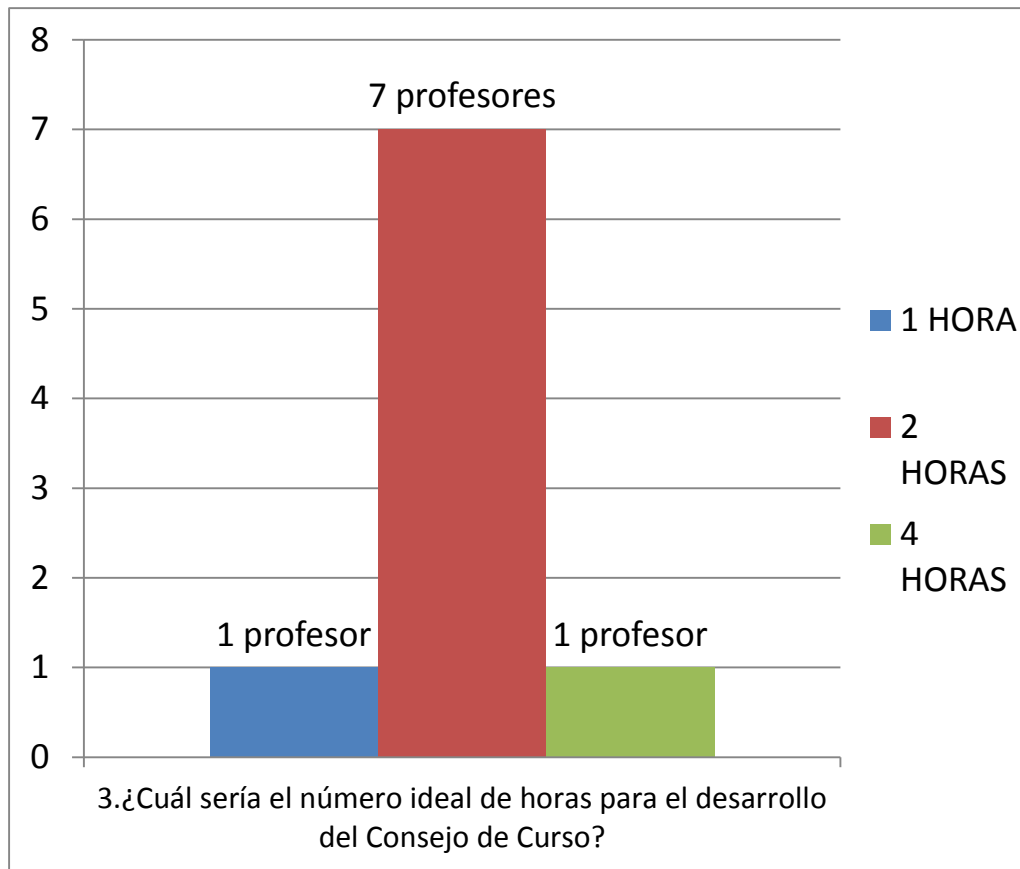
4.3. General results



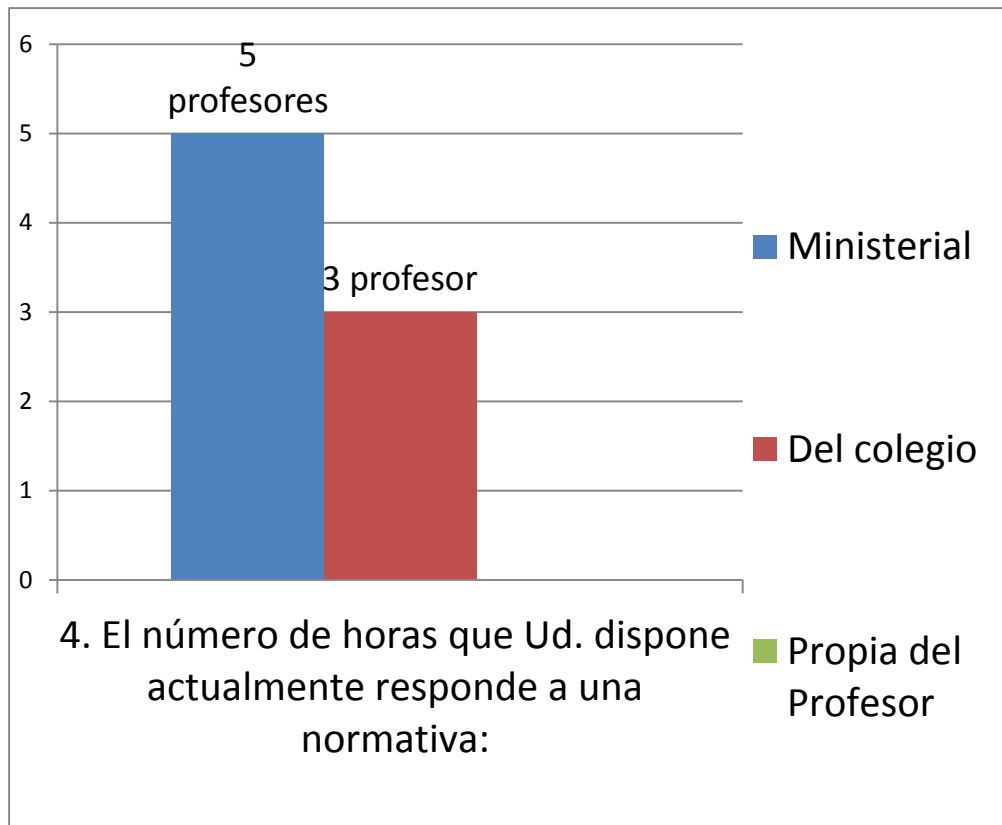
This graph represents the hours that each Head Teacher has, for developing Student Counseling, and therefore shows that seven Head Teachers have one hour to work in Students counseling. On the other hand one Head Teacher has two hours for Students Counseling and finally, just one Head Teacher works with one hour to elementary and another hour to high school. According to the Bibliographic analysis since 1957 most of the schools have established one hour for developing Students Counseling. Even at the current time, this distribution of hours was part of the national curriculum like the minimum time to prepare the activities of Students Counseling.



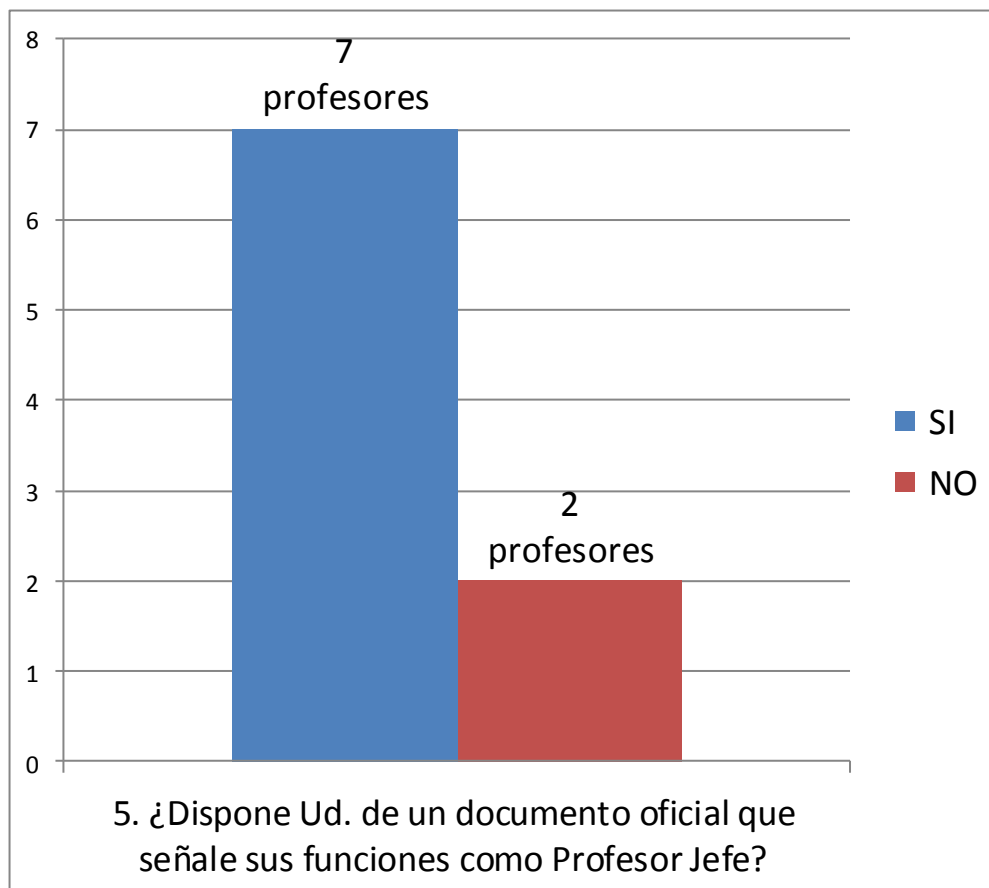
In this question, we asked if Head Teachers think that the time programmed to the development of Students Counseling is enough. Seven Head Teachers think the number of hours is not enough to Students Counseling and two Head Teachers think the hours are enough. During all the historic process of analysis that we researched, there was not a specific reference to the Head Teacher`s opinion about the assigned hours for developing Students Counseling, but it was necessary for us to know the opinion of each Head Teacher about this question.



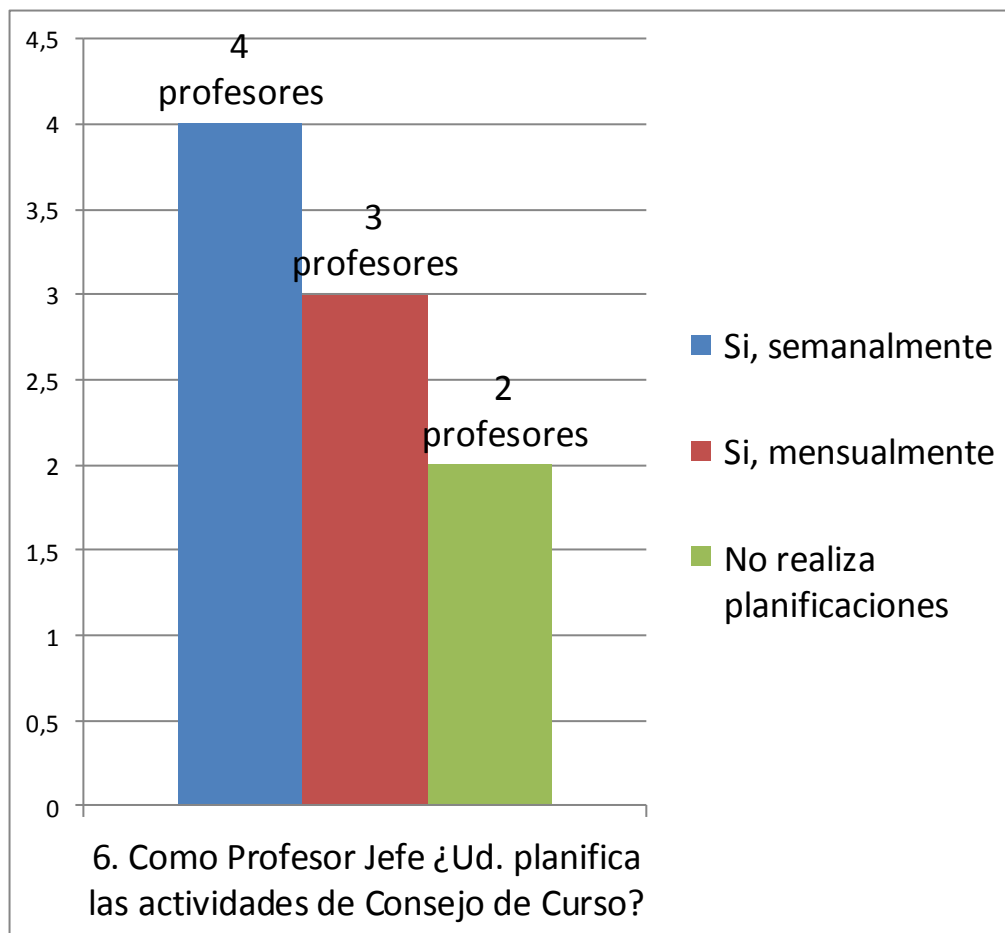
This graph represents the ideal number of hours for developing Students Counseling and therefore shows that seven Head Teachers think that two hours will be enough. One Head Teacher think that one hour is enough and finally, one Head Teacher thinks that four hours will be enough to the development of Students Counseling. Like we mentioned in the last question, in the past years the hours for Students Counseling was never mentioned like a topic for analysis according to the development of the activities and if the time was really enough. However, the opinion of each Head Teacher is very important to prepare the future suggestions.



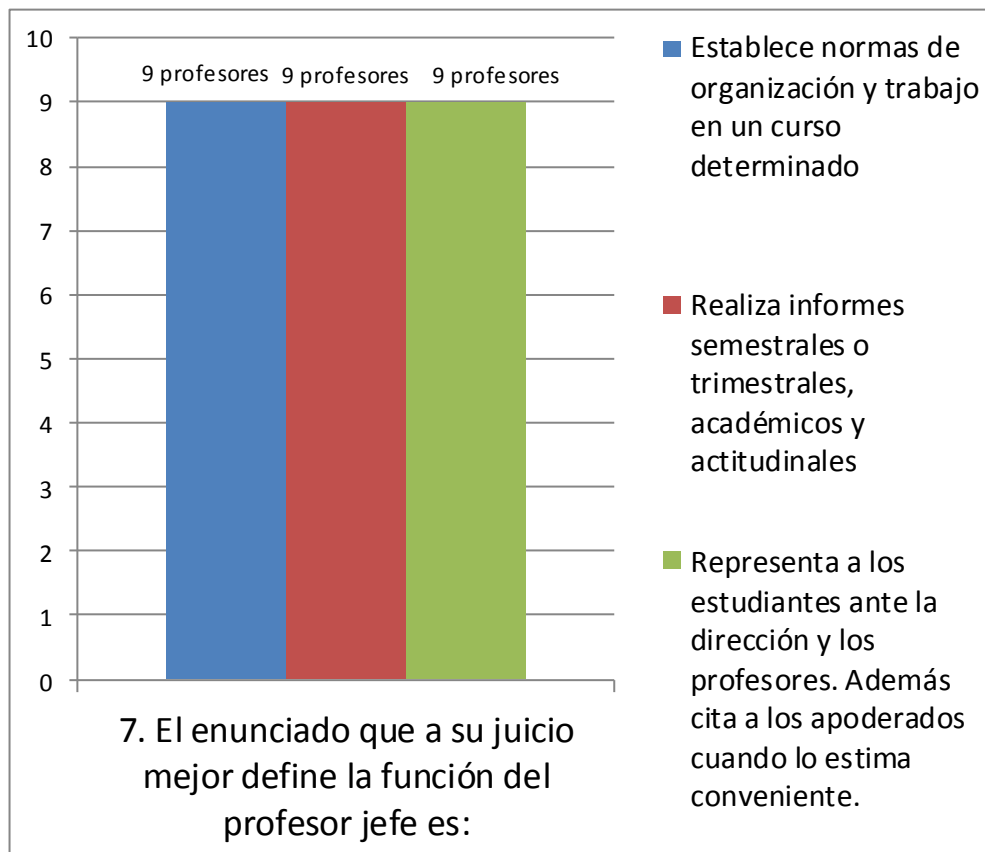
This graph represents the department that is in charge of the distribution of the hours to Students Counseling. In this question five Head Teachers answered that the Ministerio de educación is in charge of the hours that Head Teachers have. Three Head Teachers answered that the school is in charge of the hours that Head Teachers have and one teacher did not answer this question. According to the period of time that we researched, the hours to the development of Students Counseling were a responsibility of the government that was in charge at the moment of the modifications of the education laws. However, in current times the schools have the freedom to modify the number of hours for preparing Students Counseling according to the vision and mission. This is demonstrated in the results of this question.



In this question, seven Head Teachers answered that they have an official document that marks their function as Head Teacher in their class. On the other hand, two of them answered that they did not have an official document for their Head Teacher's functions. In our research, we found a lot of books with teacher's features. However, none of these features was used like an official document. According to this question, all Head Teachers that answered the survey claimed they had a document with their functions, only one Head Teacher showed us the document to be analyzed and for that reason we cannot claim that the rest of the Head Teachers had an official document for developing their functions.

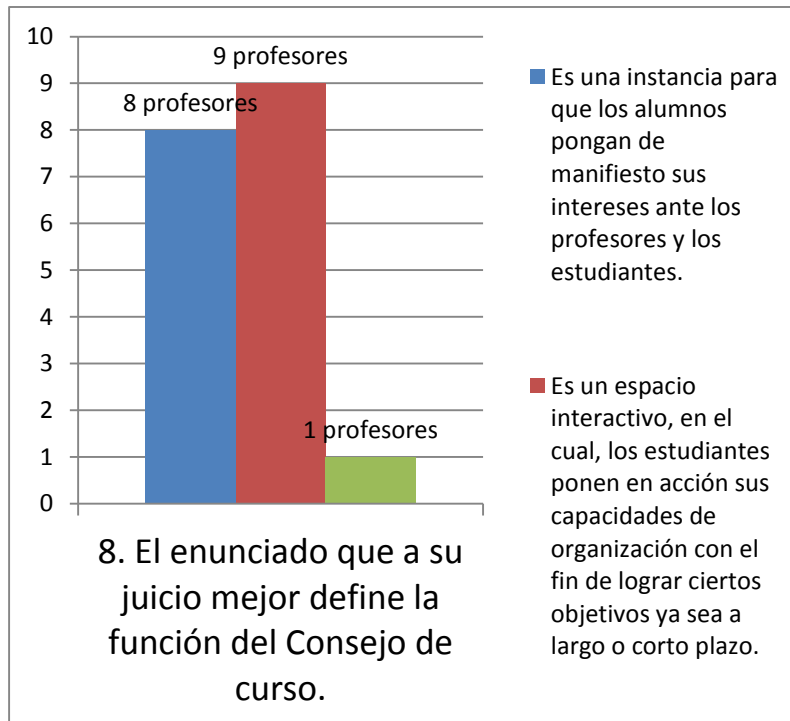


This graph asked if Head Teachers make a planning of Students Counseling activities and therefore shows that there are four Head Teachers that made a planning of the Students Counseling weekly. Three of them answered that they made a monthly planning of the Students Counseling and two Head Teachers answered that they did not make planning of Head Counseling. According to our research, we did not find any reference to the planning of the activities of Students Counseling like and obligation. The answers to this question indicated planning the activities only depends on the criteria of the Head Teachers or the requirements of the schools.



This question shows that nine Head Teachers agreed that according to each definition of the Head Teacher's function, all of them are appropriate. The Head Teachers said the functions are: establish organization and work regulations in any class, prepare biannually or trimester reports.

The main functions of the Head Teachers which the three periods of time that we researched had in common are: academic and attitudinal behavior, representing their students in front of the direction and other teachers, and also, set a date with the student representative. For this reason, it is not a surprise that the nine Head Teachers were agreed in the functions that they should develop as Head Teachers.



This graph represents the wording that better defines the function (or functions) of Students Counseling and therefore shows that nine Head Teachers agreed that the best definition of the function of the Students Counseling is the interactive space, in which the students practice their organizational capacities in order to accomplish certain objectives in long or short time. In addition to this answer, eight Head Teachers thought that the best definition was also the place in which the students claimed their interests in front of teachers and other students. Also, just one Head Teacher thought that another wording that can define the Students Counseling function was the space for the development of administrative works related to the class. As the previous question, we chose these wordings according to the main

functions of Students Counseling which were mentioned in each period of time that we analyzed. The last wording was the activity that Head Teachers commonly made in all the Student Counseling that we attended as practicum students and this activity was far away of the real function of Student Counseling.

4.4. Conclusions

First of all, we can conclude according to the instrument results that Head Teachers do not use the proper tools for each student; this means that the Head Teachers are worried about a general level of students and not at personal level of each one.

Besides that, we can recognize there is not a uniformity related to the use of techniques to know the characteristics and reactions of the Students Counseling. Also, the majority of the schools work just with one hour assigned for Students Counseling in high school and two hours at elementary school. According to this, the Head Teachers think that there is not enough time to work in Students Counseling. On the other hand, Head Teachers think that the appropriate time to work with their classes and developing Students Counseling is two or three hours. In contrast, the excessive work that entails being a Head Teacher is too much according the time that schools are assigned to each Head Teachers.

Moreover, we can observe that there are two organizations which assign the Head Teacher's work hour, the "Ministerio de educación" and the schools that each Head Teachers belong.

Most of Head Teachers admit that their work is based on an official document related to their functions as Head Teachers, but there are some schools that do not have those documents.

Another important conclusion is that Head Teachers make the activities of Students Counseling, but some teachers prepare these activities monthly and others

weekly. This is just an assumption, because of the shortness of time to make this investigation; we do not have empirical evidence to prove that actually Head Teachers plan these activities. In this situation, we advise a case study. Also, there are some Head Teachers that do not plan the activities of Students Counseling.

What is actually a fact, is the sense of Head Teachers according to their functions inside of a class group, because they all answered the three wording mentioned in the survey that characterize the Head Teacher's function.

Finally, almost every Head Teachers know the function of the Students Counseling as a place to the development and the interaction between students and Head Teachers for organizing their objectives, in a long or short period of time. However, there still some Head Teachers that commonly use the Students Counseling as a compulsory space to develop the administrative work, losing the real orientation of Students Counseling.

Chapter V

Conclusion

Conclusion

5.1. Suggestions

Those suggestions are expressed once we had analyzed Head Teachers' answers according to the function and role of Head Teachers and Students Counseling in Chile.

What makes a good Head Teacher?

1. Outstanding Head Teacher should work his/her own professional identity, to take control about basic techniques how to be a good leader, as well as, to solve problems at Students Counseling. Head Teacher should have discipline in his/her headship and same time he/she should have full knowledge student needs and interest.
2. Head Teacher should surely have the courage to focus on realizing the school vision and be constant in his/her efforts to do what is best for the children in their care.
3. Successful Head Teacher is charismatic without being overpowering and can encourage leadership in others so that even the youngest pupils will feel comfortable making decisions and offering ideas.
4. Head Teacher should also be someone who retains a positive attitude, no matter what challenges will have to face.
5. A Head Teacher should be an emotionally intelligent person who is empathetic towards all over whom they have influence, if they are not they might become self-absorbed and unaware of what their school community really wants and needs.

6. Head Teacher should be aware that his/her main purpose is to serve his/her community rather than to be focused in his/her self-importance.
7. Successful Head Teacher has a strong moral structure, he/she puts others first and has a strong set of personal values that are shared with and responsive to the school community.
8. Head Teacher should have passion and a strong desire to achieve excellence while creating a community that has a strong sense of unity and trust.
9. Head Teacher has to overcome his/her fears and insecurities into real chances to achieve the teaching and learning process by using didactic resources.
10. The future Head Teacher should have a practicum at headship before he or she becomes a Head Teacher.
11. Head Teacher should apply assessment guidelines to students, about topics he/she has taught in class, as far as possible twice a month.
12. To increase by two the number of pedagogical hours spent in Students Counseling for the effective development of it.
13. To make a lesson plan monthly. That instrument will be previously supervised by the guidance department and the Head Teacher department.
14. Head Teacher has to be someone who promotes values, critical thinking, civic consciousness, respect and care for others, self-confidence, environmental care, personality development, life project, collaborative work and happiness.
15. Finally, we suggest that educational authorities must promote and develop training courses about the organization and techniques according to Students Counseling.

5.2. Reflection

The best job in the world is to become a Head Teacher.

Headship for us has been described as the best job in the world. We think it is exciting and rewarding in a way that is unlike any other job. We have written about historical tour in order to Head Teachers' role and Students Counseling responsibilities, now what Head Teachers, actually do and the challenging aspects of the job, are really motivating for us. However three main topics have dominated this thesis; firstly what happens to Students Counseling during a period of time, secondly what was the results about a questionnaire applied to nine Head Teachers with a minimum of five years of experience, thirdly the whole issue of what factors make a good Head Teacher giving fifteen recommendations. We think that this instrument help Head Teachers to be better prepared for the job nowadays that ever before.

Finally in this brave but uncertain new world we should not only be given to students the skill they will need to survive and be successful but also teaching them to be world citizens. This is where truly creative approach that focuses on the development of a skill based curriculum centered on thinking skills such as reflection, reasoning, resilience, responsibility and resourcefulness is important, and other important thing is if students must be successful in the future they need to be taught that in order to be successful they will need both, knowledge and skills, like the following: cooperation, common sense, friendship, sense of humor, effort, curiosity, problem solving, empathy, risk taking and organization. We are convinced it is vital for the student counseling. It is also important to motivate Head Teachers to have good practical with their students in their classrooms. If this were given, we would have citizens concerned with his/her pairs, for the future of our own country and for the rest of the world in which we live. That is solidarity.

We believe that a good Head Teacher needs to be creative and innovative as to his links with the curriculum. He/she should have a clarity of vision, concerning with the

age group, school problems, and the unexpected situations that may occur in his/her school. He/she should be mature if he is to be a decision maker or problem solver - and he/she should be resourceful. This entire if she/he notices what is important for the development of the school goals. These are only some aspects, if not the most important of the qualities and requirements for successful Headship. Another important aspect to be a good head is to be a schoolyard teacher (profesor de patio) this enables him/her to watch students as they act naturally during their free time. Then, when he/she detects trouble, bullying, for example, or when he/she sees a student who seems to be going through a crisis, he/she is the one who listens to the needs of his/her students' problems and helps them to solve such problems by strengthening their fortitudes.

5.3. General Conclusion

Firstly, we consider as a research objective, the inquiry of the relevant background of Head Teachers' role and function from earlier times, helped to determine the factors that allowed us to investigate the current situation of the Head Teacher and whether he fulfills the role within different educational contexts (public, subsidized and private schools).

According to all the information gathered, we believe that today the Head Teacher is far away from the true function that teacher should fulfill in his/her headship and in Students Counseling, this was reflected in the survey results showed, that teachers made in three types of schools in the city. While most of the teachers plan their Students Counseling lesson and its objectives, they do not cover appropriately the objectives that they should develop in each student, for instance, the development of a civic attitude of students, the guiding role of the Head Teacher related to student's vocation and creating an environment of integration among students.

That is why we consider important the proper preparation of lesson plans in which they can develop a good way of generating positive attitudes and the teacher properly guide the above issues mentions, among others.

Moreover, these shortcomings led us to develop some suggestions for the Head Teachers to achieve in a better way their role in Students Counseling and with his students. We consider these suggestions are very important for teachers to develop in all aspects optimally, moreover giving the corresponding importance to Students Counseling, using the appropriate time to maximize the civic awareness and attitudes of students, also provide adequate spaces for conflict resolution, currently relevant issues and the importance of the Head Teacher as mediator and organizer of these activities.

Finally, the preparation of a modern manual marks a number of elements that help in the development of the Students Counseling. These elements will not give the expected results if there is not commitment of the different institutions. The Teachers Counseling is an instance to create and analyze each suggestion and be suitable for the knowledge and student individualization. Then we have the management of each establishment in the delivery of resources to develop and put into practice our suggestions and also, the assessment of personality and attitudes according to uniform criteria and objective bases and fundamentally the active participation of students and teacher within Students Counseling.

In the future our research can contribute as a reference to other researchers to create a manual of the main functions of the Head Teacher's role and to continue putting into practice the suggestions to improve the Head Teacher's role and the main sense to Students Counseling and confirm the viable elements at the moment of working the process of the Students Counseling planning. With the proper time and needed tools. The results can be effective and mark a major change in what today is known as the functions of the Head Teacher and his/her role in Student Counseling. These changes will improve the formation of students and will mean a transcendental achievement in education in our country.

Chapter VI

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6.2. Glossary

Head Teacher: It refers to someone who is in charge of a group of students.

Student Counseling: It involves a student`s democratic organization.

Headship: It refers to the position of the Head Teacher and the activities that he/she has to do.

Directive Board: A group of students who represents the course ideas. It is composed by President, Vice-president, Secretary, and Financial Representative.

Parentship: It involves parent`s organization that represents the families in the school.


Committees: Groups of students with a specific task in Student Counseling.

Counselor: It refers to someone who attends student`s needs and orientates them.

School yard teacher (Profesor de patio): It refers to a head teacher who observes the interaction of his/her students in break time.

6.3. Supplementary materials

P. Pineda

 UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ
Salesiana

Cuestionario

Fecha: _____
Años de experiencia: 24 años
Años de experiencia como profesor jefe: 17 años
Nombre del Establecimiento: "Colegio Obediencia de Huancabamba"
Dependencia Administrativa: Particular Pagado

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso? 01

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

a) Si
 b) No

2. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso? 02

4. El número de horas que Ud. dispone actualmente responde a una normativa:

a) Ministerial
b) Del Colegio
c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?

a) Si
b) No

6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

a) Si, mensualmente.
b) Si, semanalmente
c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7. El enunciado que a su juicio mejor define la 8. El enunciado que a su juicio mejor define la



función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

*El Consejo curso es una instancia para
fortalecer también la educación cívica
y la participación responsable en los niveles
del respeto y la tolerancia por fundamentar
toda su actividad que logremos re-
sultar con actitudes disuocativas en el co-
legio, también ciudadanos respetuosos
y conscientes de sus deberes y sus derechos.*



P. Privado.

Cuestionario

Fecha: 05- Noviembre - 2013
Años de experiencia: 34
Años de experiencia como profesor jefe: 33
Nombre del Establecimiento: Colegio Academia de Humanidades,
Dependencia Administrativa: Particular privado.

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso? 2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

1

- a) Si
 b) No

2. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso? 4. El número de horas que Ud. dispone actualmente responde a una normativa:

1

- a) Ministerial
 b) Del Colegio
 c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe? 6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si
 b) No

- a) Si, mensualmente.
 b) Si, semanalmente
c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7. El enunciado que a su juicio mejor define la 8. El enunciado que a su juicio mejor define la



función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

Profesor perpetuo, trabajado, interactivo con los alumnos, muy responsable y puntual.
Participó en Reunión de apoderados y ayudo, en una actividad, para la opción de área de los estudiantes.



Cuestionario

Fecha: 6 - Noviembre - 2013
 Años de experiencia: 34 años
 Años de experiencia como profesor jefe: 34 años
 Nombre del Establecimiento: Colonia Académica de Humanidades
 Dependencia Administrativa: Orbita C-04

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso? 2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

01 hr en E. Media
02 hr en E. Básica

- a) Si
 b) No

2. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso? 4. El número de horas que Ud. dispone actualmente responde a una normativa:

2 hr frente a curso
es suficiente.

- a) Ministerial
 b) Del Colegio (Ministerio sugiere 1 hr)
 c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe? 6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si
 b) No

- a) Si, mensualmente.
 b) Si, semanalmente
 c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7. El enunciado que a su juicio mejor define la 8. El enunciado que a su juicio mejor define la



función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

Las horas de Consejo de Curso en aula es suficiente con 2 hr y/o 1 hr, bien aprovechado, pero las horas que cada profesor jefe debería tener por funciones de trabajo son mínimo 7 hrs. pero realizan sus trabajos fuera de aula - requerimiento - entrevista - con cada alumno y es forzado...

En este colegio se le entrega al profesor jefe documento de las funciones de P.J. y además un cuadernillo de sugerencias y actividades de orientación, donde el selecciona las más adecuadas a su realidad curso. (orientación además hace requerimiento al P.J. a cargo).

Cuestionario

Fecha: 4/11/2013
Nombre: Academia Antares Puerto
Años de experiencia: 28 años
Años de experiencia como profesor jefe: 26 años
Nombre del Establecimiento: Esc. República de Chile
Dependencia Administrativa: Dept. de Educ. - Municip. Santiago

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso?

2

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

- a) Si
 b) No

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?

4

4. El número de horas que Ud. dispone actualmente responde a una normativa:

- a) Ministerial
b) Del Colegio
c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?

- a) Si
b) No

6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si, mensualmente.
 b) Si, semanalmente
c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7.El enunciado que a su juicio mejor define la función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

8.El enunciado que a su juicio mejor define la función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

Cuestionario

Fecha: 04, Noviembre 2013
Nombre: Carlos Guzman G.
Años de experiencia: 12
Años de experiencia como profesor jefe: 10
Nombre del Establecimiento: Escuela N. de Mexico
Dependencia Administrativa: _____

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso?

1

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

- a) Si
 b) No

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?

2

4. El número de horas que Ud. dispone actualmente responde a una normativa:

- a) Ministerial
b) Del Colegio
c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?

- a) Si
 b) No

6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si, mensualmente.
b) Si, semanalmente
 c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

Si



7.El enunciado que a su juicio mejor define la función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

8.El enunciado que a su juicio mejor define la función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

esiero el monst.

Cuestionario

Fecha: 10/11/13
Nombre: Carlos Espino
Años de experiencia: 3 años
Años de experiencia como profesor jefe: 3 años
Nombre del Establecimiento: Escuela República de México
Dependencia Administrativa: municipal.

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso?

1

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

- a) Si
b) No

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?

2

4. El número de horas que Ud. dispone actualmente responde a una normativa:

- a) Ministerial
b) Del Colegio
c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?

- a) Si
b) No

6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si, mensualmente.
b) Si, semanalmente
c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7.El enunciado que a su juicio mejor define la función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

8.El enunciado que a su juicio mejor define la función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

Considero que el trabajo con los alumnos y alumnas en el horario determinado para consejo de curso debería estar dispuesto entre otras cosas a la entrega de herramientas hacia los alumnos(as), para que sean capaces de desarrollar la habilidad de liderar y organizar sus propios proyectos, de tal manera de ser capaces en el futuro de trabajar en forma activa en la sociedad en la cual ellos deberán vivir.



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Cuestionario

Fecha: 29 / 10 / 12
Años de experiencia: 10
Años de experiencia como profesor jefe: 10
Nombre del Establecimiento: San Andrés - Maipo
Dependencia Administrativa: Particular Subvencionado

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso? 2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

1 hra. pedagógica
(45 min.)

a) Si
b) No

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso? 4. El número de horas que Ud. dispone actualmente responde a una normativa:

2 hrs pedagógicas

a) Ministerial
b) Del Colegio
c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe? 6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

a) Si
b) No

a) Si, mensualmente.
b) Si, semanalmente
c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7. El enunciado que a su juicio mejor define la 8. El enunciado que a su juicio mejor define la



función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

Es importante que hubieran
manuales con ideas para diri-
gir un consejo de curso pero
no planificadas, ya que igu-
fican mal con el trabajo
Cree que debería ser un trabajo
con una remuneración especial,
debido a la cantidad de trabajo
adicional que requiere.



Cuestionario

Fecha: 29/10/2013
Años de experiencia: 16 años
Años de experiencia como profesor jefe: 16 años
Nombre del Establecimiento: Colegio San Andrés Maipú "Las Rosas"
Dependencia Administrativa: Particular Subvencionado

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso?

1 hr.

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

- a) Si
 b) No

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?

2 hrs.

4. El número de horas que Ud. dispone actualmente responde a una normativa:

- a) Ministerial
b) Del Colegio
c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?

- a) Si
 b) No

6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si, mensualmente.
b) Si, semanalmente
c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

Si

7. El enunciado que a su juicio mejor define la

8. El enunciado que a su juicio mejor define la



función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
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- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:



Cuestionario

Fecha: 29-10-2013
Años de experiencia: 13 años.
Años de experiencia como profesor jefe: 13 años
Nombre del Establecimiento: SAN ANA DE MAIPU - LAS ROSAS
Dependencia Administrativa: Particular Subordinado

Estimado (a) Sr (a) Profesor (a):

Este instrumento tiene como propósito recoger información relativa al desempeño del docente en jefatura y consejo de curso. Es de carácter anónimo y sus respuestas serán utilizadas en el desarrollo de nuestro Seminario de Título.

Instrucciones:

- Encierre en un círculo la respuesta que considere más apropiada.
- Al final del documento encontrará un espacio asignado para realizar las observaciones que estime pertinentes.

1. ¿Cuántas horas dispone Ud. para el desarrollo del Consejo de Curso?

1 hr.

2. ¿Considera Ud. suficiente el número de horas para el desarrollo del Consejo de Curso?

- a) Si
 b) No

3. ¿Cuál sería el número ideal de horas para el desarrollo del Consejo de Curso?

2 hrs.

4. El número de horas que Ud. dispone actualmente responde a una normativa:

- a) Ministerial
 b) Del Colegio
c) Propia del Profesor

5. ¿Dispone Ud. de un documento oficial que señale sus funciones como Profesor Jefe?

- a) Si
b) No

6. Como Profesor Jefe ¿Ud. planifica las actividades de Consejo de Curso?

- a) Si, mensualmente.
b) Si, semanalmente
 c) No realizo planificaciones.

Si su respuesta fue "no" ¿Le gustaría tener un manual con las funciones del Profesor Jefe?

7. El enunciado que a su juicio mejor define la

8. El enunciado que a su juicio mejor define la



función del profesor jefe es:

- a) Establece normas de organización y trabajo en un curso determinado.
- b) Realiza informes semestrales o trimestrales, académicos y actitudinales.
- c) Representa a los estudiantes ante la dirección y los profesores. Además cita a los apoderados cuando lo estima conveniente.
- d) Todas las anteriores.
- e) Ninguna de las anteriores.

función del Consejo de curso.

- I. Es una instancia para que los alumnos pongan de manifiesto sus intereses ante los profesores y los estudiantes.
- II. Es un espacio interactivo, en el cual, los estudiantes ponen en acción sus capacidades de organización con el fin de lograr ciertos objetivos ya sea a largo o corto plazo.
- III. Es un espacio forzado para desarrollar tareas administrativas en relación al grupo de curso.

- a) I y II.
- b) Sólo II.
- c) Sólo I.
- d) Sólo III.
- e) I, II, III.

Observaciones:

CONSIDERO QUE CON LA EXPERIENCIA DE 13 AÑOS
COMO PROFESOR JEFE DEBIDA SER MEJOR REMUNERADA,
YA QUE ES MUCHO EL TRABAJO NO SÓLO CON LOS ALUM-
NOS SINO QUE TAMBIÉN CON LOS APODERADOS. ADEMÁS
MAJOR CANTIDAD DE HORAS DESTINADAS A CONSEJO
DE CURSO Y ADEMÁS DE ORIENTACIÓN.